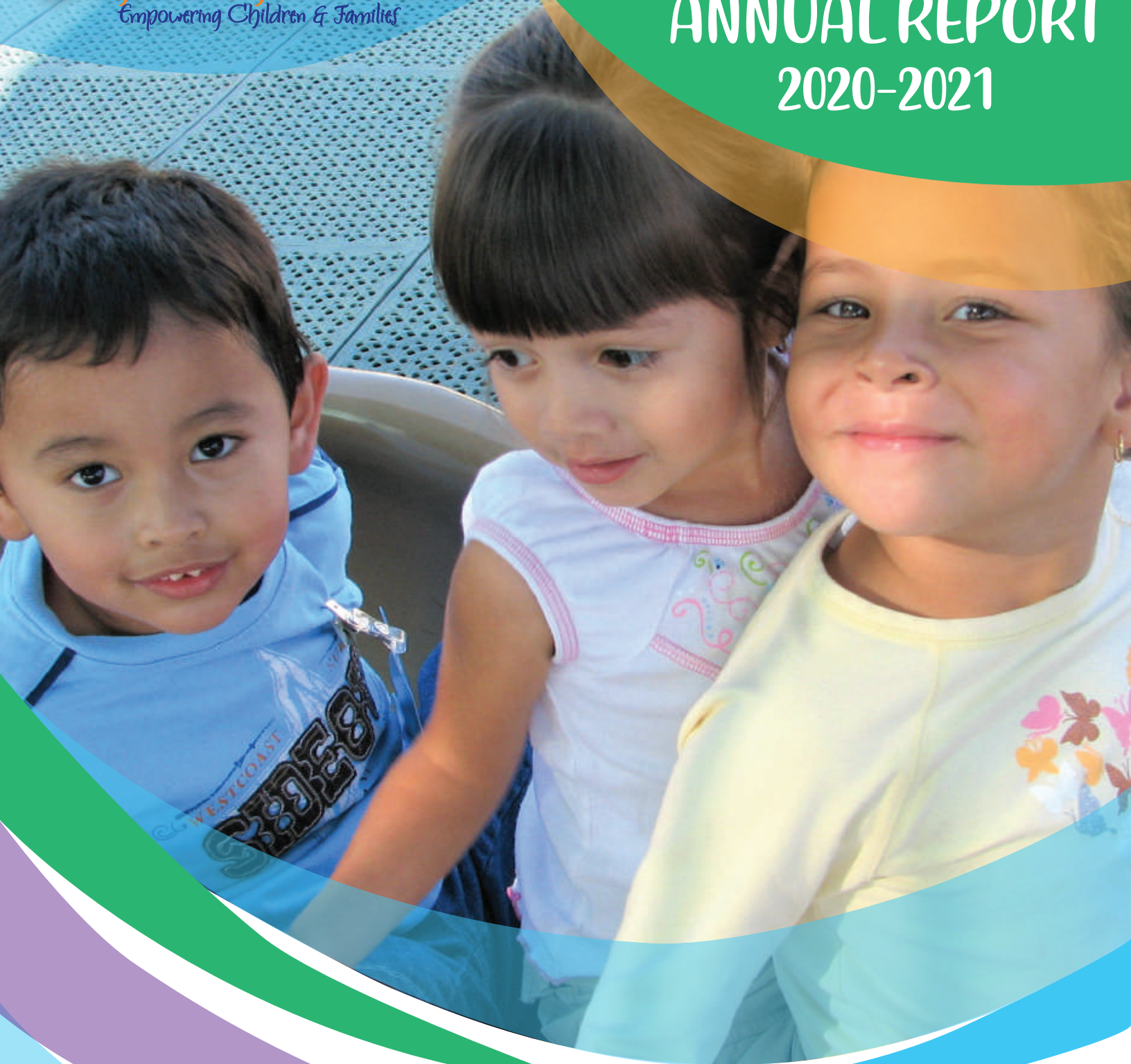


ANNUAL REPORT 2020-2021



Early Head Start & Head Start



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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 Board of 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 Board members reflect the community served and include parents of children who are currently, or were formerly, enrolled in Head Start programs, and community members with expertise in education, business administration or community affairs. The OCHS Board of Directors comprises up to two current parents who participate on and are elected by the OCHS Policy Council.

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. The guidance, commitment, and constant engagement of our OCHS Board of Directors provides the ongoing support required for OCHS to deliver the highest quality early childhood education and comprehensive services to the most susceptible children and their families.



Policy Council

When Head Start started in 1965, its founders understood that parents are essential partners in educating young children. They felt parents should decide how Head Start services can most benefit their family and other families in the community. Head Start created the Policy Council to provide a formal leadership and policy-making role for the parents. Today, every Head Start (HS) and Early Head Start (EHS) program must have a Policy Council as part of its leadership structure.

The Orange County Head Start, Inc. (OCHS) Policy Council is comprised of parents of currently enrolled HS and EHS children as well as former HS and EHS parents and community representatives who make up an important component of the shared governance system. The Policy Council has an essential relationship with the center Parent Committees in that Policy Council representatives are responsible for keeping other parents well informed by taking information back to their centers to share at their monthly Parent Committee meetings. During the Policy Council term, which is one year, members participate in monthly educational sessions and receive crucial information that empowers them to make imperative decisions affecting the program design and all services provided.

