Portraits of Dual Language Learner Communities in Head Start

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Head Start provides nearly 800,000 children across the United States with services to support early learning and development, health, and family well-being.[i] From its inception, Head Start has been rooted in meeting community needs: With the federal-to-local funding model, Head Start dollars are awarded to local organizations or education agencies to provide services that meet the needs of children from low-income families in their communities.[ii] The focus on meeting local needs is essential for Head Start programs operating in a wide array of communities, including urban and rural areas, multilingually rich communities as well as communities where few people speak languages besides English, and communities with a range of racial/ethnic and socioeconomic backgrounds.

Across these communities, the vast majority of Head Start grantees (89%) serve students who are dual language learners (DLLs).[iii] Comprising a third of all Head Start students, DLLs share the experience of living in a home where a language besides English is spoken but differ in many ways, including what language is spoken at home, level of proficiency in English, and their family's immigration background.[iv] Although Head Start provides guidance on how to support DLLs, the varied characteristics of this population and their communities means that different Head Start centers may need to prioritize different supports and services. To do so, Head Start program leaders and policymakers need first to understand how the neighborhood, classroom, and family experiences of Head Start students vary in communities around the country.

In this brief, we use a community-centered analysis method (i.e., latent class analysis) to identify and describe the multidimensional characteristics of neighborhoods where DLLs and their families receive Head Start services.[1] The result is four community portraits that illustrate how the neighborhood, classroom, and family characteristics of DLLs vary across the United States. Ultimately, these portraits can be used not only to understand the Head Start DLL population, but also to help Head Start program leaders plan how to tailor services to DLLs across their centers.

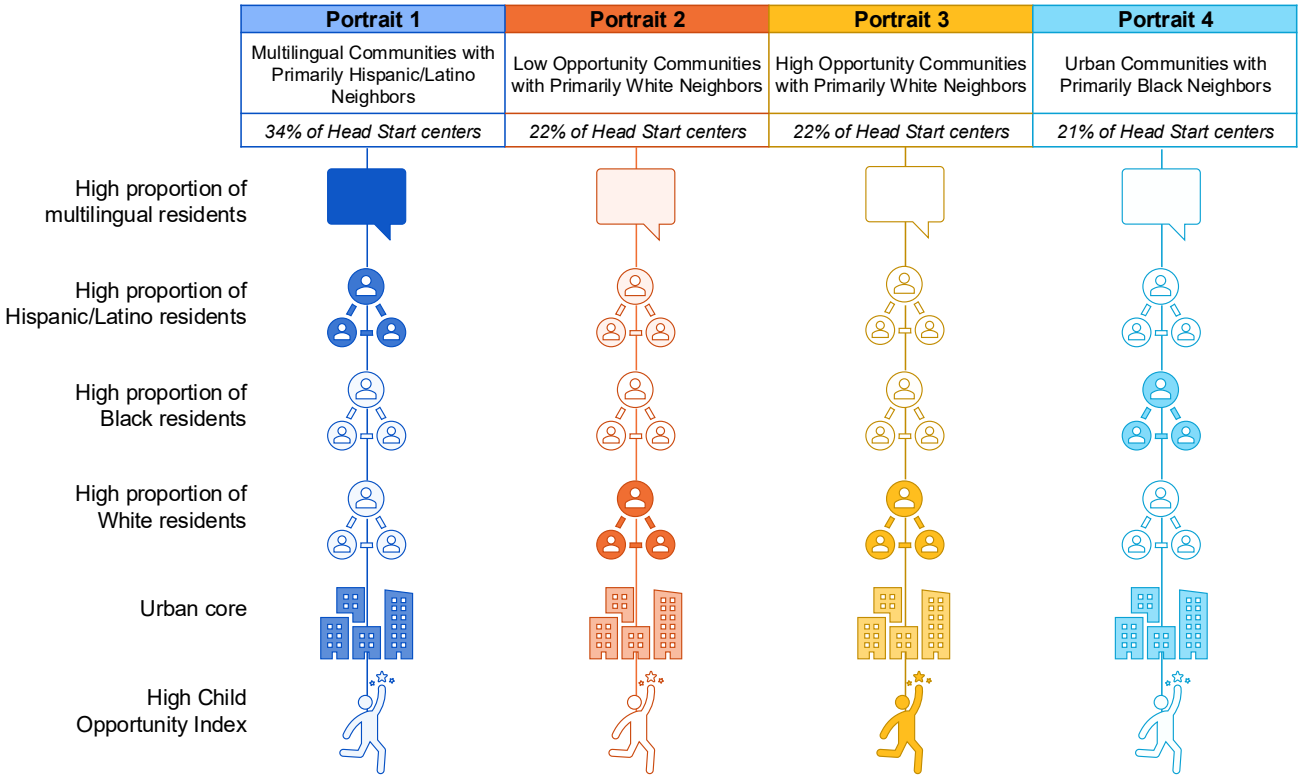
[1] Note that DLLs do not necessarily live in the same neighborhood where they attend Head Start. See the Technical Appendix for additional details on the analytic method.

