



Head Start Today: A Look at Demographics and Culture and Linguistic Responsiveness

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Overview



- Demographics: Who are Head Start Children and Families
- Brief Background/History
- Current Regulations & Other Requirements
- Supporting and Fostering Cultural & linguistic Responsiveness-OHS efforts

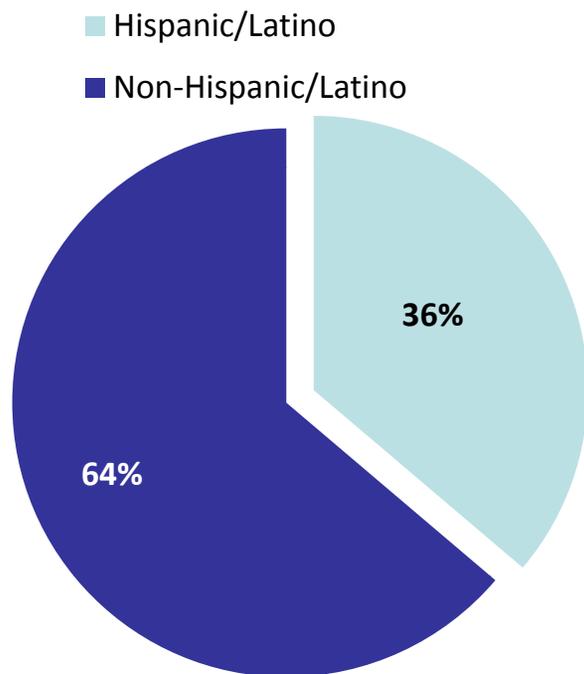
Demographics



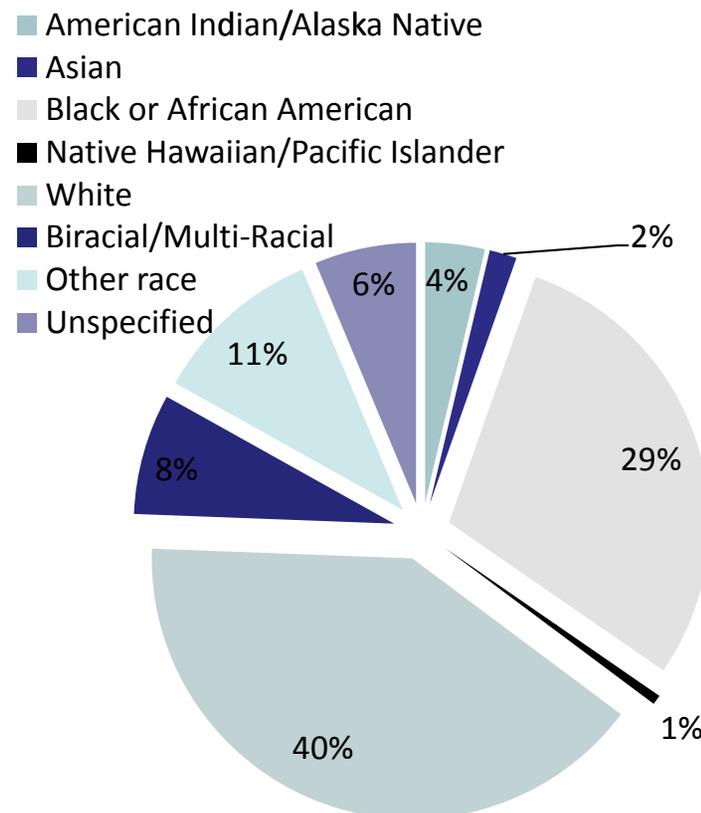
Child Race/Ethnicity in Head Start

- Based on the 2009-2010 Head Start Program Information Report (PIR), 36% of children enrolled in Head Start were of Hispanic or Latino origin.
- 29 % of children were Black or African-American and 10.6% were “other”

Child Ethnicity, 2010



Child Race, 2010



Demographics



Primary Language of Children at Home

- Over 140 languages are spoken by Head Start children and families.