The Policy Council also participate in joint Board and Policy Council advisory committees, during which they have the opportunity to review, converse and provide recommendations on service area plans, policies and procedures for carrying out the program and fiscal operations.



Parent Testimonial

My son was part of the Head Start program and both he and I enjoyed it very much. I appreciated how much the teachers and the staff allowed me to be as involved as they could. They always listened to my concerns and made me feel welcomed. The teachers always gave great feedback about my son's progress. I like the way homework was seen more as personalized goals for my child rather than a curriculum that needs to be followed in a specific order. The goals my son had to achieve were determined by the teacher's recommendations and myself. I felt included in the early development education my son was receiving in the Head Start program. Teacher Nancy was a caring and thoughtful individual that my son appreciated. Teacher Donna was also a good listener and paid close attention to my child's progression.

I would also like to mention how much I enjoyed the parent-teacher gatherings. They would have professionals come and educate us and give us great parenting tools. It was extremely nice of them to have snacks and drinks available for us who attended. They made it work even with the pandemic restrictions, and I appreciate the effort they made to make it happen. This was my second experience with the Head Start program and I couldn't be happier with it.

Thank you,
Sandra Mendoza



Children and Families Served

Total Number of Children and Families Served

In 2020-2021, Orange County Head Start, Inc. served 2,666 children and pregnant women throughout Orange County, California. This included 1,742 children ages three to five in the Head Start program, and 924 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 75% for both the Head Start program and the Early Head Start program.

County's Eligible Children Served

Head Start: 18% (1,742 of 9,815)

Early Head Start: 7% (924 of 13,795)



Community Assessment Executive Summary

Orange County Head Start, Inc.

2020-2021 Community Assessment Update Executive Summary Special Report on COVID-19

The Orange County Head Start, Inc. (OCHS) 2020-2021 Community Assessment Update highlights the needs of OCHS children and families during the COVID-19 pandemic as reported by OCHS staff working directly with families during this challenging time. These needs were also presented alongside references to the broader population which suggest that the experiences of OCHS children and families in the course of the pandemic have been consistent with those of other families across the state and the nation. Below is a list and description of the most common areas of hardship and need identified among OCHS children and families during this time.

- **Employment:** Loss of jobs or reduced work hours as a result of businesses closing or reducing hours of operation
- **Food:** Inability to provide food for the family due to loss of or reduced income
- **Technology:** Inability to adapt to and participate in virtual services due to lack of technological devices, internet services, or knowledge of how to use technology
- **Mental Health:** Stress and anxiety resulting from fear of the virus; consequences of social distancing; and the many hardships associated with loss of employment and income
- **Child Care:** Loss of child care arrangements, due to services shutting down or reducing capacity, leaving working parents without child care
- **Rent/Housing:** Inability to pay rent or mortgage due to loss of or reduced income
- **Financial/Income:** Financial hardships resulting from loss of or reduced income
- **Diapers:** A common need among low income families with infants and toddlers exacerbated and brought to the forefront by the pandemic
- **Utilities:** Inability to pay utility bills due to loss of or reduced income
- **Health/Medical:** Delayed medical and dental appointments due to fear of virus transmission or providers reducing hours of service
- **School Supplies:** Inability to afford supplies needed at home for virtual learning formats due to loss of or reduced income

Based on the findings of the OCHS Community Assessment Update, recommendations were made to assist children and families, as well as inform a path moving forward optimistic that the knowledge, skills, and experience gained through this crisis could build better services and improve outcomes for children and families. Recommendations included the following:

Food Insecurity

- **E**xpand Food Trolley food distribution services through our collaboration with the Community Action Partnership of Orange County (CAP OC)
- **C**ontinue to post food resources for families on the OCHS website
- **C**ontinue to refer families to and assist with accessing WIC and SNAP benefits
- **A**ssist families with accessing Pandemic EBT (P-EBT)



Community Assessment

Executive Summary

Diapers

- Begin collaboration with CAP OC to offer monthly diaper distribution

Virtual Communication

- Maintain ongoing support for families in navigating virtual communication
- Evaluate circumstances of children unable to participate virtually/address barriers
- Begin utilization of online platform to obtain electronic signatures

Mental Health

- Continue to check in on families regularly, and offer support and resources
- Strengthen mental health partnerships in the community
- Encourage family use of telehealth for mental health services as available
- Help families with developing and maintaining routines to support adequate sleep, exercise, and limited use of digital devices

Rent/Utilities

- Help families to understand current eviction and utility cut-off moratoriums
- Refer families for legal assistance to learn their rights during moratoriums and subsequent payment responsibilities

Child Care

- As regulations allow, continue transitioning OCHS to full in-person services
- Prioritize services for working families as needed
- Identify and refer families to child care resources available for older children

Health and Dental Exams

- Continue to support families in maintaining children's regular doctor/dental appointments to the extent possible (e.g., feeling safe going to the medical office)
- Assist families with telehealth connections if no other options available

COVID-19 Information and Updates

- Continue to post COVID-19 resources on the OCHS website and text updates
- Keep families updated on vaccine distribution and support families in registering for and getting vaccinated as the opportunity becomes available

Family Needs Assessment

- Continue to assess the needs of the children and families as the pandemic evolves and adjust strategies to provision of services accordingly

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 (EDC) 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 (TLC) to continually improve practices in the classrooms. The professional development system also includes the OCHS Teacher Coaching Academy (TCA), a peer coaching program which provides one-on-one support for new teaching staff and existing staff needing more intensive coaching. Due to health and safety protocols during the pandemic, however, the TCA program was temporarily suspended and some modifications were made to the coaching strategies provided by the EDC team, including transitioning the TLCs to a virtual format.