Characteristics of DLLs' Head Start Neighborhoods

Multidimensional, community-centered methods provide a national picture of local experiences, supports, and needs. Much of the research on DLLs in Head Start and other early education settings has focused on Spanish-speaking DLLs, often from communities with large Spanish-speaking populations.[v] Although this reflects much of the DLL population, the use of multidimensional analysis methods supports a broad understanding of the different experiences within the DLL population and sets us up to identify best practices that Head Start centers can implement to meet the needs of their local DLL population.

DLLs attended Head Start in neighborhoods with a variety of strengths and challenges. Exhibit 1 shows the prevelance of each neighborhood characteristic across the four portraits of Head Start communities, with darker shading indicating a higher prevalence of a particular neighborhood characteristic. These portraits highlight that although most Head Start centers are situated in neighborhoods with low economic, health, and educational opportunity scores,[2] many also have strengths such as a rich multilingual environment (Portrait 1) or a community that shares the racial/ethnic background of the DLLs (Portraits 1 and 4).

Exhibit 1. Portraits of neighborhoods where DLLs attend Head Start



[2] Economic and educational opportunity is operationalized using the Child Opportunity Index 2.0, a 0 to 100 percentile rank score for census tracts across the United States. Scores are based on various educational, health and environment, and economic factors that may affect children's development, such as local school achievement scores, availability of early childhood education centers, access to supermarkets and green spaces, exposure to pollutants, poverty rates, employments, and household income.

Portrait 1: Multilingual Communities with Primarily Hispanic/Latino Neighbors

In the classroom:

Percent of Head Start DLLs enrolled in centers in these communities

62%

On average,

63%

of children in the classroom were DLLs.

Home language was used for instruction

73%

Lead teacher completed coursework on supporting DLLs

49%

In the home:

Spanish was spoken

94%

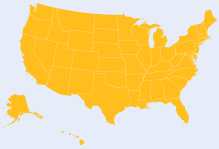
English was primarily used

35%

Parents' place of birth*

U.S.

37% mothers
38% fathers



Mexico

50% mothers
49% fathers

Other Latin America/ Caribbean

11% mothers
12% fathers

* Country-specific place of birth is only available for U.S. and Mexico due to data disclosure restrictions. Top three countries/regions of birth are reported.

Most Head Start DLLs attended centers in the first community portrait. Portrait 1 includes neighborhoods mostly in urban areas with low opportunity scores and high proportions of multilingual and Hispanic/Latino neighbors. The DLL Head Start students in these communities reflected the broader neighborhood: Nearly all were Hispanic/Latino and spoke Spanish at home, although around a third primarily used English at home. Most DLLs in this portrait had at least one immigrant parent, primarily from Mexico.

DLLs in these communities tended to be in linguistically responsive Head Start classrooms. Most received instruction in their home language, and about half had a teacher who had completed coursework on supporting DLLs. Additionally, the majority of DLLs had Spanish-speaking (69%) and Hispanic/Latino (65%) teachers, and most of their peers were also DLLs.

Portrait 2: Low Opportunity Communities with Primarily White Neighbors

In the classroom:

Percent of Head Start DLLs enrolled in centers in these communities

15%

On average,

21%

of children in the classroom were DLLs.

Home language was used for instruction

29%

Lead teacher completed coursework on supporting DLLs

44%

In the home:

Spanish was spoken

83%

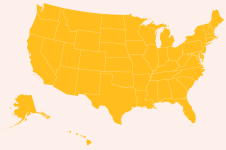
English was primarily used

47%

Parents' place of birth*

U.S.

44% mothers
33% fathers



Mexico

32% mothers
46% fathers

Other Latin America/ Caribbean

14% mothers
12% fathers

* Country-specific place of birth is only available for U.S. and Mexico due to data disclosure restrictions. Top three countries/regions of birth are reported.

