



Orange County Head Start, Inc.

Annual Report

2021-2022



Empowering Children & Families



Table of Contents



Mission, Vision, Guiding Principles	1
Leadership and Governance	2, 3
Children and Families Served	4
Community Assessment Executive Summary	5, 6
Preparing our Children for Kindergarten	7, 8
Child Progress School Readiness Goals	9
Child Progress School Readiness EHS	10
Child Progress School Readiness HS	11
Disabilities/Inclusion Services	12
Health and Dental Services	13
Nutrition and Food Services	14
Community Representative Testimonial	15
Parent, Family and Community Engagement	16, 17
Families Receiving Services	18
Financials	19
Proudly Serving Orange County	





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.

Empowering

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

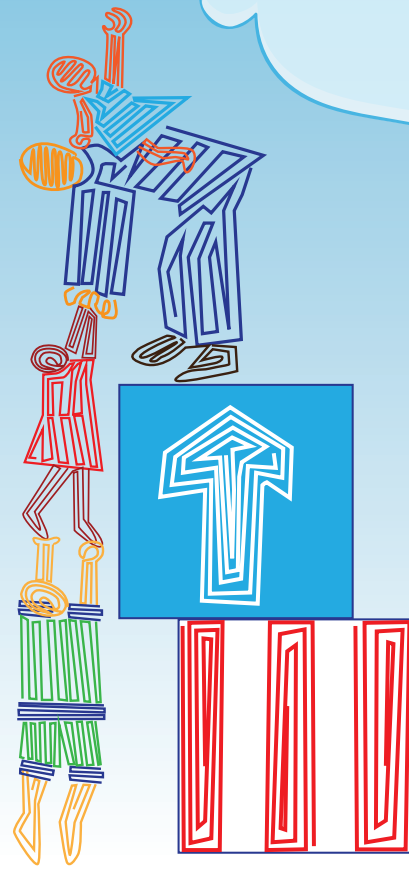
We ensure the quality of our programs through continuous improvement and outcomes-based practices.

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.





Leadership and Governance

Strong leadership and governance are critical to providing quality services in Head Start (HS) and Early Head Start (EHS) programs. Leadership and governance within these programs are unique and complex, including three separate entities: the governing body, the Policy Council, and the management staff. Each of these entities has a distinct role and together are responsible for providing overall leadership, direction, and guidance to ensure the execution of program functions as mandated by the Head Start Program Performance Standards and the Head Start Act of 2007. The Board of Directors assumes legal and fiscal responsibility for the agency, while the Policy Council helps set direction, and the management team oversees day-to-day operations.

Board of Directors

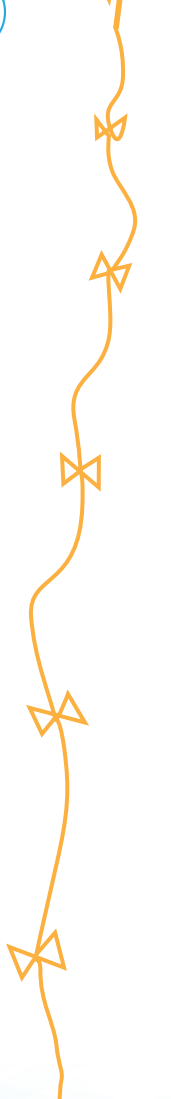
The Orange County Head Start, Inc. (OCHS), Board of Directors has the legal and fiscal responsibility for administration and oversight of the program, and safeguarding federal funds. The Board is required to have members with the following areas of expertise: fiscal management; early childhood education; and legal counsel, licensed and familiar with issues that come before the governing body. Additional members are elected to the Board for their expertise in education, business administration, or community affairs. Board members also reflect the community served and include parents of children who are currently, or were formerly, enrolled in the program. Board members receive a comprehensive orientation as well as educational sessions during each of their Board meetings along with a monthly packet containing all of the necessary information to make informed decisions to meet the best needs of the children, families, community, and agency.