Further challenges resulting from the effects of the COVID-19 pandemic continued during the 2020-2021 school year. OCHS was grateful to be able to resume in-person services for full-day and EHS children; however, part-day and home-based children continued to receive services virtually over Zoom. OCHS staff worked tirelessly to continue to enhance and develop protocols, curriculum, and staff development efforts that could be provided over a virtual format for the safety of the children, their families and staff. Parents were sent curriculum activities over the OCHS website, by email, over the Learning Genie app and in packets that were picked up in a safe manner from the centers. Backpacks with materials for children to use were distributed for each child receiving services over a virtual format so that they would have materials and supplies at home to be able to engage in the learning activities provided by their teachers.

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 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

Overall Early Head Start Goal: 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 Goal Measures.

Approaches to Learning – Self comforting and 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



School Readiness EHS

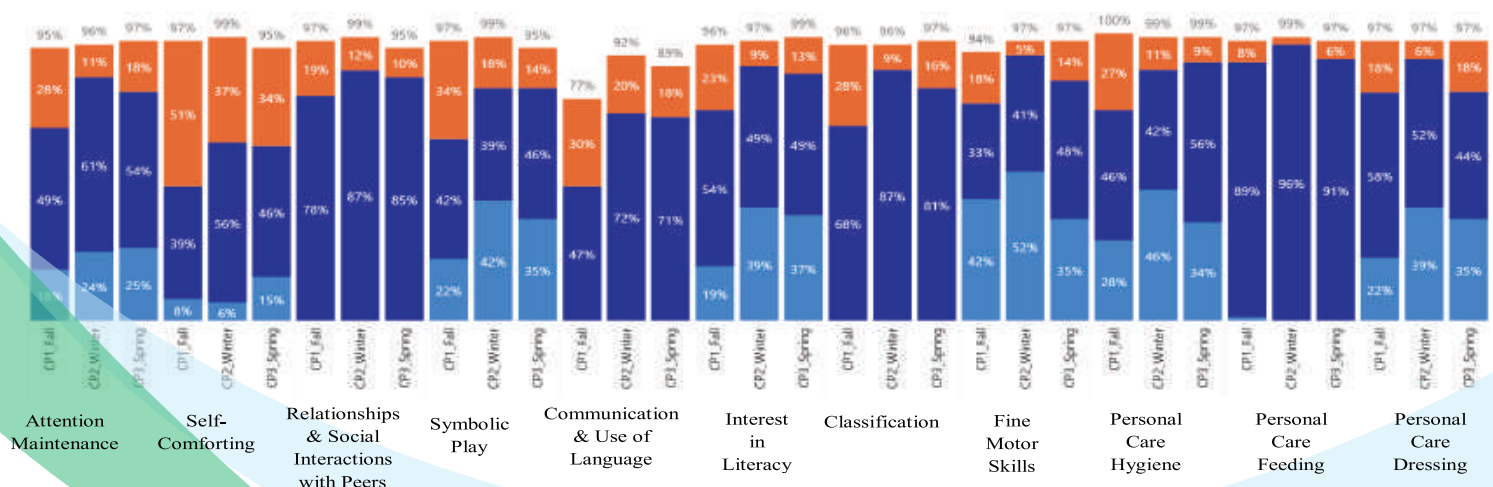
Children Progress School Readiness Goals

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 persisting through the 2020-2021 school year, OCHS continued to modify services to comply with all health and safety protocols. All part-day and home-based services were provided virtually over Zoom. Children met with their teachers in small groups to engage in learning activities to support growth in all Head Start (HS) ELOF domains. Parents were instrumental in carrying out home activities provided as well as gathering pertinent documentation for teachers to be able to complete DRDP assessments. Full-day and Early Head Start (EHS) center-based services were provided in-person following all required COVID-19 health and safety requirements.— Goal 95%.

OCHS Early Head Start Child Outcomes, School Readiness Goal Measures, Two-Year-Old Children, Fall, Winter and Spring Assessment Data, 2020-2021

Aligned to the Head Start Early Learning Outcomes Framework: Ages Birth to Five
Percentage of EHS children **NEAR, AT** or **ABOVE** age expectations as stated in California Infant/Toddler Learning & Development Foundations at 36 months – Goal 95%