The second community portrait included Head Start centers that served 15% of all Head Start DLLs nationwide. Portrait 2 included Head Start neighborhoods across a range of urban and nonurban areas, but all had low opportunity scores and primarily White residents. Most neighborhoods had few multilingual, Hispanic/Latino, and Black residents. Consistent with the neighborhoods, DLLs in these communities tended to attend Head Start classrooms with few other DLLs and little home language support: Fewer than a third received instruction in their home language, although nearly half of teachers had completed coursework on supporting DLLs. Additionally, only about a quarter had teachers who spoke the child's home language (28%).

Yet despite the neighborhoods and classrooms in Portrait 2 being quite different from those in Portrait 1, the DLL Head Start students in these communities had similar demographics. As in Portrait 1, the DLLs in Portrait 2 were primarily Hispanic/Latino and Spanish-speaking and had at least one immigrant parent. However, nearly half primarily used English in the home. This may be because their mothers were more likely to have been born in the United States, even though their fathers were more likely to be from Mexico.

Portrait 3: High Opportunity Communities with Primarily White Neighbors

In the classroom:

Percent of Head Start DLLs enrolled in centers in these communities

14%

On average,

34%

of children in the classroom were DLLs.

Home language was used for instruction

41%

Lead teacher completed coursework on supporting DLLs

37%

In the home:

Spanish was spoken

71%

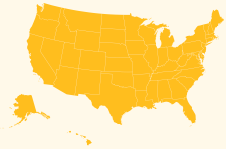
English was primarily used

38%

Parents' place of birth*

U.S.

36% mothers
25% fathers



Mexico

28% mothers
33% fathers

Other Latin America/ Caribbean

20% mothers
25% fathers

* Country-specific place of birth is only available for U.S. and Mexico due to data disclosure restrictions. Top three countries/regions of birth are reported.

The third community portrait included Head Start centers that served 14% of all Head Start DLLs nationwide. This portrait was distinct in that all of its Head Start neighborhoods had high economic, educational, and health opportunity scores. These neighborhoods were primarily in urban core areas and had predominantly White and few multilingual, Hispanic/Latino, and Black residents. Although nearly half of DLLs in these communities were in a classroom where their home language was used for instruction, very few had *lead teachers* who spoke their home language (11%). About a third of DLLs in Portrait 3 had teachers who had completed coursework on supporting DLLs, and about a third of their peers, on average, were DLLs.

As in the first two portraits, the DLL Head Start students in Portrait 3 were primarily Hispanic/Latino and Spanish-speaking, with about a third using primarily English at home. Most had at least one immigrant parent, although parent origins were more varied than in Portraits 1 and 2. Notably, the rates of having parents from Latin America/Caribbean countries besides Mexico were high in Portrait 3, as were the rates of having parents from outside the United States, Latin America, and the Caribbean (17%).

Portrait 4: Urban Communities with Primarily Black Neighbors

In the classroom:

Percent of Head Start DLLs enrolled in centers in these communities

9%

On average,

28%

of children in the classroom were DLLs.

Home language was used for instruction

23%

Few students had a lead teacher who completed coursework on supporting DLLs

In the home:

Spanish was spoken

67%

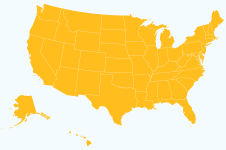
English was primarily used

49%

Parents' place of birth*

U.S.

52% mothers
48% fathers



Mexico

13% mothers
22% fathers

Africa

25% mothers
23% fathers

* Country-specific place of birth is only available for U.S. and Mexico due to data disclosure restrictions. Top three countries/regions of birth are reported.