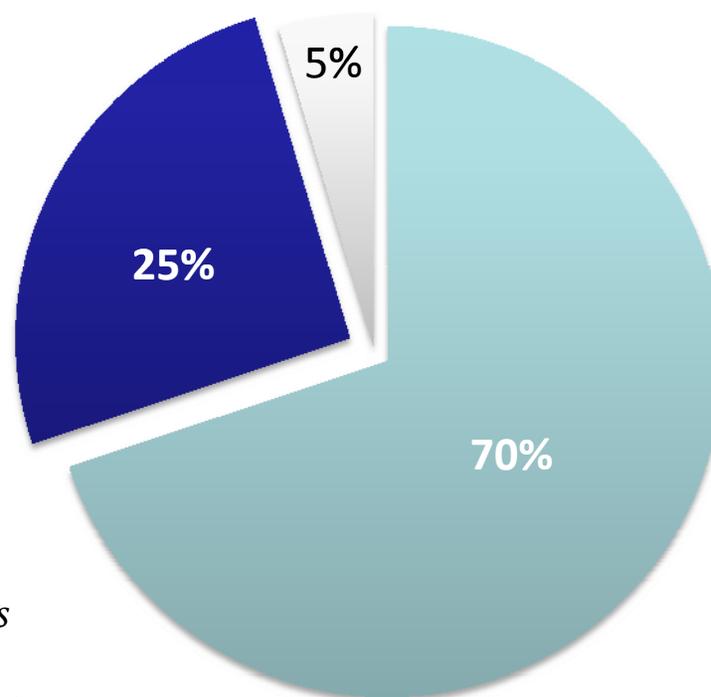
- Almost three out of ten (30%) children enter Head Start speaking a primary language at home other than English.

- Nearly 26% speak Spanish at Home

- Nearly 5% include all other languages combined*

**Central/ South American & Mexican .4%, Caribbean languages .3%, Middle Eastern/ South Asian Languages .7%, East Asian Languages 1%, Native North American/ Alaska Native Languages 20%, Pacific Island Languages .2%, European .5%, and African Languages .5%, Unspecified .8%*

English Spanish Other



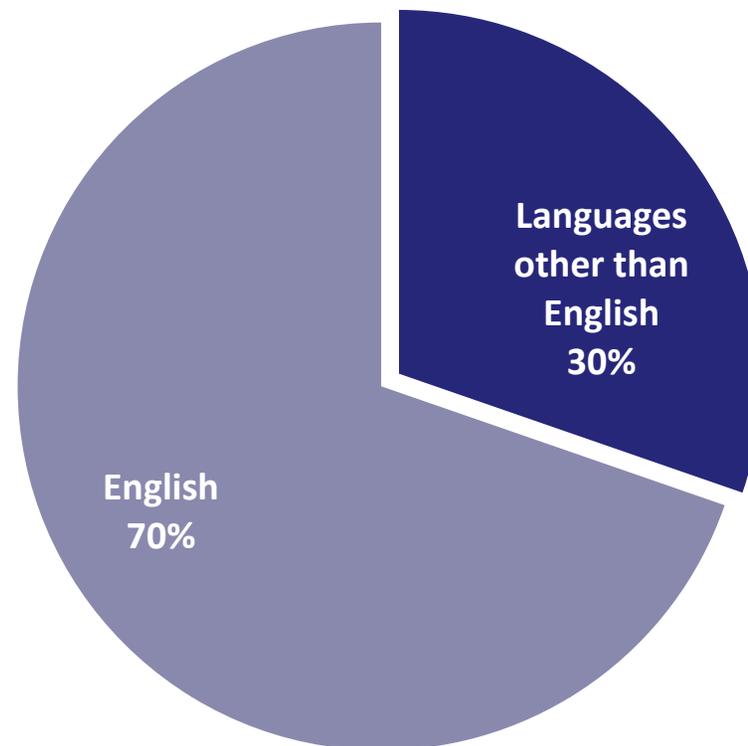
Demographics



Languages Spoken By Child Development Staff

- According to the PIR, in 2010, 30% of all child development staff spoke a language other than English.
- Since 2008, the percentage of child development staff that have identified themselves as Hispanic has remained around 30%.

Languages spoken by Child Development Staff, 2010



Demographics



Regional and National Language Demographics on DLLs

- From 2001 to 2009, there was an increase of nearly 5% in the children speaking languages other than English.
- Only 14% of Head Start programs nationwide currently serve exclusively English speaking children.
- Seven regions across the country serve over 24% of DLL, three of which serve over 57% of DLL.
- In Region XI, American Indian/Alaska Native programs, less than 5% of children are first speakers of a native language. In 2001 the number was approximately 16%.
- Within Region XII, Migrant and Seasonal Head Start, 90% speak languages other than English- 87% Spanish and 3% other indigenous languages.