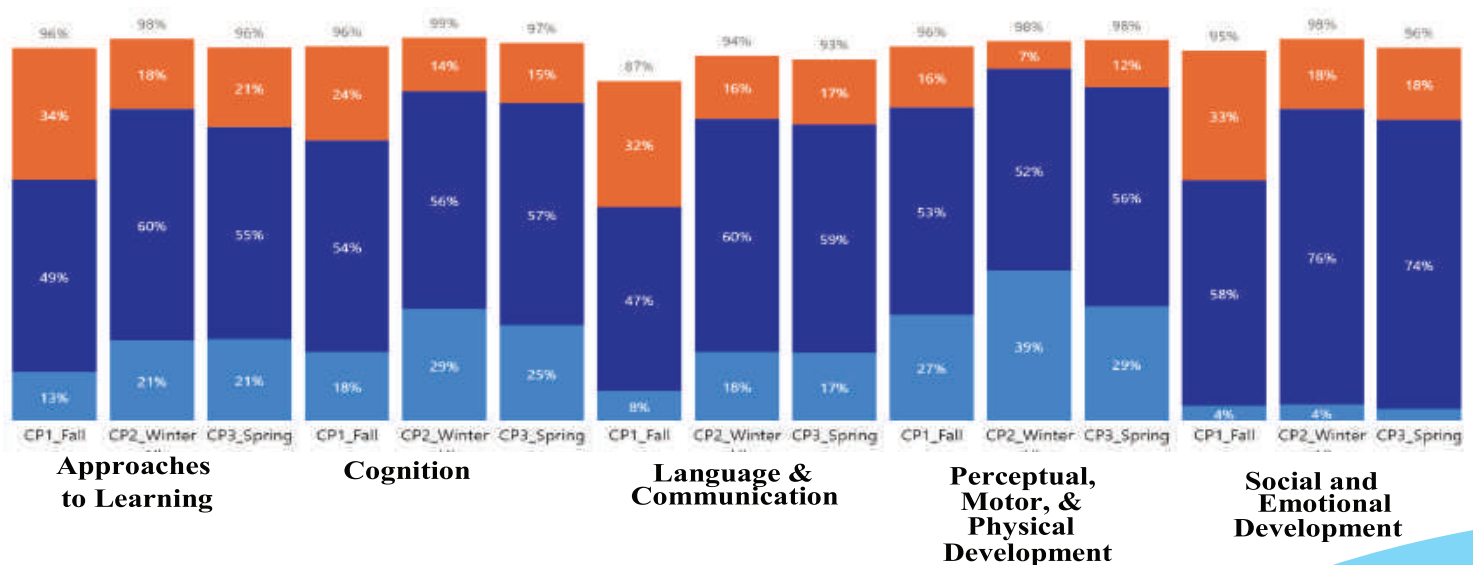
School Readiness EHS

Early Head Start (Birth – 3 year olds)

The Spring assessment period DRDP results show that greater than 95% of the EHS children met the goal of being near, at or above expectations across all domains with the exception of Language and Communication at 93%. At the School Readiness Goal measure level, at least 95% of the EHS children met the goal of being near, at or above expectations across all measures with the exception of Communication and Use of Language at 89%.

OCHS Early Head Start Child Outcomes, Domain Comparison, Two-Year-Old Children, Fall, Winter and Spring Assessment Data, 2020-2021

Aligned to the Head Start Early Learning Outcomes Framework: Ages Birth to Five
Percentage of EHS children **NEAR, AT** or **ABOVE** age expectations as stated in the California Infant/Toddler Learning & Development Foundations at 36 months – Goal 95%



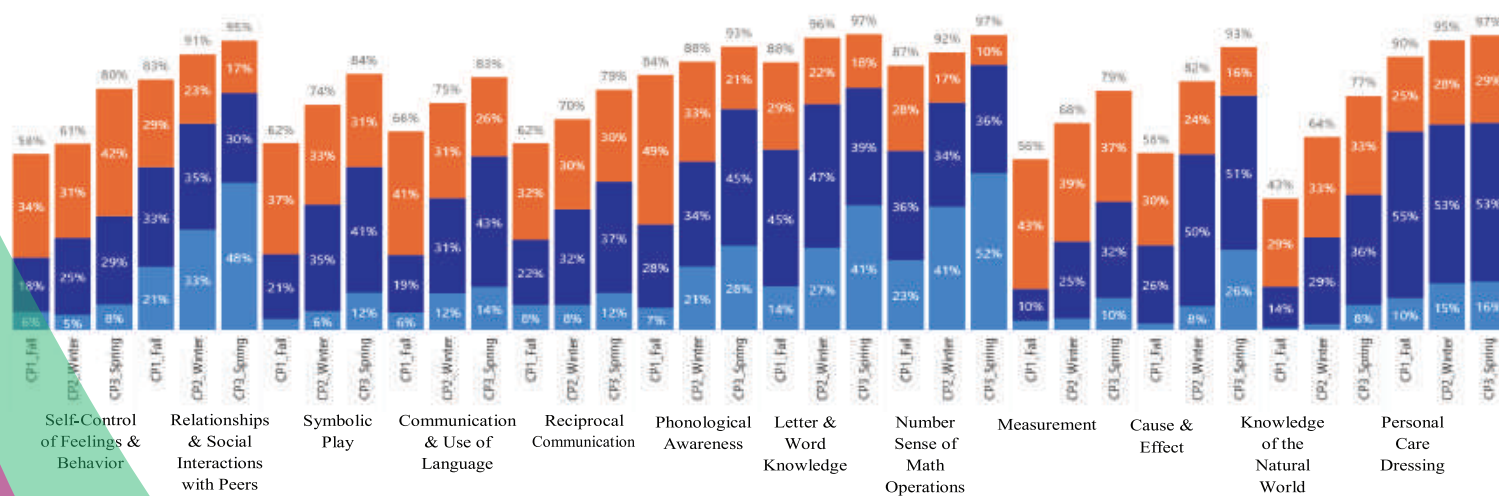
School Readiness HS

Head Start (3 – 5 year olds)

The Spring assessment period DRDP results show that HS children made significant gains across all domains and School Readiness Goal measures. Strengths are shown in the areas of Letter and Word Knowledge, Number Sense of Math Operations, and Personal Care/Dressing, all with 97% of children near, at or above expectations. Measures with the lowest Percentage of children near, at or above expectations are Knowledge of the Natural World at 77%, and Measurement and Reciprocal Communication both at 79%.

