

ANNUAL REPORT

2019-2020



EARLY HEAD START & HEAD START

TABLE OF CONTENTS



A Message to the Community.....	1
Mission, Vision, Guiding Principles	2
Board of Directors	3
Policy Council	4
Parent Testimonial, Rosalie Benitez	5
Community Assessment Update Executive Summary	6,7
Child Progress School Readiness Goals EHS	8
Child Progress School Readiness Goals HS	9
Parent Testimonial, Lucy Hernandez	10
Financials	11
Families Receiving Services	12
Nutrition and Food Services	13
Health and Dental Services	14,15
Parent Testimonial, Christina Martinez	16
Parent, Family and Community Engagement	17,18
Parent Testimonial, Nallali Garrido	19
Disabilities/Inclusion Services	20
Preparing our Children for Kindergarten	21,22
Children and Families Served	23



MESSAGE TO THE COMMUNITY

Dear Friends,

Orange County Head Start, Inc. (OCHS) is a comprehensive early education program, which serves pregnant women and children from birth to age five from at-risk families including those that are experiencing homelessness, on public assistance, in foster care, from low income families, and children with diagnosed disabilities. Our services are designed to prepare children for Kindergarten in the areas of academic and social-emotional development as well as health and family well-being. Parents are engaged as partners in their children's education each step of the way.

The 2019-2020 program year started off strong for OCHS and was progressing exceedingly well until March of 2020 when, along with the rest of the country, OCHS experienced an abrupt pause in services due to the global COVID-19 pandemic. OCHS shut its doors in accord with the shut-down taking place throughout the County, State, Nation, and most of the world in the hope of slowing the spread of the COVID-19 virus; however, within weeks, due to the dedication of our staff and partners, OCHS swiftly transitioned to the new realm of remote service provision. OCHS began serving the children virtually through online Zoom sessions and additional modes of learning designed to meet each family's unique needs during that time, all while keeping children, families, and staff as safe as possible. In addition, OCHS strived to remain abreast of the changing needs of families as the pandemic progressed and tailored resources and services to meet those needs, beginning with ensuring food resources were available to meet what we quickly discovered was one of the primary needs of families from the very start of the shut-down. Amidst the ongoing challenges evolving with the pandemic, OCHS staff remained dedicated to the agency's mission, and parents remained dedicated to ensuring their children continued to learn and grow throughout the last quarter of the program year using the different learning modalities OCHS was able to offer.

On behalf of the Board of Directors, Policy Council and Senior Management Team, I want to thank all OCHS staff for their ongoing commitment to our county's most vulnerable children, their families, and our communities during such unprecedented times.

Respectfully,

Colleen Versteeg, M.A.
Executive Director





MISSION

We provide children and their families with quality childhood development programs and integrated support services.



VISION

Orange County Head Start, Inc. is the catalyst that launches children and their families to a brighter future.



GUIDING PRINCIPLES



Advocacy

We advocate on behalf of the children we serve by providing access to resources and protection of their rights and interests.



Empowerment

We provide the tools and environments to empower children and their families.



Learning

We are an organization dedicated to learning at all levels, especially for the early childhood years.



Partnerships

We deliver services through partnerships and collaboration.



Quality

We ensure the quality of our programs through continuous improvement and outcomes-based practices.



Respect

We respect diversity and acknowledge the value it brings to our community.



Wellness

We are committed to the emotional and physical well being of our children, families and staff.

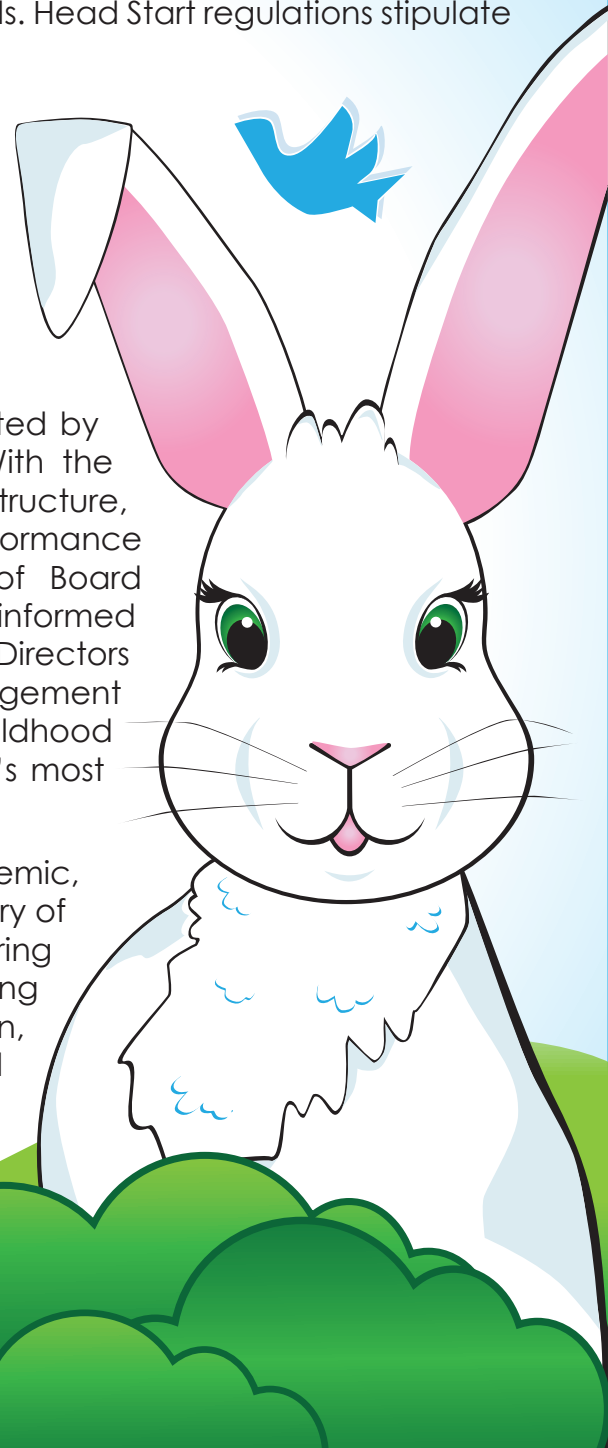


BOARD OF DIRECTORS

As a federally funded Head Start agency, it is critical for Orange County Head Start, Inc. (OCHS) to have strong leadership and governance systems and protocols in place including a group of Board Directors able to guide and make critical decisions for the agency. As the governing body, the Board of Directors assumes legal and fiscal responsibility for administration and oversight of the program, and safeguarding federal funds. Head Start regulations stipulate the functions and responsibilities of the Board of Directors in addition to the expertise of its members.

As required by federal regulation, OCHS's Board of Directors is made up of community members with expertise in fiscal management; early childhood education; and legal counsel licensed and familiar with issues that come before the governing body. Additional community members are elected to the Board of Directors for their expertise in education, business administration or community affairs, and up to two current parents are elected by the Policy Council to serve on the Board of Directors. With the complexity of the Head Start program and its governance structure, including an extensive body of regulations and performance monitoring systems, consistent education and training of Board Directors is essential for the governing body to make informed decisions to support the program's success. OCHS Board Directors demonstrate the commitment and continuous engagement needed to ensure OCHS delivers the highest quality early childhood education and comprehensive services to Orange County's most vulnerable children and their families.

With the devastation caused by the COVID-19 pandemic, 2019-2020 was possibly the most challenging year in the history of OCHS, but the OCHS Board of Directors provided unwavering support from the very beginning of the crisis. As OCHS along with agencies and businesses across the country shut down, the OCHS Board Directors were fully present, available, and unified in making decisions in the best interest of the children, families, and agency. Decisions needed to be made swiftly and continually, as rapidly changing federal, state, and local guidance became available, to ensure the safety of children, families, and staff.