Background of Past Efforts



- 1976: Dissemination of *Bilingual and Bicultural Curriculum Models* which was used for training to support children's cognitive and social growth and individualization of instruction based upon a child's linguistic dominance.
- 1990: *Multicultural Principles for Head Start Programs*: This followed two years of work by the Head Start Multicultural Task Force. Its purpose was to “stand as a challenge” to programs to “focus efforts on individualizing services so that every child and family feels respected and valued.
- 1993: *A Descriptive Study of Head Start's Bilingual and Multicultural Program Services* was published. This determined that more than 140 languages were spoken by children enrolled in Head Start programs. After English, the most common languages spoken by Head Start children were Spanish, Chinese, Hmong, and Vietnamese.

Current Regulations & Requirements



Excerpt of Current Regulations Related to Culture & Language

- *In order to help children gain the social competence.....approaches to child development and education must: Be developmentally and linguistically appropriate..... Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition. (45 CFR 1304.21(a)(1)(i & iii))*
- *When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language. (1304.52(g)(2))*

Current Regulations & Requirements



- *Grantee and delegate agencies must support social and emotional development by: -- Encouraging development which enhances each child's strengths by: -- **Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; and (45 CFR 1304.21(a)(3)(i)(E))***
- *Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible. (1304.51(c)(2))*

Current Regulations & Requirements

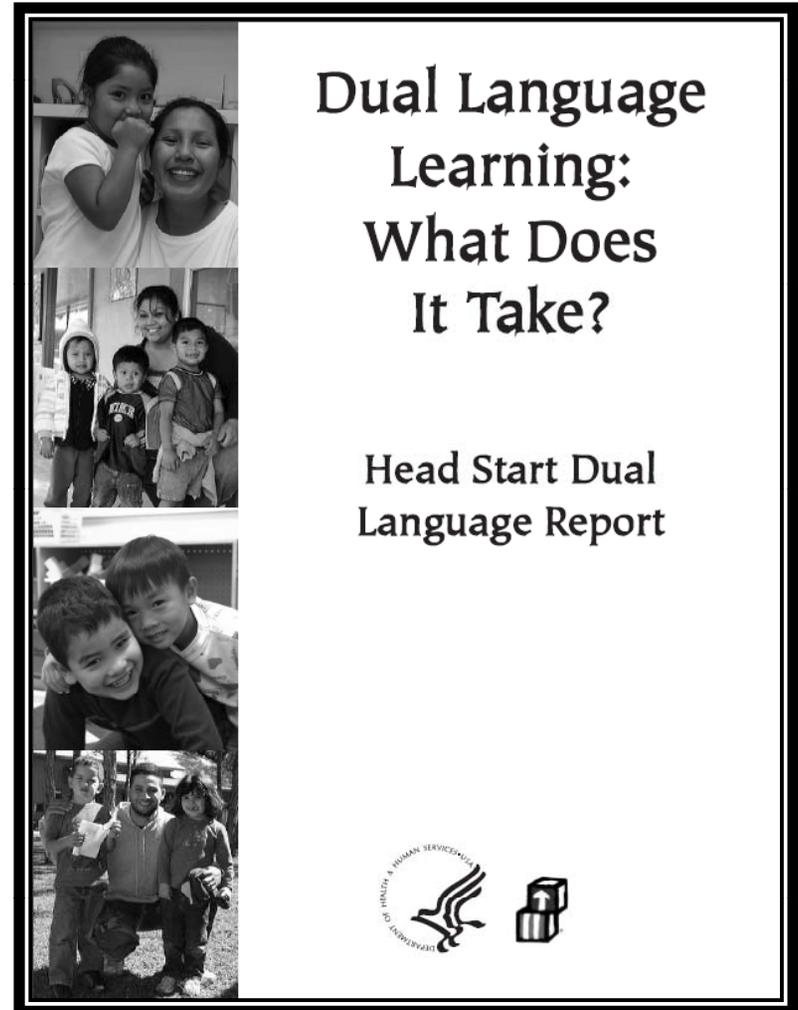


- The 2007 Head Start Act includes many new or enhanced requirements for programs that enroll children and families who speak a language other than English, mentioned on 40 of the 150 pages of the Act.
- Language from the Act includes for example...children make *“progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development described in clauses (i) through (ix), including progress made through the use of culturally and linguistically appropriate instructional services;*

Recent OHS Efforts to Support Cultural/Linguistic Responsiveness



- 2007: *The National Head Start Institute on Hispanic & Other Emerging Populations*. This institute focused on Head Start's role in serving many diverse populations.
- 2007: *Dual Language Learning: What Does It Take?* The report provides recommendations to better serve culturally and linguistically diverse children and families that include ways to enhance best practices and approaches at both the local and national levels. It introduces the term Dual Language Learners in Head Start.