OCHS Head Start Child Outcomes, School Readiness Goal Measures, 4-Year-Old Children Transitioning to Kindergarten, Fall, Winter and Spring Assessment Data, 2020-2021

Aligned to the Head Start Early Learning Outcomes Framework: Ages Birth to Five
Percentage of HS children **NEAR, AT** or **ABOVE** age expectations as stated in the California Preschool Learning Foundations at 60 months – Goal 95%



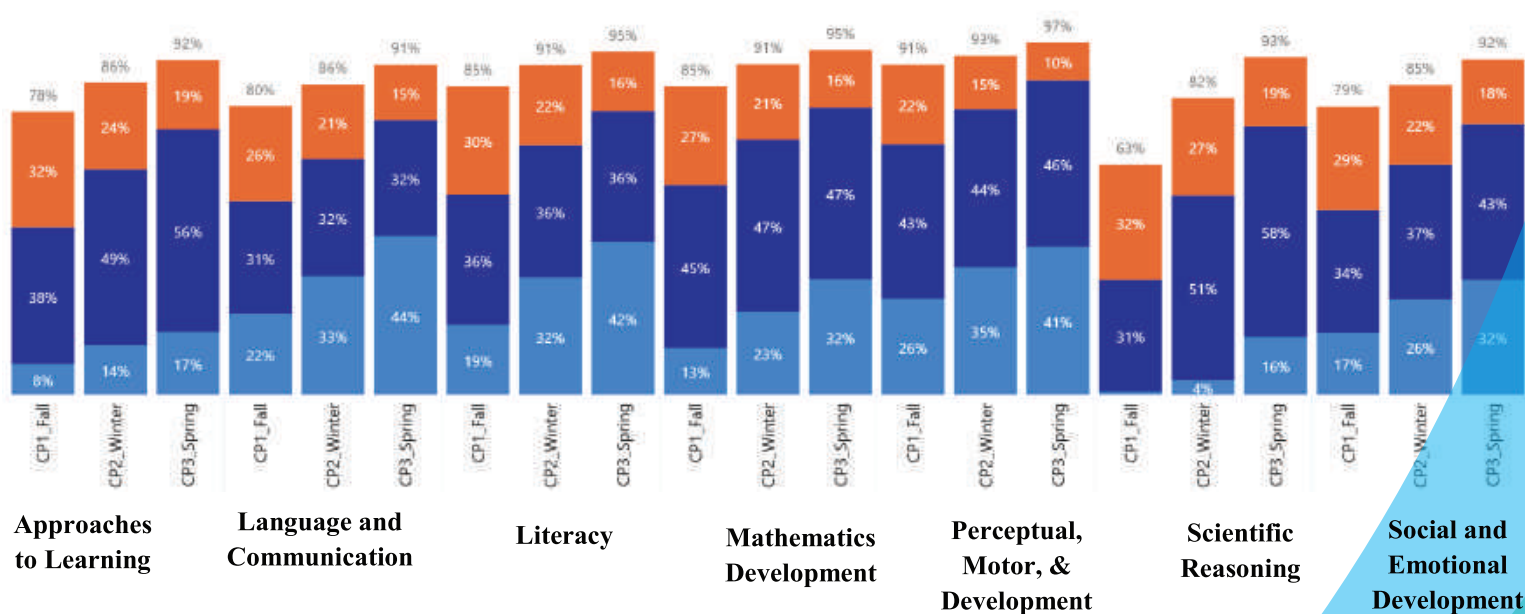
School Readiness HS

Head Start (3 – 5 year olds)

The figures below represent DRDP 2015 results for Fall, Winter and Spring assessment periods for all HS children who will be five years old by September 1, 2021.

OCHS Head Start Child Outcomes, Domain Comparison, 4-Year-Old Children Transitioning to Kindergarten, Fall, Winter and Spring Assessment Data, 2020-2021

Aligned to the Head Start Early Learning Outcomes Framework: Ages Birth to Five
Percentage of HS children **NEAR, AT** or **ABOVE** age expectations as stated in the California Preschool Learning Foundations at 60 months – Goal 95%