Leadership and Governance

Policy Council

The Policy Council, a crucial component of the program's shared-decision governance structure, is comprised of parents of children currently enrolled in the program and representatives from the community. Policy Council members, representing the HS and EHS center and home-based programs, are elected by the parents of each center's Parent Committee annually to represent the center at the Council level. The Policy Council meets monthly and works closely with the program's management team and governing body to provide direction for the program. As Policy Council representatives, monthly responsibilities include making informed decisions based on comprehensive data and reports presented to them at each meeting. Through the Policy Council, parents have a voice in making decisions about how the program spends money, what activities the children do in their classrooms, and how the program works with community partners. This practice of having a group of parents and community members sharing in the decision-making of a program and making recommendations to a Board of Directors is unique to HS and EHS programs.

In addition, Board and Policy Council members, along with OCHS staff, participate in various shared governance committees where detailed agency data is reviewed and analyzed, and plans are established to support ongoing high-quality services and systems.





Children and Families Served

Total Number of Children and Families Served

In 2021-2022, Orange County Head Start, Inc. served 2,519 children and pregnant women throughout Orange County, California. This included 1,701 children ages three to five in the Head Start program, and 818 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 88% for the Head Start program and 70% for the Early Head Start program.

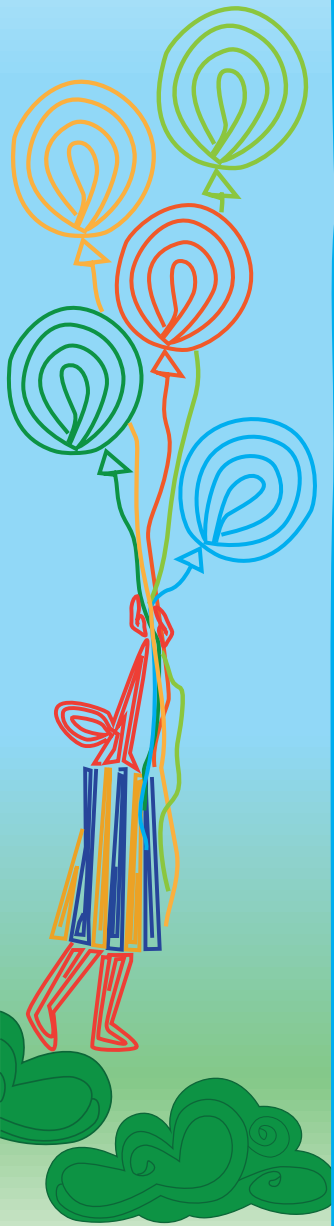


County's Eligible Children Served

Head Start: 17% (1,701 of 9,815)
Early Head Start: 6% (818 of 13,795)



Community Assessment Executive Summary

2021-2022



The Orange County Head Start, Inc. (OCHS) 2021-2022 Community Assessment focuses on two major areas having a significant influence on the services provided to Orange County's children and families: the COVID-19 pandemic and the changing early childhood education landscape in the state of California. The report addresses the effects of these two dynamic areas on children, families, OCHS, and the community. The information gathered and discussed in the Community Assessment report will be used by OCHS to determine the strategic direction of the agency and identify opportunities to partner and collaborate with community agencies to provide services to best meet the needs of children and families now and moving forward as recovery from the COVID-19 pandemic continues.