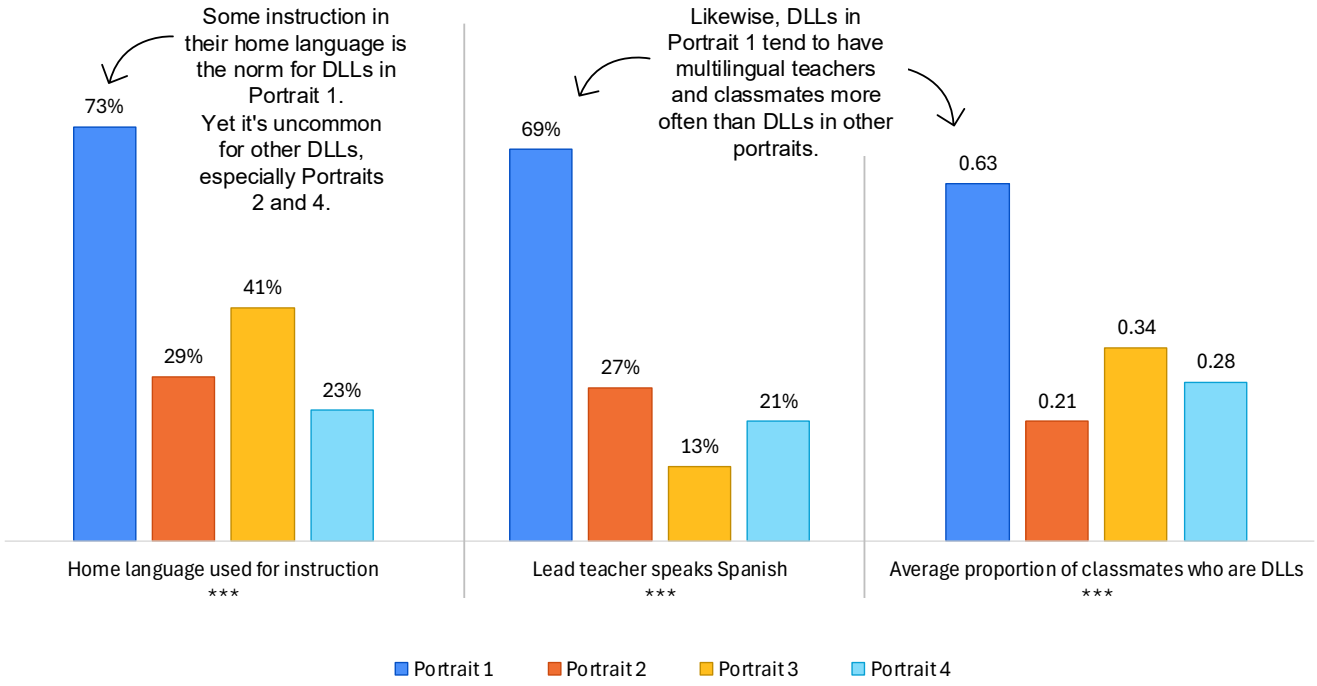
The fourth community portrait was the smallest, reflecting Head Start centers that served 9% of all Head Start DLLs nationwide. The neighborhoods in Portrait 4 all had large populations of Black residents and were mostly in urban core areas. These neighborhoods typically had low opportunity scores and few multilingual, Hispanic/Latino, and White residents. Unlike in the other portraits, Black DLLs comprised the largest racial/ethnic group in these communities (43%), followed by Hispanic/Latino DLLs (38%). Even so, most DLLs spoke Spanish at home, with about half using mostly English at home. Just over half had an immigrant parent, significantly fewer than in the other portraits. More than half of mothers and nearly half of fathers had been born in the United States. Notably, Portrait 4 had high rates of African immigrant parents, with about a quarter of parents born in Africa.

DLLs in Portrait 4 were not typically in linguistically responsive classroom environments. Few DLLs in these communities were in a classroom where their home language was used for instruction, few of their peers were DLLs, and very few had a teacher who had completed coursework on supporting DLLs.

Characteristics of DLLs' Head Start Classrooms

Despite all attending Head Start programs, DLLs across the portraits had distinct linguistic experiences in the classroom. Differences included the extent to which DLLs' home language was used for instruction (which was true for most DLLs in Portrait 1 but for only about a quarter in Portraits 2 and 3) and the extent to which teachers and peers were also multilingual (Exhibit 2).