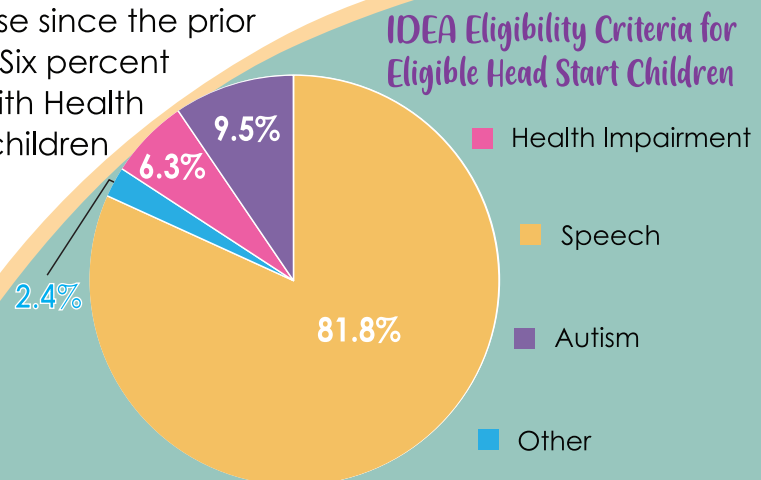
Disabilities and Inclusion Services

Head Start (HS) and Early Head Start (EHS) programs are mandated to ensure that at least 10% of the program's funded enrollment is filled by children eligible for services under IDEA (Individuals with Disabilities Education Act) 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.

Support is provided for parents, children and staff through OCHS 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. The need for in-center support services (e.g., behavior therapy, speech therapy, etc.) from outside agencies continues to occur with increasing frequency. These services allow children to receive the support services they need in a natural setting. Additionally, teachers are supported in offering high quality social and emotional development strategies in their classrooms to ensure all children are given the opportunity to succeed. Children that are more challenged with their behavior are supported with specific strategies in the classroom. The ISF and center staff also work with parents at home to support their child's success.

During the 2020-2021 program year the Inclusion team continued to make several changes and modifications to how services were provided to children and families. A large portion of what the Inclusion staff does is dependent on being able to go into classrooms to observe and work with classroom staff, much of which was restricted due to COVID-19 health and safety protocols. The Inclusion team worked to support children in classrooms as well as parents with children at home on a virtual format over Zoom. Inclusion staff was able to provide teachers and families with strategies to use in the home and with various mental health resources that were available online.

Despite the continuing challenges that the COVID pandemic presented, OCHS was able to ensure all children in both the HS and EHS programs had the accommodations and support needed to have a successful experience and to learn and grow regardless of abilities. In 2020-2021, 15% of OCHS HS children had IEPs, and 18% of EHS children had IFSPs. As typically observed, the most common IEP diagnosis was Speech or Language Impairment making up 82% of children with disabilities. Enrollment for the second most common diagnosis, Autism, saw an increase since the prior year from 7% to 10% of the diagnosed children. Six percent of the children with disabilities were identified with Health Impairments (e.g., ADHD), in addition to a few children identified with Intellectual Disabilities, Hearing Impairment, Orthopedic Impairment, Specific Learning Disability, and Traumatic Brain Injury.



Health and Dental Services

During the height of the COVID-19 pandemic, Orange County Head Start, Inc. (OCHS) staff continuously strategized to find new ways to provide quality health services to children and families receiving services both on-site and remotely. The priority for the OCHS Health Services team during the 2020-2021 program year quickly became to develop new procedures that would help to enable the staff to continue providing services, while still protecting the health and safety of both the families and our staff.

With support from our community partners, procedures were set in place to enable us to connect families to services. Although we were not able to continue with all services normally offered through our community partners in our classrooms, accommodations were made to offer services in other ways. Both AltaMed and Healthy Smiles for Kids of Orange County developed procedures of their own and strengthened their community presence to offer dental/teledentistry services on their mobile units. The University of California, Irvine (UCI), Pediatric Vision Project, also implemented health and safety procedures, which allowed them to continue providing services in the community on their mobile unit. Children in need of vision exams and/or glasses continued to be referred to UCI for services.

OCHS staff continued to have meaningful conversations with families to provide the most current and accurate information regarding COVID-19. Reminders and information regarding the importance of preventative health care, such as routine Well Checks, immunizations, and dental exams were also emphasized. The use of emails, text messaging, and communication through Learning Genie all helped OCHS persevere in keeping families engaged and informed.

The Health Services team also continued to provide hearing and vision screenings for children to identify children with potential hearing and/or vision concerns and referred families for further follow-up services when needed. Given that not all children were attending onsite at the centers, the team heavily relied on children's primary care providers to complete screenings during regular Well Child visits, which presented some challenges. The Health Services team, with the support of the Health Services Advisory Committee, completed hearing and vision developmental screening tools to aid families in establishing a baseline assessment of their child's current hearing and/or vision status based on developmental milestones being observed.

The Health Services Advisory Committee had 16 community partners in attendance, including representatives from multiple departments of the Orange County Health Care Agency, CalOptima, CHOC, Regional Center of Orange County, and Healthy Smiles for Kids of Orange County all helping to provide OCHS with the most current health information, trends and resources for children and families.