Recent OHS Efforts to Support Cultural/Linguistic Responsiveness



OHS Definition:

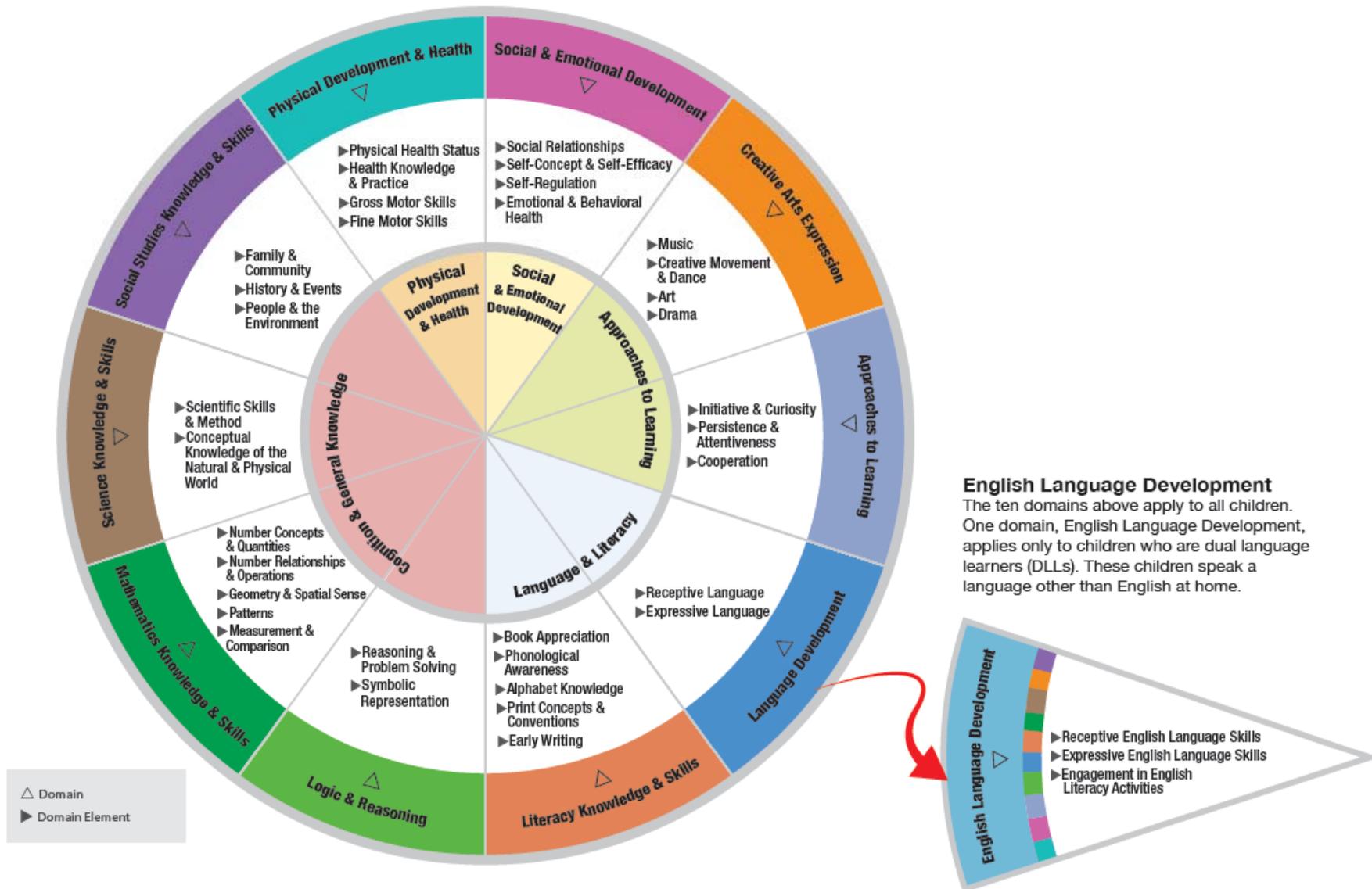
- *Dual language learners* are children learning two (or more) languages at the same time, as well as those children learning a second language while continuing to develop their first (or home) language.
- The term dual language learners encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE).