Exhibit 2. Select classroom characteristics by community portrait

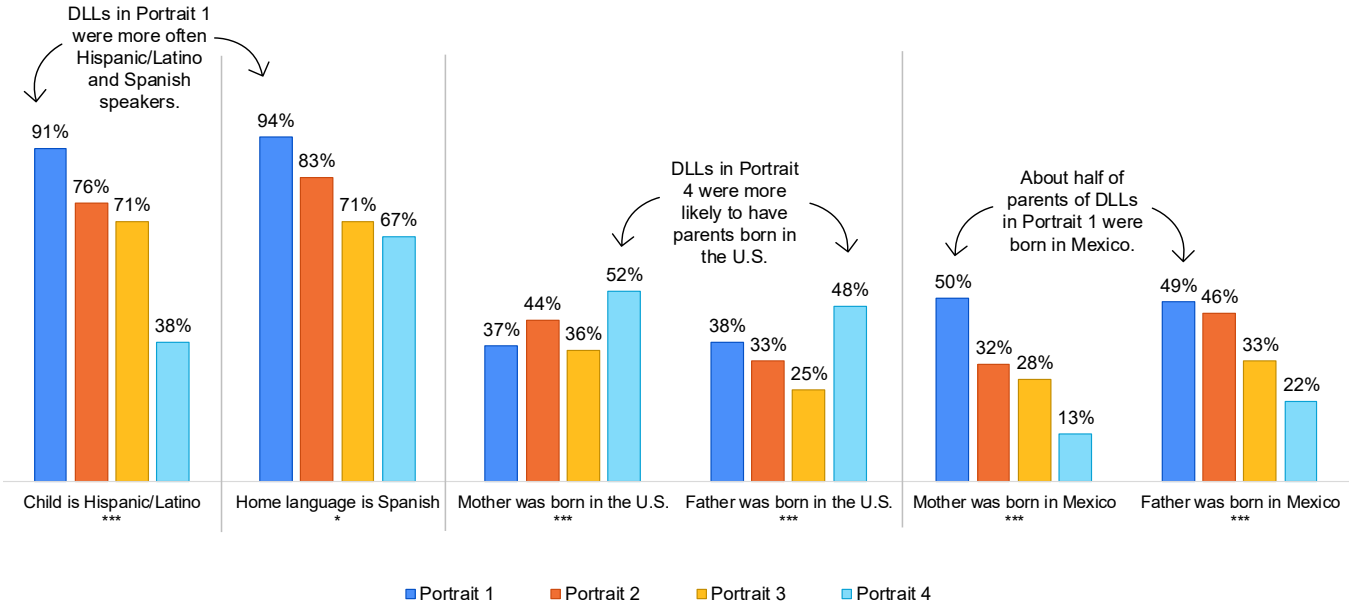


The quality of DLLs' Head Start classrooms did not differ across portraits. This includes two types of quality. *Process* quality refers to the interactions between children and teachers that are expected to support learning, measured using the Classroom Assessment Scoring System (CLASS). *Structural* quality refers to measurable indicators expected to drive high-quality teaching, such as education and experience.[vi] Both structural and process quality metrics were about average for the overall Head Start Family and Child Experiences Survey (FACES) sample: Teachers had an average of 14 years of experience and 70% had a bachelor's degree. Scores on the CLASS measure of process quality (Pianta et al., 2008) were also around average for the Head Start FACES sample: 2.6 for Instructional Support, 5.5 for Emotional Support, and 4.9 for Classroom Organization (see Technical Appendix, Exhibit A4 for descriptive statistics).

Characteristics of Head Start DLLs and Their Families

Head Start DLLs differed in their racial/ethnic, linguistic, and cultural backgrounds *within* and across portraits. Children's race/ethnicity, home language, and parent's place of birth all differed significantly across portraits (Exhibit 3). For example, DLLs in Portrait 1 communities were more likely to be Hispanic/Latino Spanish-speakers compared with DLLs in other portraits, and DLLs in Portrait 4 communities were more likely to have parents born in the United States. Variation was also evident within portraits, especially in Portraits 2 and 3 where DLLs had different racial/ethnic backgrounds and parents from many world regions (see the Portrait spotlights on pages 3-6 for details).[3]

Exhibit 3. Select DLL family characteristics by community portrait



Head Start DLLs rarely differed in socioeconomic characteristics or early learning skills across portraits. Socioeconomic indicators such as parent education and parent employment, as well as early learning skills such as self-regulation, English, and Spanish skills, did not differ across portraits. Only two characteristics differed: whether DLLs were in a two-parent household and teacher-rated approaches to learning at the start of Head Start. Both of these characteristics were lower in Portrait 4 compared with the other portraits (see Technical Appendix, Exhibits A2–A3 for descriptive statistics).

[3] Because of data disclosure restrictions, this study is not able to provide detailed information on linguistic background for children who are not Spanish-speakers.

Conclusion

DLLs across Head Start communities differ in the characteristics and experiences that most closely relate to their linguistic background. This includes family characteristics such as home language, parents' country of birth, and race/ethnicity, as well as classroom characteristics such as whether their home language was used in the classroom, whether their teacher was trained to support DLLs, and whether their teachers and peers shared their linguistic or racial/ethnic background.[4] Results highlight how broad guidance on linguistic supports for DLLs—which often meet the needs of centers serving large numbers of Spanish-speaking DLLs such as those in Portrait 1—may be insufficient to support *all* Head Start DLLs and their families. Needs can vary both across and within Head Start programs, especially within programs that operate centers in an array of neighborhoods. Both nationally and at the program level, Head Start services may be most effective when tailored to meet the specific linguistic backgrounds and contexts of DLLs in their local communities.

[4] See the Technical Appendix for tables summarizing characteristics and displaying statistics for tests of differences across groups.

