

Study on the Status of Limited English Proficient Children Participating in Head Start and Early Head Start Programs, 2008-2012

Project Overview

The purpose of this project is to identify, compile, and analyze existing data on limited English Proficient children and families participating in Head Start and Early Head Start programs. Mathematica Policy Research, Inc., is assisting the Administration for Children and Families (ACF) in planning for and developing a report on the status of these children and their families.

Data from the Head Start Family and Child Experiences Survey (FACES), the Survey of Early Head Start Programs, the Early Head Start Family and Child Experiences Survey, the Head Start Program Information Report, and other surveys will be analyzed to answer questions about the demographic characteristics of limited English proficient children and families in Head Start and Early Head Start programs, characteristics of their teachers and classrooms, the services they receive as a result of their participation, and their rate of progress.

The point of contact is Jennifer Brooks.

Evaluation Team

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In addition to Jennifer Brooks, the following staff in the Office of Head Start (OHS) and the Office of Planning Research and Evaluation (OPRE) are contributing to the study: Anne Bergan, Wendy DeCoursey, Rachel Cohen, Ann Rivera, Maria Woolverton, and Sharon Yandian.

Following a competitive procurement process, ACF contracted with Mathematica Policy Research, Inc. (MPR) of Princeton, New Jersey. Jerry West is the project director and Nikke Aikens from MPR and Carol Scheffner Hammer from the Temple University serve as Co-Principal Investigators. Lisa Lopez from the University of South Florida serves as a senior consultant for the project.