POLICY COUNCIL

The Policy Council is a group of Head Start (HS) and Early Head Start (EHS) parents and community members who help lead and make decisions about the program. Policy Council members are elected by the parents of children enrolled in the program each year. The Orange County Head Start, Inc. (OCHS) Policy Council is comprised of one representative from each grantee operated center and home-based program and up to two representatives from each Delegate Agency. Each representative must be a current parent at the time the representative is elected. Additionally, up to four members from community agencies and/or former OCHS HS/EHS parents may also serve on the Policy Council.

Through the Policy Council, parents have a voice in decisions about how the program spends money, what children do in their classrooms, and how the program works with community partners. Children, parents, and the HS/EHS program benefit when parents take on leadership roles. Children learn more and experience healthier development at school and at home. Parents become more confident, gain skills, and connect with other parents and staff while on the Policy Council while program staff learns more about the strengths, interests, and needs of the children, families, and communities they serve.

The Policy Council meets regularly as a group. Members work closely with the program's management team and governing body to provide overall direction for the program. The Policy Council is also responsible for keeping other parents informed by taking information back to their centers/home-based programs to share at their monthly Parent Committee meetings. The idea of having a group of parents and community members that share decision-making of an organization and make recommendations to a Board of Directors is unique to HS/EHS programs.

With the onset of the COVID-19 pandemic during the 2019-2020 program year and the subsequent shut down of businesses and agencies across the county, OCHS families were immediately faced with unemployment, economic hardship, social isolation, and grief. Despite the growing challenges families were facing, the OCHS Policy Council members were available to provide support and feedback from the perspective of the OCHS families to guide the agency in providing services to best meet the needs of the children and families. Policy Council members quickly adapted to the necessity of meeting over a virtual format; parent participation did not waiver which was crucial during a time when decisions had to be made swiftly and continually as ever changing federal, state, and local guidance became the norm across the country. Policy Council support and participation was invaluable to the agency during this unprecedented period.

PARENT COMMITTEES

Center and home-based Parent Committees are comprised exclusively of parents of children currently enrolled in the program. Each Parent Committee allows parents to advise staff in developing and/or implementing OCHS policies, activities, parent engagement opportunities, and services that will meet the needs of children and families participating in the program. Additionally, the Parent Committee allows for information to be communicated to and from the Policy Council via the elected Policy Council representative.

By participating at Parent Committee meetings, parents are encouraged and empowered to make suggestions for program improvement; plan and implement center activities and education sessions based on parent interest; and discuss issues related to parenting, child development, and other topics of interest.





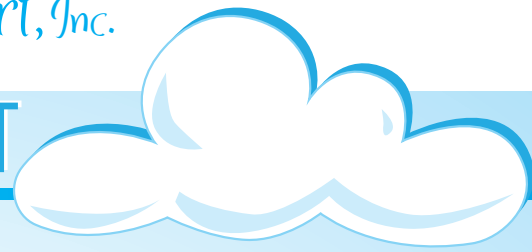
PARENT TESTIMONIAL

I was lucky enough to have been able to volunteer inside the classroom of my daughter, who is part of Orange County Head Start, before the year got crazy. I got to see how much hard work the teachers and staff put in for the children and families of the program in the centers. They all have a lot on their plate, but they manage to do a great job at individually helping each child and the parents. I was happy to see my daughter growing up and learning in the classroom. She has amazing teachers at Franklin Head Start that she genuinely loves. She will be moving on to kindergarten prepared, and it is all thanks to the program. As well, I got to be a Policy Council representative. In the Policy Council meetings, I learned about the program in more depth, and I got to see how much the program truly cares about their families. The program does all that it can to be able to find anything that will benefit their families. I love how much the program involves the parents in important decision making of the program. Significantly, COVID-19 affected people worldwide. OCHS still managed to give the children virtual sessions, onsite services, support, and resources throughout it all. They have been taking all precautions to keep everyone safe in the on-site classrooms. Overall, I have been beyond happy with every aspect of the program. I have the utmost respect and love for all the staff in OCHS. I am forever grateful for the program because I couldn't have done my schooling without them.

Rosalie Benitez
Head Start Parent



COMMUNITY ASSESSMENT EXECUTIVE SUMMARY



Number of Head Start and EHS Eligible Children	Number of Eligible Children Served and Areas of Need	An estimated 11,136 Head Start and 15,284 Early Head Start (EHS) eligible children are living in Orange County. Thirty-nine percent of these children live in the cities of Santa Ana and Anaheim. The next four cities of greatest need are Irvine, Garden Grove, Orange, and Fullerton. Orange County is saturated with part-day services for Head Start eligible children; however, the county has a shortage of full-day services for this population. Full-day preschool services account for only 13% of the subsidized child development services in the county. Orange County has an even greater shortage of subsidized infant and toddler child development programming, with enough spaces available to serve only 4% of the EHS eligible population.
OCHS Target Populations	Children with Special Needs	Among the children with disabilities served by the Orange County Department of Education (OCDE) and the Orange County Head Start, Inc. (OCHS) Head Start program, the most common diagnosis is Speech or Language Impairment, followed by Autism. In 2018-2019, 58% of the children with disabilities served by OCDE were diagnosed with Speech or Language Impairment, and 28% with Autism. For OCHS, 85% were diagnosed with Speech or Language Impairment, and 10% with Autism.
	Homelessness	In 2017-2018, 29,315 homeless children were enrolled in Orange County public schools, 6.0% of total enrollment. Of these children, 89.2% were reported as sleeping doubled/tripled up in homes with other families due to economic hardship. For the 2019-2020 program year, using a process more aligned with the school districts and the McKinney Vento Act to identify homeless children, 1,108 OCHS children have been identified as homeless, or 44.3% of enrollment. Of these children, 97.2% are living double/tripled up due to economic hardship.
	Foster Care	Preschoolers represent the largest group of children in foster care in Orange County. In April 2018, the county had 911 children ages zero to five in out-of-home foster placements. In 2018-2019, OCHS served 151 children in foster care, 4.2% of total enrollment.
School Readiness	Child Outcomes	Based on 2019 Early Development Index (EDI) data, 52.9% of Orange County's children are ready for kindergarten, with children scoring lowest in Communication Skills and General Knowledge, Gross and Fine Motor Skills, and Prosocial and Helping Behavior. OCHS 2018-2019 DRDP assessment data show four-year-olds scoring lowest in Self-Control of Feelings and Behaviors, Measurement, and Communication and Use of Language. Areas of strength included Patterning, Sense of Math Operations, and Self-Comforting. EHS two-year-olds met the goal of being Near, At, or Above age expectations at transition to preschool in all areas, weakest in the area of Communication and Use of Language, and strongest in Interest in Literacy and Personal Care: Self-Feeding.
	English Learners	In 2018-2019, 33.3% of Orange County kindergartners were English Learners (ELLs), with 72.6% of the ELLs speaking Spanish, followed by 10.5% Vietnamese, 3.9% Korean, 2.9% Mandarin, and 1.8% Arabic. During the same time period, 60.3% of OCHS children spoke a primary language other than English at home, 50.1% Spanish, 7.7% East Asian, primarily Vietnamese, and 1.7% Middle Eastern and South Asian languages.



COMMUNITY ASSESSMENT EXECUTIVE SUMMARY



Child Health	Healthcare Access and Immunizations	In 2018, only 2.4% of Orange County's zero to five year old children were without health insurance. In 2018-2019, 0.9% of OCHS children were without health insurance and 0.4% were without a medical home. Immunization rates are increasing among Orange County kindergartners, a trend that is expected to continue with California legislation eliminating immunization waivers. In 2018, 95.7% of the county's children were fully immunized at kindergarten entry. In 2018-2019, 99.0% of OCHS Head Start children were fully immunized.
	Dental Health	In 2016, 56.2% of Orange County's Medi-Cal eligible three to five-year-olds had a dental visit during the past year. For 2018-2019, 85.2% of OCHS Head Start children had a dental visit during the past year. In 2018, the <i>Orange County Local Oral Health Program</i> was established and tasked with conducting activities at the local level that support the <i>California Oral Health Plan</i> , which aims to improve the oral health of all Californians. Orange County has since completed an oral health needs assessment followed by development of an <i>Orange County Oral Health Strategic Plan 2018-2022</i> . In addition, the proposed <i>2020-2022 Orange County Health Improvement Plan</i> now includes new indicators for oral health.