Recent OHS Efforts to Support Cultural/Linguistic Responsiveness



- Held *First National OHS Dual Language Institute* in 2008 to provide authoritative information and encourage increased understanding in the field.
- Promote use of the term Dual Language Learner to focus on strengths of what child brings to Head Start in terms of language and culture and indicate that Head Start supports both the home language and English Acquisition as a way to ready children for school and life.

DLL Implications - Child Development and Early Learning Framework (2011)



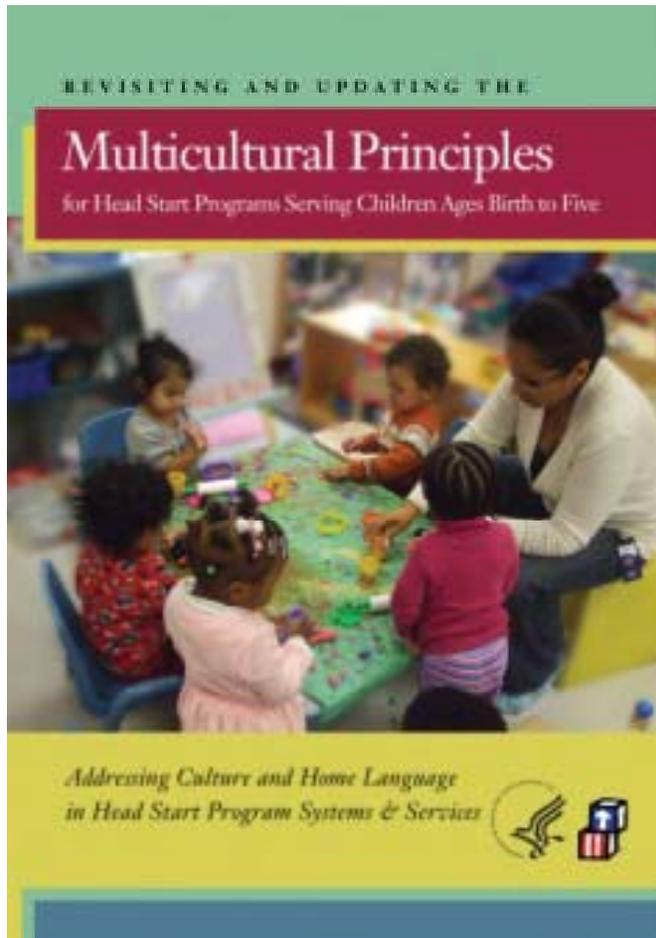
Current OHS Efforts



OHS Efforts to Support Tribal Language Preservation, Revitalization and Reclamation

- *OHS Tribal Language Report (in review)*. Held a Tribal language Roundtable, and gathered additional information from Head Start programs, researchers and tribal members and learned from Tribal Consultations. Report includes National (OHS) strategies to support Tribes and Native communities who wish to preserve, revitalize or reclaim language.

Current OHS Efforts



- 2010: Updated the *Multicultural Principles*. This version of the *Multicultural Principles* provides a selective review of research conducted since the *Multicultural Principles* were first published in 1991 as well as key implications, activities and actual Head Start experiences/stories.

- 2010: Created six OHS National Centers as part of TA network. The Centers function as a team to provide Head Start grantees and TA system with consistent information from OHS across all service areas. Centers communicate “best practices” and provide content-rich, usable, and practical resources and information to the field.

Current OHS Efforts



Role of National Center on Cultural & Linguistic Responsiveness

1. Create research-to-practice materials that support high-quality services to diverse children and families
2. Develop and maintain extensive electronic catalog of cutting-edge resources
3. Work with other five centers to support their efforts regarding cultural and linguistic responsive technical assistance

Current OHS Efforts



National Center on Cultural & Linguistic Responsiveness

4. Develop information and tools to support school readiness such as:

- a. Addressing needs of DLLs and their families
- b. Implementing the Multicultural Principles
- c. Preserving language and culture
- d. Using the Outcomes Framework
- e. Ensuring home language and English language progress
- f. Engaging ALL families
- g. Supporting new immigrants