Technical Appendix

This brief summarizes the findings of two research questions explored as part of *The Role of Neighborhood Context and Classroom Experiences in Supporting Early Learning Skills for Dual Language Learners in Head Start*, a study conducted by SRI Education:

1. What are the multidimensional neighborhood contexts (latent classes defined by multilingualism, race/ethnicity, urbanicity, opportunity) in which DLLs attend Head Start?
2. What is the association between Head Start neighborhood context and (a) DLLs' family and demographic characteristics; (b) DLLs' approaches to learning and language skills at Head Start entry; and (c) classroom experiences, including observed classroom quality and DLL-specific classroom supports such as home language use and teachers' DLL-specific training?

Data Source

Data for this study were drawn from the Head Start Family and Child Experiences Survey (FACES) 2014 cohort, a nationally representative study of children ages 3 and 4 years who were enrolled in Head Start in fall 2014. FACES 2014 implemented a Core Plus study design with two core studies: Classroom + Child Outcomes Core and Classroom Core. Given our focus on children and their learning outcomes, we used the Classroom + Child Outcomes Core, which links centers and classrooms with children and families. Using center IDs, data were linked using to the FACES Contextual Variable Data File, which was released in 2023 and provides data on census tract or block groups where participating centers were located.[vii]

Sample

The Head Start FACES Classroom + Child Outcomes Core study was sampled to permit inferences on the experiences of Head Start programs and children nationally. First, 60 Head Start programs were selected using probability proportional to size (PPS) sampling and stratified by census region, urbanicity, and various center characteristics. Next, two Head Start centers were selected within programs, and two classrooms were selected within centers, both using PPS. Finally, 12 children were sampled within classrooms with equal probability of selection. This resulted in a sample of 60 programs, 119 centers, 247 classrooms, and 2,333 children with parental consent. (See the FACES 2014 user's manual for additional details on the sample procedure.[viii]) The analytic sample for this study included all DLLs, defined as children who speak a language besides English at home (N = 871), enrolled in 196 classrooms across 107 centers.

In fall 2014, Head Start DLLs[5] were age 4 years, on average, and half were female (50%). The majority spoke Spanish at home (87%). Most (81%) were Hispanic/Latino; 6% were Black, 4% were White, 3% were multiracial, 2% were American Indian/Alaskan Native, and 4% were another race/ethnicity. Most (71%) had at least one parent who was born outside the United States. Mexico was the most common place of birth

[5] Descriptive statistics are weighted to represent all DLL children enrolled in Head Start.

for parents (41% of mothers, 44% of fathers), followed by the United States (39% of mothers, 34% of fathers). Eight percent of mothers and fathers were born in Central America, 4% in Africa, 3% in South America, 2% (mothers) to 3% (fathers) in the Caribbean, and 2% (fathers) to 3% (mothers) in other world regions. Just over half of DLLs' parents had a high school diploma (57%), and most DLLs (68%) were from a two-parent household, with an average household size of five people.

Among all Head Start teachers of DLLs in FACES 2014,[6] nearly half (45%) identified as Hispanic/Latino, a third (33%) identified as White, 16% identified as Black, 2% as American Indian/Alaskan Native, and 4% as another race/ethnicity. Half spoke Spanish (50%), and 6% spoke a language besides English or Spanish. Teachers averaged 14 years of experience, and most had a bachelor's degree or higher (70%). Just under half had taken a course on supporting DLLs (43%).

Measures

All data are drawn from the FACES Classroom + Child Outcomes Core and Contextual Variables. Constructs and corresponding measures used to address the research questions are summarized in Exhibit A1.

Exhibit A1. Constructs and measures

Construct	Measure
Center Neighborhood Indicators	
RQs 1–2: Indicators used to identify community portraits (latent classes)	
Highly multilingual	2011–2015 American Community Survey (ACS)
High proportion of Black residents	2011–2015 ACS
High proportion of Hispanic/Latino residents	2011–2015 ACS
High proportion of White residents	2011–2015 ACS
Urban	2010 Rural-Urban Commuting Area Code[ix]
High child opportunity	2015 Child Opportunity Index[x] national percentile ranking
Classroom Experiences	
RQ 2: Characteristics examined across community portraits (latent classes)	
Emotional support	Spring 2015 Classroom Assessment Scoring System (CLASS)[xi] observation
Classroom organization	Spring 2015 CLASS observation
Instructional support	Spring 2015 CLASS observation
Teachers' use of the home language for instruction	Spring 2015 teacher survey, cross-referenced with fall 2014 parent survey for child home language
Teacher completed a course on DLLs	Spring 2015 teacher survey
Proportion of students who are DLLs	Spring 2015 teacher survey

[6] Descriptive statistics are weighted to represent all Head Start teachers with DLLs in their classrooms.