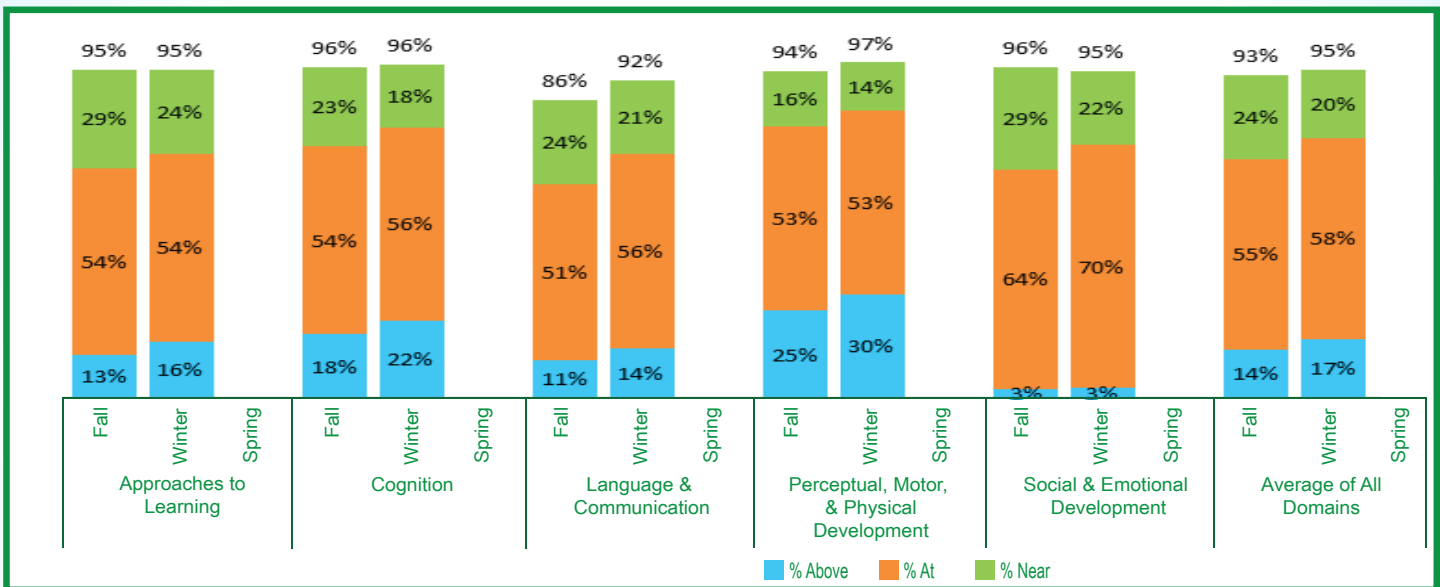
CHILD PROGRESS SCHOOL READINESS GOALS

Orange County Head Start, Inc. (OCHS) has selected the Desired Results Developmental Profile 2015 (DRDP) to measure child progress as it is aligned with the California Infant/Toddler Learning and Development Foundations, California Preschool Learning Foundations, Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF), and the research-based curriculum utilized by OCHS.

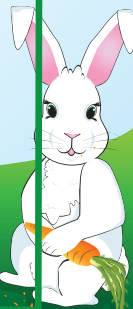
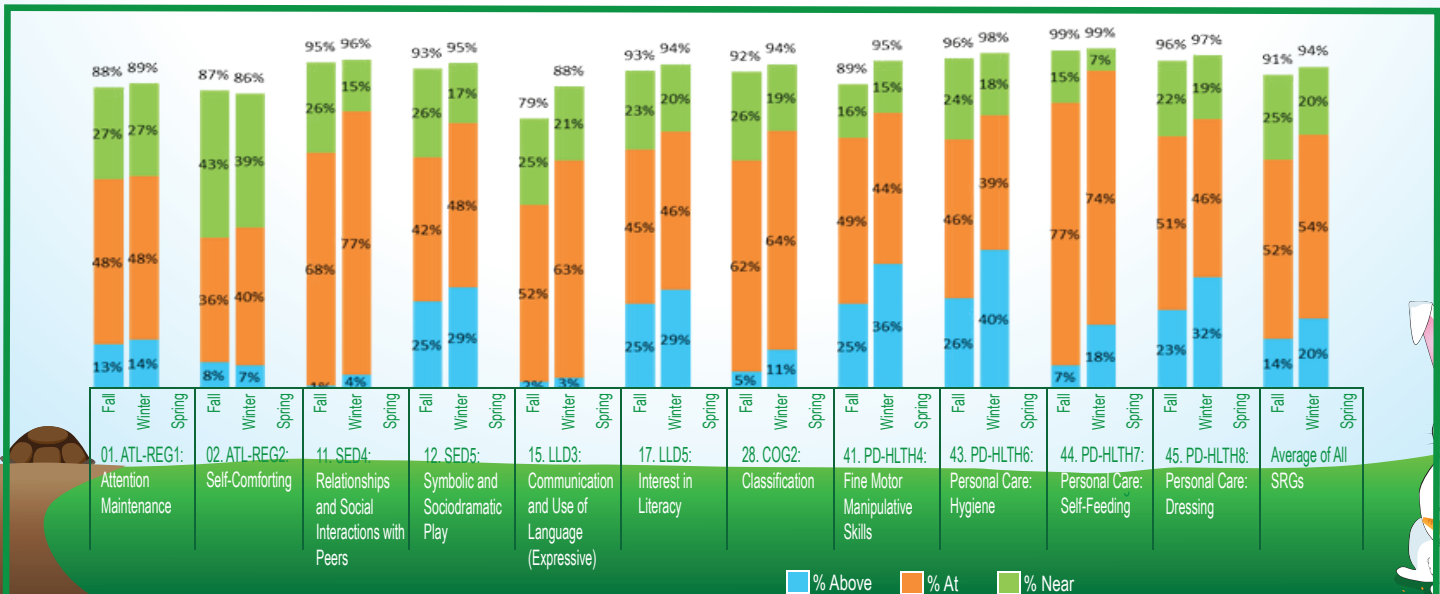
Due to the COVID 19 pandemic and closure of OCHS centers to on-site services beginning in March 2020, teachers were unable to collect the appropriate amount of documentation to complete a Spring DRDP assessment. As a result, OCHS utilized a comparison of the data from the Fall to Winter assessments for the 2019-2020 program year child outcomes analysis.

The figures below represent 2019-2020 DRDP 2015 results for Fall and Winter assessment periods for all Early Head Start (EHS) children who will be three years old by September 1, 2020. The Winter DRDP assessment results show that across four of the five domains 95% or more of the EHS children are Near, At or Above age expectations, with language and communication falling at 92%. For school readiness goals at the measure level, the most notable gains were made in the categories of expressive language and fine motor coordination. Children fared the lowest in self-comforting with data showing 86% Near, At or Above age expectations and a slight decrease from the Fall to Winter assessment periods.