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

- 99% of children had health insurance
- 98% of children had an established medical home
- 67% of children were up-to-date on the State of California's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) exam schedule
- 96% of children needing medical treatment received medical treatment
- 90% of children had a dental home
- 97% of children were up-to-date on immunizations
- 68% of preschool children were up-to-date on routine dental exams
- 79% of preschool children needing dental treatment received dental treatment



Nutrition and Food Services

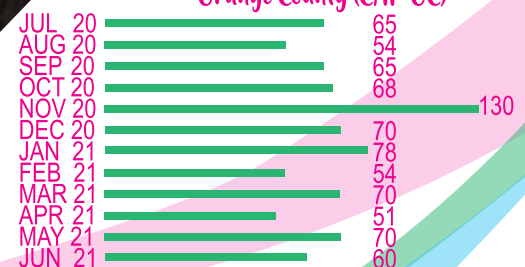
Orange County Head Start, Inc. (OCHS) recognizes the vital role healthy meals, daily physical activity, and parent nutrition education play in supporting the health and well-being of children and families. Due to COVID-19 health and safety protocols, the OCHS Nutrition Services team transitioned to providing parents with nutrition education and consultation services remotely. The OCHS Registered Dietitians provided four Eat Healthy, Stay Active (EHSA) workshops through the University of California, Los Angeles (UCLA) Health Care Institute. Following the workshops, the Registered Dietitians conducted monthly follow up with the families who participated. In addition, a small group of families participated in the implementation of the EHSA curriculum focused on nutrition and physical activity education. The Registered Dietitians also conducted consultations with families requesting additional support addressing such child and family nutrition concerns as overweight, underweight, picky eater, and bottle use.

Family style meal service was modified during the pandemic with teachers serving the children during mealtime instead of the usual practice of children serving themselves. To facilitate this process, the monthly menu was simplified to include easy-to-serve and pre-packed foods. The central kitchen continued to offer healthy foods, including whole grain-rich products and fresh fruits and vegetables, and ensured the foods served met the Child and Adult Care Food Program (CACFP) requirements for each age group.

In collaboration with the Community Action Partnership of Orange County, monthly food distribution events continued this program year with 835 allocations to families of up to 25 pounds of food which equals a total of 20,875 pounds of food for the 2020-2021 program year.



Number of Families Participating in Food Distribution in Partnership with Community Action Partnership of Orange County (CAP OC)



Parent and Family Community Engagement

The Parent, Family and Community Engagement (PFCE) 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. The role of the PFCE service area became even more crucial with the onset of the COVID-19 pandemic as families were immediately in greater need of services and support to meet basic needs. The Family Engagement Advocates were available to seek out and link families to available resources in the community based on their specific needs.

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 2020-2021 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 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. The program was able to be offered over the Zoom application.

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. Other parts of the program were modified to be provided remotely.

Resilient Families Program (RFP)

The RFP is an 8-week parent education program designed to help parents and children thrive by increasing connectedness, lowering stress, and promoting well-being for families with preschool-aged children. The RFP is funded and provided to OCHS families by California State University, Fullerton.



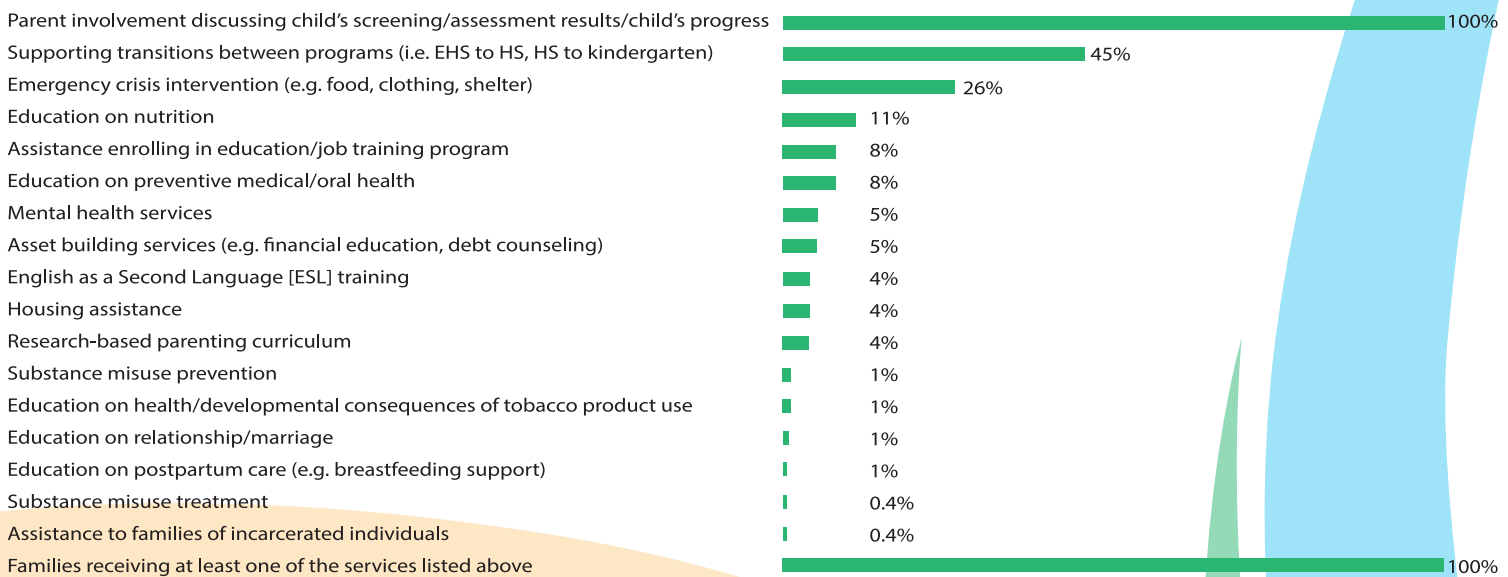
Families Receiving Services

Types of Services and Percentages of 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.