Construct	Measure
Teacher race/ethnicity	Spring 2015 teacher survey
Teacher language skills (Spanish, other non-English)	Spring 2015 teacher survey
Teacher education	Spring 2015 teacher survey
Teacher experience	Spring 2015 teacher survey
Early Learning Skills	
RQ 2: Skills examined across community portraits (latent classes)	
Approaches to learning	Fall 2014 teacher rated approaches to learning scale
Cognitive/social self-regulation	Fall 2014 Leiter-R Cognitive/Social Scale[xii]
English receptive vocabulary	Fall 2014 Peabody Picture Vocabulary Test-4[xiii]
Spanish receptive vocabulary*	Fall 2014 Receptive One-Word Picture Vocabulary Test (ROWPVT)-4: Spanish Bilingual Edition[xiv]
English expressive vocabulary	Fall 2014 Expressive One-Word Picture Vocabulary Test (EOWPVT)-4: English[xv]
Spanish-English bilingual expressive vocabulary*	Fall 2014 EOWPVT-4: Spanish Bilingual Edition[xvi]
Family and Demographic Characteristics	
RQ 2: Characteristics examined across community portraits (latent classes)	
Child race/ethnicity	Fall 2014 parent survey
Child age	Fall 2014 parent survey
Child gender	Fall 2014 parent survey
Maternal age	Fall 2014 parent survey
Maternal education	Fall 2014 parent survey
Maternal employment	Fall 2014 parent survey
Household structure	Fall 2014 parent survey
Household income	Fall 2014 parent survey
Household size	Fall 2014 parent survey
Primary language used at home	Fall 2014 parent survey
Non-English language spoken at home	Fall 2014 parent survey
Parent country of birth	Fall 2014 parent survey
Parent time in the U.S.	Fall 2014 parent survey

* Only administered to Spanish-speaking children.

Analytic Strategy

The first research question examined heterogeneity in the neighborhoods in which DLLs attend Head Start. We use latent class analysis (LCA) to identify mutually exclusive subgroups of Head Start neighborhoods. LCA uses observed categorical variables (e.g., urban, high proportion of residents who speak a language besides English at home) to identify latent (unobserved) categories, or *classes*, of participants.[xvii] The empirically driven (or "neighborhood-centered") approach may be preferable to the conceptually driven (or "variable-centered") approach because it allows for a measure of neighborhood context that more accurately reflects children's experiences by capturing multidimensional characteristics of children's neighborhoods in a parsimonious way, rather than by examining each characteristic in isolation.[xviii]

In this study, we estimated the LCA models based on six indicator variables: (1) highly multilingual (over 22% of the population speaks a language besides English at home); (2) high proportion of Black residents (over 33% of the population identifies as non-Hispanic Black); (3) high proportion of Hispanic/Latino residents (over 33% of the population identifies as Hispanic/Latino); (4) high proportion of White residents (over 49% of the population identifies as non-Hispanic White); (5) urban core areas; and (6) high child opportunity (Child Opportunity Index is in the 50th percentile or higher).[7] The emergent classes are considered mutually exclusive and exhaustive, such that individuals are assigned to exactly one latent class.

We conducted class enumeration for the LCA in Stata 18 using survey weights to ensure that results remain representative of children attending Head Start. We tested model fit for models with 1–6 classes. The four-class model best fit the data, according to model fit criteria such as log likelihood ratio test, Akaike information criterion, and Bayesian information criterion. Additionally, the four-class model had very high entropy (0.96) and Average Latent Class Posterior Probabilities (ALCPP; 0.98–1.00), indicating there is a high probability of assigning individuals to the correct class using the *classify-then-analyze* approach for the second research question.

For our second research question exploring DLLs' characteristics and experiences across latent classes, we used the classify-then-analyze approach given the high entropy in the LCA. We used the results from the LCA to assign each center to the class for which the probability of assignment generated by the LCA is highest and then linked each child to the appropriate center and corresponding latent class. Once children were assigned to a class, we explored means (continuous) and percentages (categorical) for each variable across class, using simple bivariate regression to test for significant differences. Results are displayed in Exhibits A2–A4.

[7] The Head Start FACES contextual variables were coded into categories to minimize disclosure risk. For example, FACES staff divided the percent of the population that speaks a language other than English at home into three categorical variables, with each code including approximately one-third of centers: (1) less than 5%, (2) 5-22%, and (3) more than 22% of the population speaks a language other than English at home. As such, cut points for the binary indicators used in this study were dependent on the cut points used for the existing categorical variable.