At least 95% of children transitioning to preschool will be Near, At or Above age expectations in each of the ELOF Central Domains



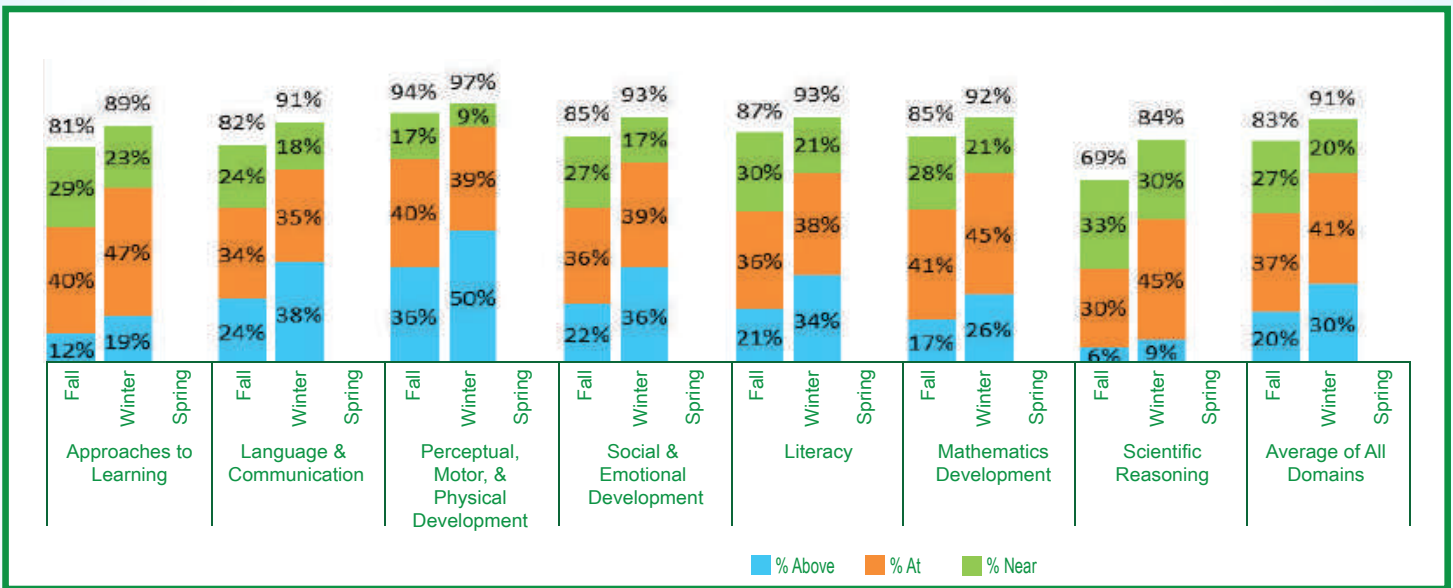
At least 95% of children transitioning to preschool will be Near, At or Above age expectations in each of the OCHS EHS School Readiness Goal Measures



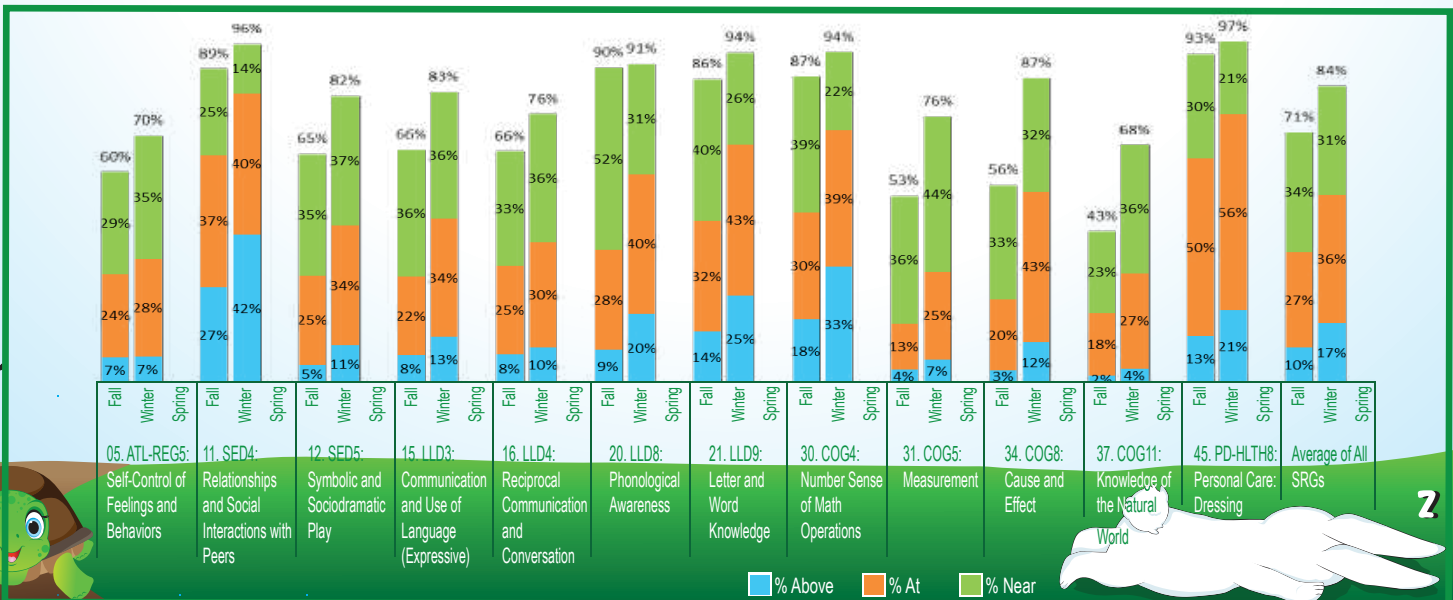
CHILD PROGRESS SCHOOL READINESS GOALS

The figures below represent 2019-2020 DRDP 2015 results for Fall and Winter assessment periods for all Head Start (HS) children who will be five years old by September 1, 2020. The Winter DRDP assessment results show that HS Children made significant gains across all domains and school readiness goal measures. Strengths continue to remain in the areas of peer relations, literacy, math operations, and personal care, with challenges in impulse control, reciprocal communication and knowledge of the natural world. The measures with the highest percentages of children Near, At or Above age expectations were personal care at 97%, followed by peer relations at 96%. Measures with the lowest percentages of children Near, At or Above age expectations were knowledge of the natural world at 68%, and impulse control at 70%. Comparison across domains of English Learners to children whose home language is English showed some variances, but no significant differences between these groups of children.

At least 95% of children transitioning to kindergarten will be Near, At or Above age expectations in each of the ELOF Central Domains



At least 95% of children transitioning to kindergarten will be Near, At or Above age expectations in each of the OCHS HS School Readiness Goal Measures



PARENT TESTIMONIAL

2019-2020 has been an unforgettable year for most of us. It has been a year where we overcame obstacles and challenges, and many of us came together as a community to help one another. I am incredibly grateful to have been a part of the OCHS program as the Policy Council Representative and see the works behind the making. I witnessed the hard work and dedication of the representatives, leaders, directors, teachers, and all the staff just come together and plan, organize, and execute to keep the program running as smoothly as possible. When challenges arose, everyone worked together to continue to provide children and their families with excellent education and resources for all those families that were going through hardships. I have two children, and both are in the Center Head Start, and we have been blessed in many ways. My children could attend Zoom classes and then on-site classes once it was safe to do so. With all the safety measures and guidelines being followed, I felt peace and tranquility in taking my kids to school. During this time, I was also able to work and help provide some financial support to my family. The program truly does work together with the families to motivate us to get ahead and achieve goals in staying on track with the kid's oral and physical appointments and healthy eating. My children and entire family love this program and recommend it to others, whether family, friends, or strangers we meet who have children and are unaware of the program. We have developed such a beautiful relationship with the teachers, the director, and FEA. I want to thank you and let you all know we appreciate you in everything you do. May the program continue to strive and grow in the upcoming years to come.