As the COVID-19 pandemic continued to evolve during the 2020-2021 program year, needs of families evolved as well. OCHS staff was steadfast in identifying family needs throughout this time, and providing families resources and referrals in collaboration with our many dedicated community partners. In 2020-2021, the following services were received by families with children enrolled in the OCHS program, either directly by OCHS staff or through community program referrals. The data shown is representative of the plight families were facing at this stage of the pandemic with emergency needs, such as food, taking precedence; however, also shows how families continued to persevere in being involved in their children's education and successful growth and development.

Percentage of Families that Received Program Services by Type to Promote Successful Family Outcomes



*Although families continued to participate in the assessment and goal setting process, and received family support, resources and referrals to the extent possible throughout the 2020-2021 program year, due to the effects of COVID-19, Family Outcomes analysis data is not available at this time, but will resume being reported for the 2021-2022 program year.



Financials

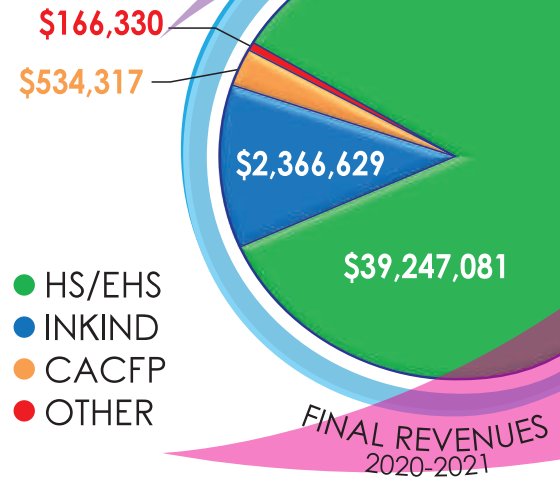
Funding for Orange County Head Start, Inc. (OCHS) is provided by the United States Department of Health and Human Services, Administration for Children and Families (ACF).

PROPOSED BUDGET 2020 -2021

Proposed budget for the 2020-2021 program year was \$40,958,523.

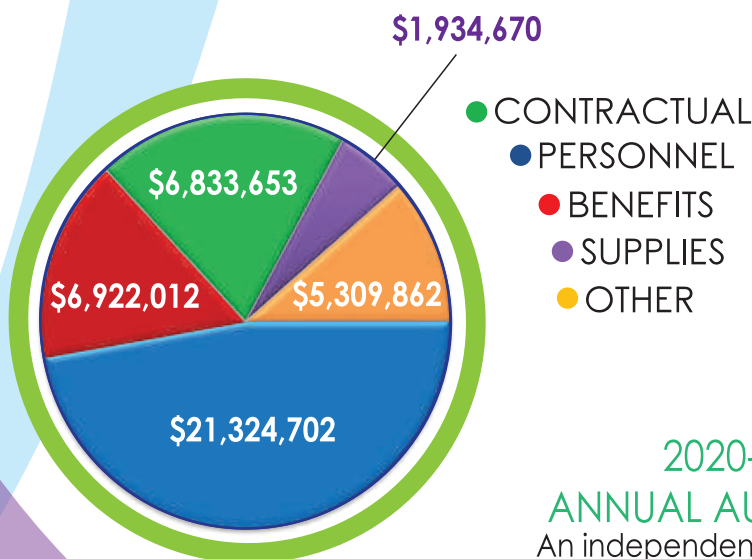
FINAL REVENUES 2020-2021

Final amount of public and private funds received was \$42,314,357. The total amount from ACF was \$39,247,081.



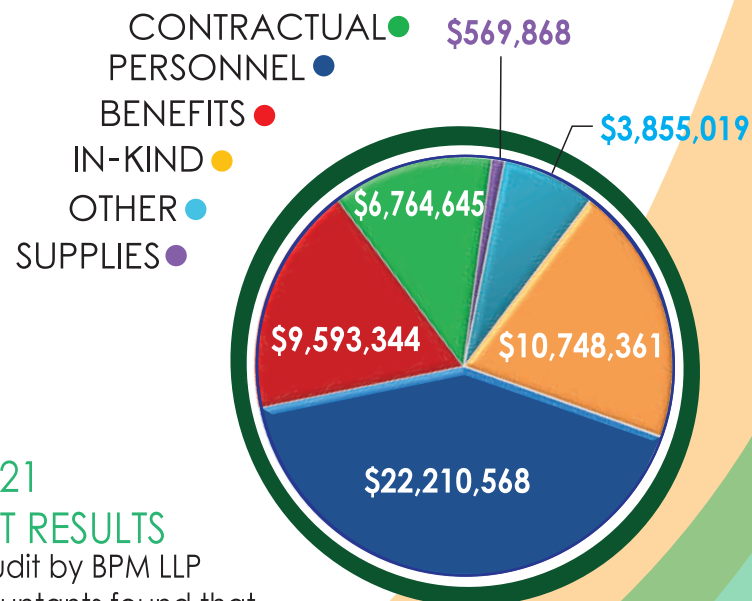
FINAL EXPENDITURES 2020-2021

The final expenditures were \$42,324,899.



PROPOSED BUDGET 2021-2022

The proposed 2021-2022 budget is \$53,741,805.



2020-2021

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 2020-2021 Federal Awards.

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



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