Exhibit A2. Child and family characteristics of Head Start DLLs across neighborhood portraits

	Portrait 1	Portrait 2	Portrait 3	Portrait 4	
	Multilingual Communities with Primarily Hispanic/ Latino Neighbors	*Low Opportunity Communities with Primarily White Neighbors*	*High Opportunity Communities with Primarily White Neighbors*	*Urban Communities with Primarily Black Neighbors*	**Total**
Child characteristics					
Child is female	48%	52%	53%	53%	**50%**
Child is Hispanic/Latino***	91%	76%	71%	38%	**81%**
Child age	3.97	3.98	3.99	4.01	**3.98**
Household characteristics					
At least one parent born outside the U.S.	71%	74%	79%	57%	**71%**
Two-parent household***	69%	61%	77%	50%	**68%**
Home language is Spanish*	94%	83%	71%	67%	**87%**
Child primarily spoken to in English at home	35%	47%	38%	49%	**38%**
Household size	4.77	4.29	4.69	4.64	**4.68**
Parent characteristics					
Mother graduated high school/has GED	56%	54%	58%	63%	**57%**
Mother employed full/part time	44%	47%	40%	50%	**44%**
Mother age	30.29	29.19	31.27	30.25	**30.27**
Mother was born in the U.S.***	37%	44%	36%	52%	**39%**
Mother was born in Mexico***	50%	32%	28%	13%	**41%**
Father was born in the U.S.***	38%	33%	25%	48%	**36%**
Father was born in Mexico ***	49%	46%	33%	22%	**44%**

*$p < .05$, *** $p < .001$

Exhibit A3. Early learning skills of Head Start DLLs across neighborhood portraits in the fall of Head Start

	Portrait 1	Portrait 2	Portrait 3	Portrait 4	
	Multilingual Communities with Primarily Hispanic/ Latino Neighbors	*Low Opportunity Communities with Primarily White Neighbors*	*High Opportunity Communities with Primarily White Neighbors*	*Urban Communities with Primarily Black Neighbors*	**Total**
	Mean (SD)	***Mean (SD)***	***Mean (SD)***	***Mean (SD)***	***Mean (SD)***
Approaches to learning* *Teacher-rated scale*	1.74 (0.70)	1.80 (0.74)	1.85 (0.70)	1.55 (0.65)	**1.75 (0.71)**
Cognitive/social self-regulation *Leiter-R Cognitive/Social Scale*	97.51 (17.14)	95.65 (19.02)	99.60 (16.88)	95.90 (16.94)	**97.40 (17.38)**
English receptive vocabulary *PPVT-4 raw score*	42.16 (22.68)	48.03 (22.86)	47.03 (25.66)	44.35 (18.83)	**44.00 (22.94)**
Spanish receptive vocabulary *ROWPVT-4: Spanish Bilingual Edition raw score*	25.09 (12.63)	23.43 (14.89)	26.82 (12.11)	21.15 (13.35)	**24.97 (12.89)**
English expressive vocabulary *EOWPVT-4 raw score*	39.96 (16.92)	41.94 (18.88)	39.67 (20.28)	34.00 (15.59)	**39.37 (17.78)**
Spanish-English bilingual expressive vocabulary *EOWPVT-4: Spanish Bilingual Edition raw score*	30.20 (12.52)	28.13 (14.31)	34.05 (13.92)	27.50 (18.43)	**30.33 (13.19)**

***** $p < .05$

Exhibit A4. Classroom characteristics for Head Start DLLs across neighborhood portraits

	Portrait 1	Portrait 2	Portrait 3	Portrait 4	
	Multilingual Communities with Primarily Hispanic/ Latino Neighbors	*Low Opportunity Communities with Primarily White Neighbors*	*High Opportunity Communities with Primarily White Neighbors*	*Urban Communities with Primarily Black Neighbors*	**Total**
Home language used for instruction***	73%	29%	41%	23%	**57%**
Full day classroom	29%	46%	64%	60%	**39%**
Proportion of children in the classroom who are DLLs***	0.63	0.21	0.34	0.28	**0.50**
CLASS Instructional Support	2.72	2.35	2.77	2.17	**2.62**
CLASS Emotional Support	5.45	5.53	5.58	5.34	**5.47**
CLASS Classroom Organization	4.84	4.94	5.13	4.70	**4.88**
Lead teacher speaks Spanish***	69%	27%	13%	21%	**50%**
Lead teacher has a BA or higher	72%	62%	69%	64%	**70%**
Lead teacher years of experience	14.32	13.57	15.33	15.32	**14.44**

***$p < .001$

References

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