Lucy Hernandez
Head Start Parent



FINANCIALS

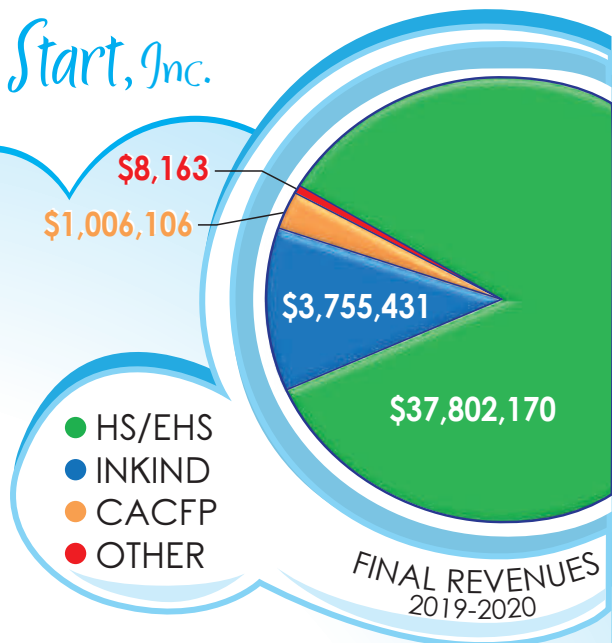
Funding for Orange County Head Start, Inc. (OCHS) is provided by the United States Department of Health and Human Services, Administration for Children and Families (ACF).

PROPOSED BUDGET 2019-2020

Proposed budget for the 2019-2020 program year was \$49,101,833.

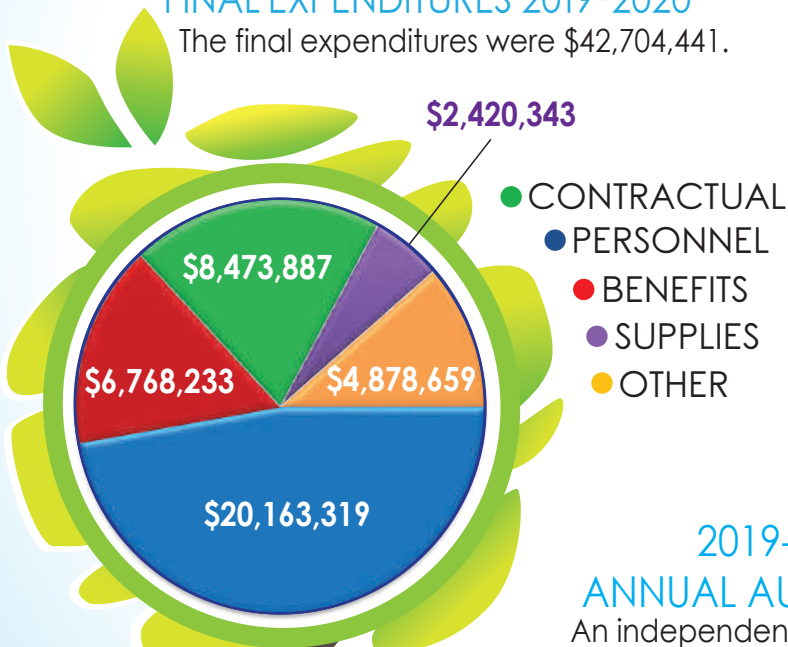
FINAL REVENUES 2019-2020

Final amount of public and private funds received were \$42,571,870. The total amount from ACF was \$37,802,170.



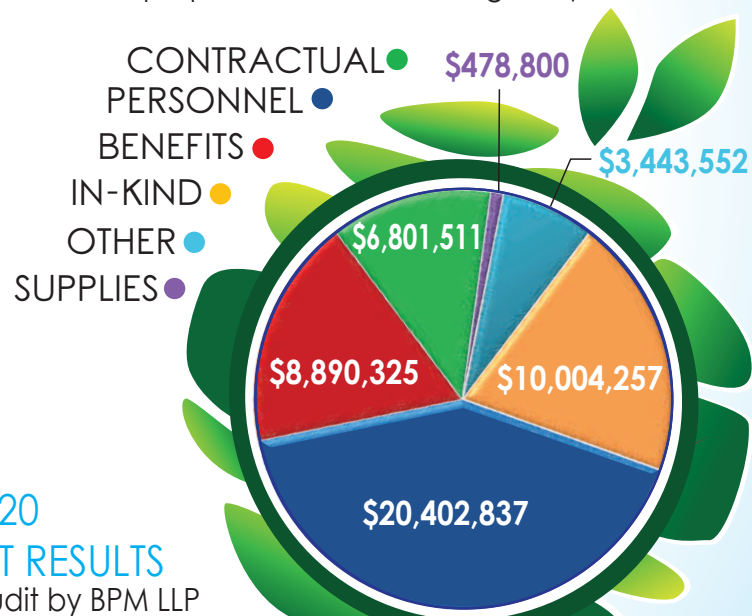
FINAL EXPENDITURES 2019-2020

The final expenditures were \$42,704,441.



PROPOSED BUDGET 2020-2021

The proposed 2020-2021 budget is \$50,021,282.



2019-2020 ANNUAL AUDIT RESULTS

An independent audit by BPM LLP Certified Public Accountants found that OCHS complied, in all material respects, with the terms of its funding, and conditions of Uniform Administrative Requirements, cost principles and audit requirements for 2019-2020 Federal Awards.

FAMILIES RECEIVING SERVICES

Comprehensive child and family services are the defining feature and foundation of Head Start and Early Head Start programs. Services are provided directly by Orange County Head Start, Inc. (OCHS) staff or through partnerships with community agencies which are a vital component of supporting progress toward positive outcomes for children and families.

In 2019-2020, the following services, denoted by number and percentage of families, were offered to families with children enrolled in the OCHS program.

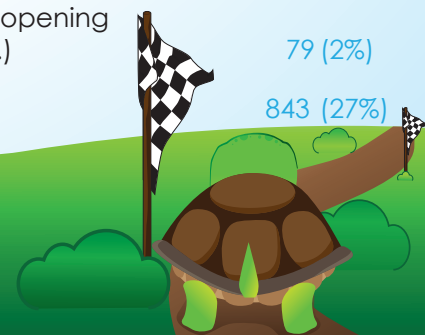
When the COVID-19 pandemic disrupted the lives of OCHS children and families across the county, OCHS staff moved quickly to determine the needs of the families and provide resources directly or through referrals to community partners. As OCHS staff priorities shifted to identifying and assisting families with as many needs as possible, as swiftly as possible, and all while working remotely, a substantial amount of the vast number of services provided to families during this time was not recorded in the agency data management systems. As a result, the data presented below is an underrepresentation of the services provided during the program year.

Types of Services and Percentages of Families Receiving Services



Although families continued to receive family support, resources and referrals to the extent possible throughout the 2019-2020 program year, due to the effects of COVID-19, OCHS was unable to fully complete second family outcomes assessments during the latter part of the program year. Family outcomes analysis data, therefore, is not available at this time, but will resume being reported for the 2020-2021 program year.

Emergency/crisis intervention (immediate needs for food, clothing, or shelter)	339 (11%)
Housing assistance such as subsidies, utilities, repairs, etc.	25 (1%)
Mental health services	85 (3%)
English as a second language training	60 (2%)
Adult education programs and college selection	97 (3%)
Job training	21 (1%)
Substance abuse prevention	31 (1%)
Substance abuse treatment	3 (.1%)
Child abuse and neglect services	19 (1%)
Domestic violence services	44 (1%)
Child support assistance	9 (.3%)
Health education	396 (12%)
Assistance to families of incarcerated individuals	5 (.2%)
Parenting education	340 (11%)
Relationship/marriage education	10 (.3%)
Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	79 (2%)
Families that received at least one service listed above	843 (27%)



NUTRITION AND FOOD SERVICES

Orange County Head Start, Inc. (OCHS) recognizes the vital role healthy meals, daily physical activity, and parent nutrition education play in supporting the health and well-being of children and families. In 2019-2020, OCHS Registered Dietitians were able to regularly visit each of the OCHS centers to host nutrition table demonstrations, and provide parent nutrition education workshops and individual nutrition consultations prior to the onset of the COVID-19 pandemic and closure of OCHS to on-site services in March 2020. Since that time, however, a transition to remote services allowed OCHS staff to continue providing nutrition education and support to families in addressing child and family nutrition concerns, such as overweight, underweight, picky eater and bottle use.

An essential partnership was established with Community Action Partnership of Orange County's (CAPOC) Clementine Food Trolley, a collaboration that became more valuable than ever as OCHS families faced loss of employment and income, and subsequently widespread food insecurity, during the COVID-19 pandemic. Through this partnership, a total of 651 families received food distributions between the months of September 2019 through June 2020. In addition to the food distributed through CAPOC's Clementine Food Trolley, OCHS also provided care packages to families in need of immediate food assistance.

Pre-pandemic, the OCHS Food Services staff prepared and provided center-based children with nutritious breakfasts, lunches, and snacks each day in compliance with Child and Adult Care Food Program regulations. An increasing number of scratch prepared dishes, including whole grain rich foods, were added to the menu to provide even healthier meals for the children. Accommodations were made for children with food allergies and dietary restrictions by providing healthy food substitutions to ensure all children can safely participate in family style dining while at school.



HEALTH AND DENTAL SERVICES

Improving the oral health and hygiene practices among children and families remained a priority for Orange County Head Start, Inc. (OCHS) during the 2019-2020 program year. The OCHS Health Services department has continued to value and utilize established partnerships with Healthy Smiles for Kids of Orange County (HSKOC), Alta-Med's Oral Health Unit (OHU) and West Coast University (WCU) in supporting the oral health of OCHS children and families. HSKOC and Alta-Med's OHU both provided direct services through oral health screenings and referrals for children, as well as educational workshops for parents, while the WCU dental hygienist interns delivered additional oral health education services promoting best oral hygiene practices. OCHS also hosted the University of California, Los Angeles (UCLA) Health Care Institute Program for the second year which focused on oral health practices for children, families and pregnant women with 99 families in participation and completing the program.

Furthermore, through OCHS's continued partnership with the University of California, Irvine (UCI), Pediatric Vision Project, OCHS children were provided with free vision screenings and exams, as well as glasses when treatment was needed and even replacement glasses when children misplaced or broke their first pair. The Health Services team conducted hearing screenings to identify children with potential hearing concerns and referred families for further follow-up services when needed. Through the OCHS partnership with WCU, nursing students assisted centers throughout Orange County with both hearing and vision screenings, as well as health education. Ongoing support for families also included OCHS staff helping parents communicate with medical and dental providers when needed treatment was identified through well child and oral health exams.



HEALTH AND DENTAL SERVICES

Once the COVID-19 pandemic prohibited on-site services to children and families, OCHS staff continued to follow-up with parents remotely, reminding them of the importance of preventative health care particularly during this challenging time. Information on COVID-19 prevention, testing, and quarantining, as well as telehealth and other health resources were provided to parents through the OCHS website, email and phone calls. OCHS staff persevered in encouraging families to keep up-to-date on well child care to the extent possible. OCHS health partners were there to lend remote support as well. Parents were offered the opportunity to receive a telehealth call from Alta-Med which included an oral health check-in with families and information and follow-up regarding oral health. The WCU nursing students offered parents the opportunity to connect by phone with a nursing student to receive health education on any topic they were interested in, including nutrition, medical concerns, medication, and health resources.

By the end of their enrollment in the OCHS program...

- 99%** of children had health insurance and an established medical home
- 62%** of children were up-to-date on the State of California's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) exam schedule
- 93%** of children needing medical treatment received medical treatment
- 88%** of children had a dental home
- 98%** of children were up-to-date on immunizations
- 69%** of preschool children were up-to-date on routine dental exams
- 94%** of preschool children needing dental treatment received dental treatment



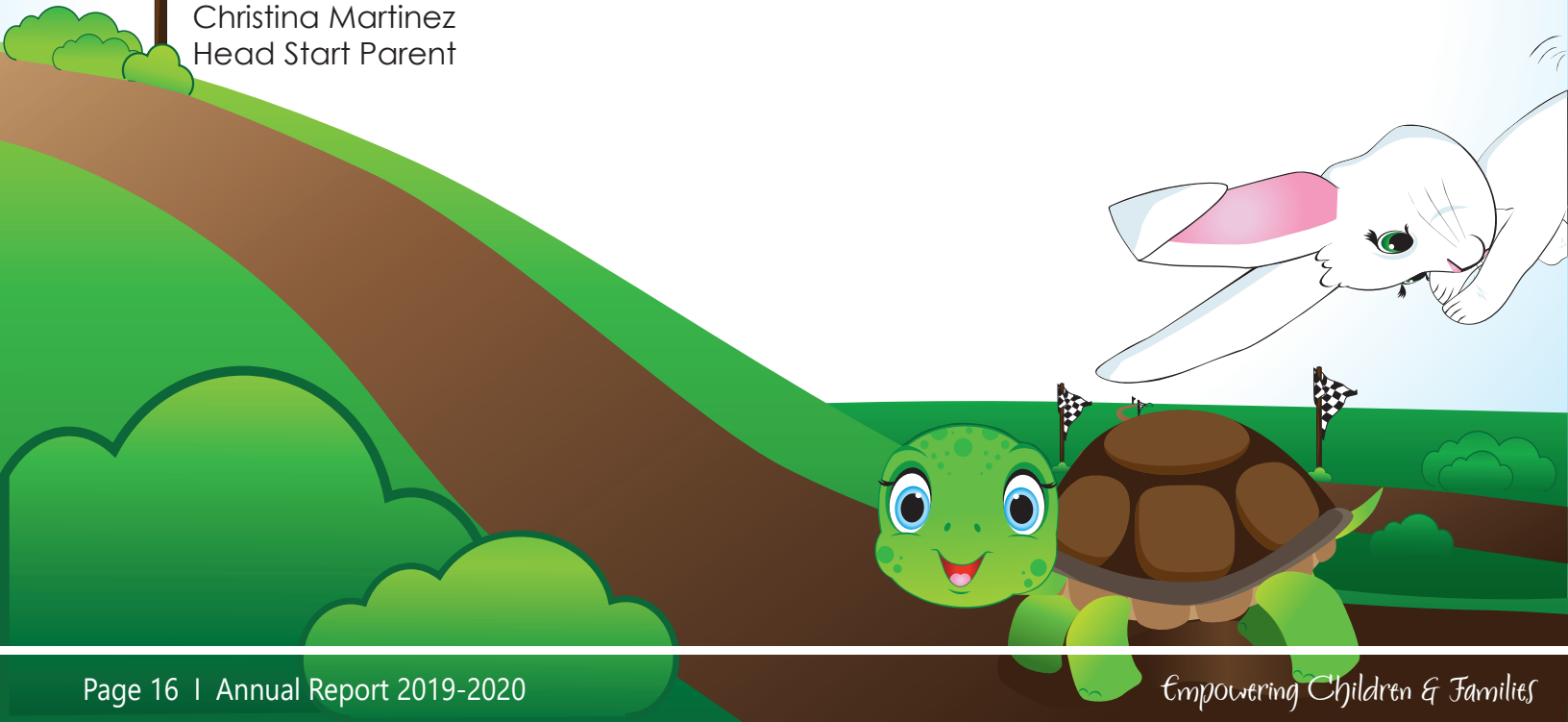


PARENT TESTIMONIAL

My children James (5) and Christian (4) have been a part of OCHS for the past three years. When Coronavirus hit our country last year, I honestly didn't know what to expect or how my children's education was going to be affected due to schools being closed and shut down. Thankfully OCHS checked on us weekly and had the kids set up with virtual classes within the first few months. Thankfully they also had additional resources for our family to utilize whether it was for food, mental health, or activities we could incorporate while being at home. Once our county allowed the schools to open back up with enhanced cleaning our family was very thankful to be back. I've appreciated all of the new health and safety policies OCHS has incorporated. I'm also thankful for all of the teachers and their patience with the children in getting them acclimated back to their routine. This has been an unprecedented time for us all and I am happy to be a part of a program that not only cares about the well-being of the children they help care for but the parents as well.



Christina Martinez
Head Start Parent




PARENT, FAMILY & COMMUNITY ENGAGEMENT

The Parent, Family and Community Engagement service area is a crucial part of the integrated support services provided to children and families at Orange County Head Start, Inc. (OCHS). Family Engagement Advocates work closely with families through the development of the Family Success Plan and goal setting process focusing on the families' strengths and needs. The Family Engagement Advocates serve as a bridge for families to access support through internal comprehensive services and the community. Families are encouraged to participate in a variety of programs that promote and strengthen parenting, advocacy and leadership skills, such as, parenting workshops, Parent Committee meetings and the OCHS Policy Council where parents support the agency's decision making process.

Although parent engagement opportunities offered to parents during the 2019-2020 program year were limited by the social distancing requirements imposed due to the COVID-19 pandemic, many activities continued over a virtual format, including the following programs:

Health Services Advisory Committee (HSAC)



This advisory committee meets twice annually and engages parents with local health-based community agencies in identifying and accessing health services and resources that are responsive to their interests and needs. Parents take part in policy and procedure review and revisions based on community assessment and internal data.

Human Resources Interview Panels

Parents are trained on interviewing skills and are given the opportunity to provide feedback and input to ensure the agency hires qualified staff. Due to the pandemic, however, parent participation on the interview panels was limited.

PARENT, FAMILY & COMMUNITY ENGAGEMENT

Parent Nutrition Assistant Program (PNA)

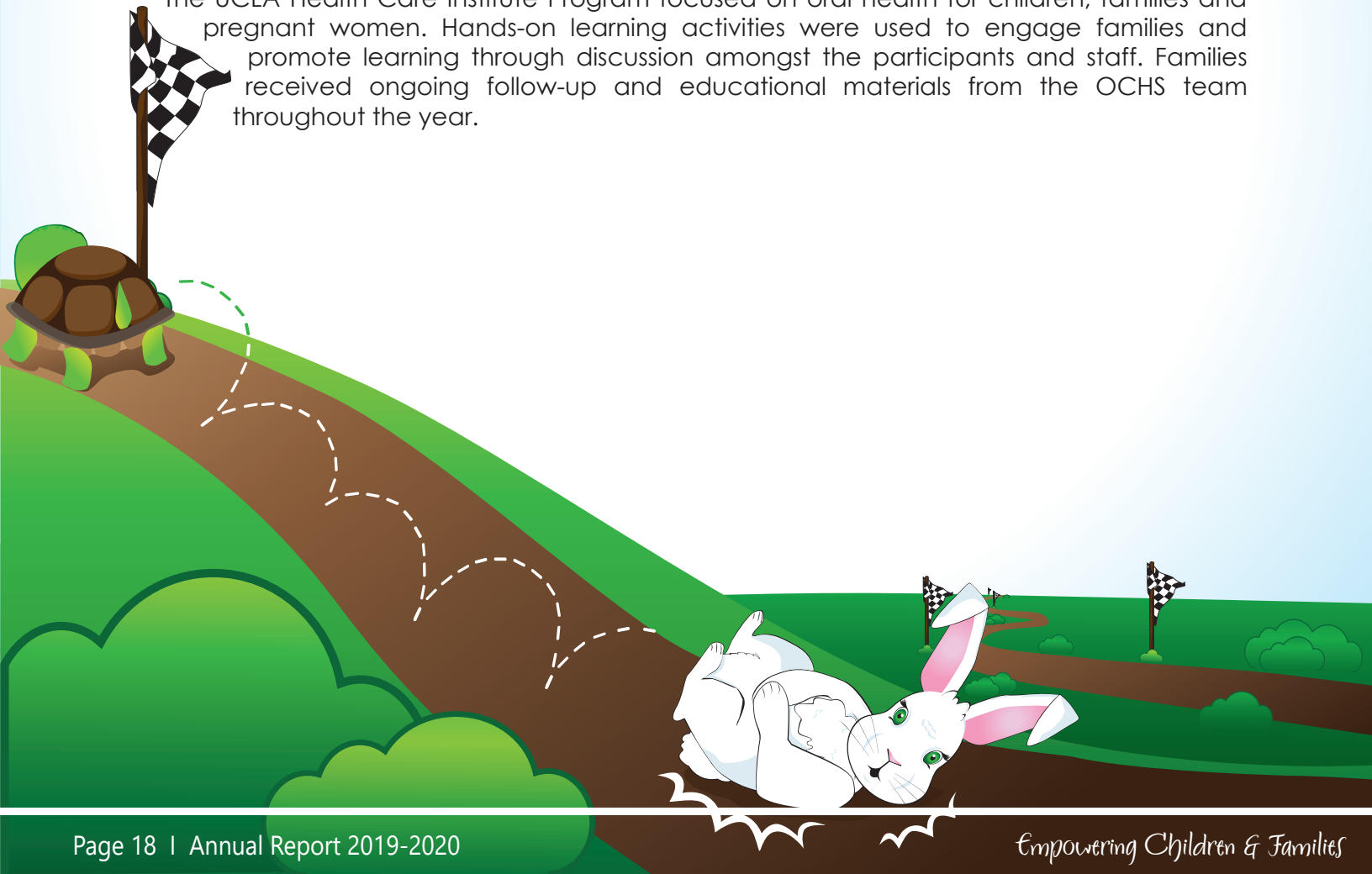
The PNA program educates parents on the importance of healthy eating and physical activity, and engages parents with nutritional cooking activities. In addition, parents receive one unit of college credit which has motivated some parents to return to school and pursue a career in nutrition.

Safety Assistant Monitor Program (SAM)


The SAM program educates parents on the importance of safety in the home and at school, and engages parents in learning CPR and disaster preparedness strategies. Parents typically have the opportunity to support the program by monitoring their centers for health and safety, and helping to identify any areas in need of improvement; however, due to social distancing requirements during the pandemic this part of the program was temporarily suspended.

UCLA Health Care Institute (UCLA-HCI)

The UCLA Health Care Institute Program focused on oral health for children, families and pregnant women. Hands-on learning activities were used to engage families and promote learning through discussion amongst the participants and staff. Families received ongoing follow-up and educational materials from the OCHS team throughout the year.



PARENT TESTIMONIAL



My son was only 18 months when he started going to OCHS. I had just graduated from my Associate's Degree in Nursing and needed quality time to study for the licensing exam. I was able to drop off my son at 9am and study all the way to 5pm, Monday-Friday. Thanks to the program, I was able to pass the nursing licensing exam and became a Registered Nurse. I was able to start work two weeks after, and OCHS helped me continue my education, since I quickly enrolled in a bachelor's program as well. I was extremely busy with my new career and new job, and OCHS made it easier for my son to

adjust to our new life. In only one year's time, I was able to afford my own apartment and we moved into a more comfortable home. My son received speech therapy, and he returned to OCHS for an additional year. Meanwhile, I was able to continue going to school, and working, and only 18 months later I was able to buy my own home.

In an effort to be more involved in my son's education, I joined the Policy Council. I began volunteering, despite being so busy, I was able to learn about more ways to help, voice new ideas, and take on a leadership role. It was an incredible experience! I was able to inspire other parents to get involved. I practiced public speaking, and advocacy. Thanks to this experience, I will continue to be involved in future endeavors involving my son's education. Thank you OCHS, your community involvement helps families and we are deeply grateful for having been able to succeed, all thanks to your generous help.

Nalleli Garrido
Head Start Parent

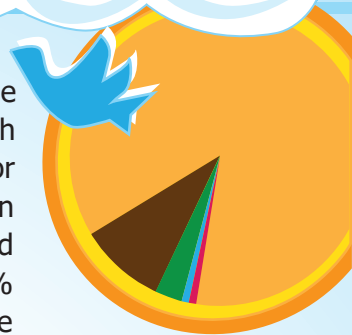
DISABILITIES/INCLUSION SERVICES

Head Start and Early Head Start programs are mandated to ensure that at least 10% of the program's funded enrollment is filled by children eligible for services under Individuals with Disabilities Education Act (IDEA) through an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). OCHS partners with school district special education programs and the Regional Center of Orange County to identify children who need, and qualify, for these services. In 2019-2020, 12% of OCHS children served had an IEP, and 23% an IFSP. The most common diagnosis for children with an IEP was Speech or Language Impairment (87%), followed by Autism (7%).

Support is provided for parents, children and staff through Inclusion Support Facilitators (ISF). The ISF works closely with parents and staff to establish needed classroom modifications, schedule changes, materials and equipment, training, and in-classroom support to assist in implementing each child's unique IEP or IFSP goals and needs. In-center support services (e.g., behavior therapy, speech therapy, etc.) from outside agencies continue to occur with increasing frequency. This allows children to receive the support services they need in a natural setting.

Additionally, teachers are supported in offering high quality social and emotional development interactions to ensure all children are given the opportunity to succeed. Children with more challenging behaviors are supported with specific strategies in the classroom. ISFs and center staff also work with parents in addressing challenging behaviors at home to support their child's success.

When OCHS center closures occurred due to COVID-19, Inclusion staff was able to provide staff with strategies to use over a virtual learning format, and provide families with strategies to implement in the home, as well as a variety of online mental health resources. With school districts also closed to in-person services, Inclusion staff worked with families to ensure any children with disabilities identified under IDEA were able to access the services as outlined on the IEP or IFSP. Inclusion staff also broke down the goals for each child with an IEP or IFSP in ways that were easy for parents to understand, and provided activities parents could do to support working on these goals.



Speech
Impairment
87%

Autism
7.4%

Health
Impairment
4.3%

Intellectual
Disability
0.7%

Orthopedic
Impairment
0.7%

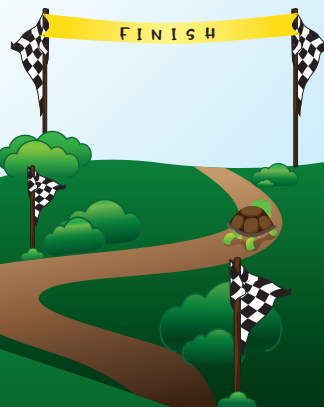


PREPARING OUR CHILDREN

FOR KINDERGARTEN

Orange County Head Start, Inc. (OCHS) provides high quality early childhood programming for children birth to five years old in several program options to meet the needs of children and families. Center-based services offer part and full-day options for Head Start (HS) and full-day services for Early Head Start (EHS). Both HS and EHS offer home-based services, which include weekly home visits and two group socialization experiences per month. OCHS facilities are licensed and staffed by qualified early childhood education professionals. Over 300 child development staff were employed by OCHS this year, including Center Directors, Education Managers, Teachers, Teacher Assistants and Home Educators. All child development staff participates in a comprehensive system of professional development to support the delivery of high quality teaching practices, including effective teacher-child interactions. A team of six Education Development Coaches utilizes the CLASS tool and Curriculum Fidelity checklists to provide one-on-one and group coaching to teaching staff using a tiered approach. The tiered approach allows teachers needing the most support to receive more intensive coaching while allowing higher functioning teachers to work in Teacher Learning Communities to continually improve practices in the classrooms. The professional development system also includes the OCHS Teacher Coaching Academy, a peer coaching program which provides one-on-one support for new teaching staff and existing staff needing more intensive coaching.

In March 2020, when OCHS closed down operation of all in person services due to the COVID-19 pandemic, OCHS staff worked tirelessly to quickly develop and implement new protocols, curriculum, and staff development efforts that could be provided over a virtual format for the safety of children, their families, and staff. To meet the varied communication needs and preferences of families, parents were sent curriculum activities through the OCHS website, the Learning Genie app, email, and in packets through contactless pick-up at the OCHS centers. Back packs with materials for children to use for home activities were distributed for each child. During the month of May, Teachers began providing virtual learning, using the Zoom platform, one to three times per week for each child, continuing through the summer months for EHS children.



PREPARING OUR CHILDREN

FOR KINDERGARTEN

School Readiness Goals

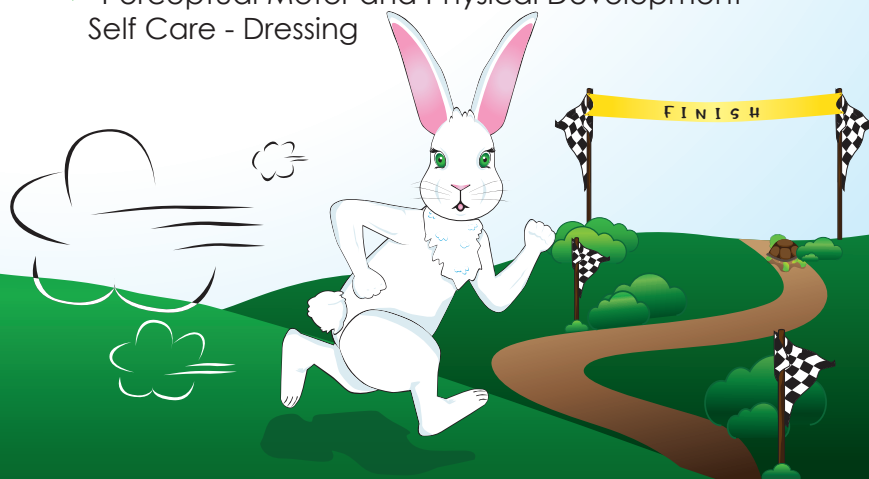
To ensure that children who participate in OCHS programs are successful in kindergarten and future education, OCHS has adopted School Readiness Goals for Head Start and Early Head Start.

Overall Early Head Start Goals: It is expected that at least 95% of children transitioning to preschool at 36 months old will be Near, At or Above age expectations in all domains of the Head Start Early Learning Outcomes Framework and specific School Readiness Goals Measures.

- ✓ Approaches to Learning – Self Comforting, Attention Maintenance
- ✓ Social Emotional Development – Interactions with Peers, Symbolic Play
- ✓ Cognition - Classification
- ✓ Language and Communication - Expressive Language, Interest in Literacy
- ✓ Perceptual Motor and Physical Development - Eye hand coordination, Self Care/Healthy Behaviors

Overall Head Start Goal: It is expected that 95% of children transitioning to Kindergarten will be Near, At or Above age expectations in all domains of the Head Start Early Learning Outcomes Framework and specific School Readiness Goal Measures.

- ✓ Approaches to Learning –Impulse Control, Symbolic Play
- ✓ Social and Emotional Development – Social Interactions with Peers
- ✓ Language and Literacy – Language and Communication – Expressive Language
- ✓ Language and Literacy – Literacy - Phonological Awareness, Letter and Word Knowledge
- ✓ Cognition – Scientific Reasoning – Cause and Effect, Knowledge of the Natural World
- ✓ Cognition – Mathematics - Math Operations, Measurement
- ✓ Perceptual Motor and Physical Development – Self Care - Dressing



CHILDREN AND FAMILIES SERVED

The Total Number of Children and Families Served

In 2019-2020, Orange County Head Start, Inc. served 3,409 children and pregnant women throughout Orange County, California. This included 2,472 children ages three to five in the Head Start program, and 937 children, newborn to age three, and pregnant women in the Early Head Start program.

Average Monthly Enrollment

The average monthly enrollment (as a percentage of funded enrollment) was 94% for the Head Start program and 100% for the Early Head Start program.

County's Eligible Children Served

Head Start: 22% (2,472 of 11,136)

Early Head Start: 6% (937 of 15,284)



PROUDLY SERVING

 *Orange County*

Anaheim

Brea

Buena Park

Costa Mesa

Fullerton

Garden

Grove

Huntington

Beach

La Habra

Orange

Placentia

San Juan

Capistrano

Santa Ana

Stanton

Westminster

Yorba Linda

Now Enrolling

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