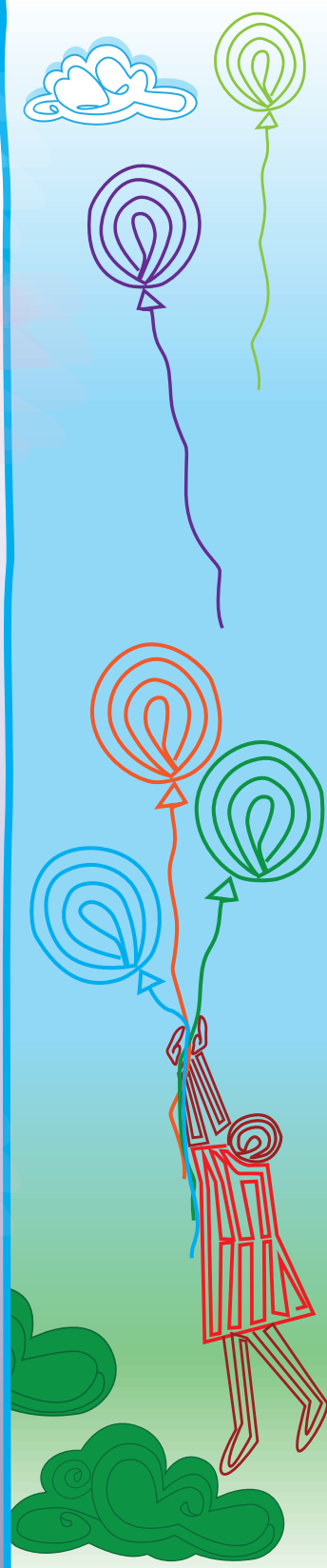
As we move into the third year of the pandemic, recent OCHS parent and staff surveys indicate that families continue to need support with basic life needs as they navigate through daily changes brought on by the effects of COVID-19. One of the most predominant needs of families in recent months has been consistent child care services, a critical issue that has surfaced universally as one of the most pressing needs brought on by the pandemic. As COVID-19 cases typically surge after holiday gatherings and when new variants emerge, child care becomes very unpredictable. Child care centers have had no choice but to close classrooms amidst COVID-19 outbreaks and excessive staff shortages. Since the return to on-site services after the winter holidays, OCHS has experienced 25% or more of its workforce absent from work and more than 30 classrooms requiring closure due to COVID-19. Amidst these challenges, OCHS has strategized ways to continue services while keeping children, families, and staff as safe as possible, including prioritizing, when necessary, on-site services for full-day Head Start (HS) and Early Head Start (EHS) families who rely on these services to continue working. In addition to challenges with child care, family loss of income has led to ongoing struggles with paying monthly rent and utility bills, and affording basic needs such as food and diapers for their families. Through collaboration with the Community Action Partnership of Orange County, OCHS has been grateful to have been able to provide families with monthly food and diaper distributions. Since the initial COVID-19 shutdown, OCHS has distributed over 1,200 boxes of food to families, totaling 30,200 pounds. Between October 2021 and January 2022, OCHS distributed over 3,300 packages of diapers, a total of 82,550 diapers, to approximately 300-400 families each month. Although it is widely known that the mental health of children and families has been so greatly affected by the

Community Assessment Executive Summary

2021-2022

pandemic, the need for mental health support for families has taken a back seat to meet more basic needs such as food and housing. Mental health will no doubt emerge as a significant need as recovery from the pandemic ensues; OCHS has been preparing for this by enhancing staff knowledge and skills in this area and the agency's approach to supporting children and families struggling with mental health. OCHS will continue to stay abreast of the needs of children and families as they evolve with the changing environment and will continue to welcome the expansion of current, as well as opportunities for new, community partnerships to best address these needs.

Secondly, the state of early childhood education is rapidly changing in California with the governor's Master Plan for Universal Prekindergarten (UPK) underway and the expectation that all four-year-olds will have access to early childhood education services in just a few years from now. With this comes new opportunities for OCHS, one being OCHS taking the lead in providing infant and toddler care in Orange County. The county's supply of infant and toddler care is scarce with only enough subsidized slots to serve 6% of the county's EHS eligible population. In addition, with a great need for full-day preschool care in Orange County, but a limited supply, OCHS also has the opportunity to be a primary provider of full working day care (10 continuous hours) for three-year-olds, and potentially four-year-olds for families not able to find full-day care that meets their needs. The OCHS full-day waitlist is more than three times longer than the part-day waitlist, and county referrals for full-day care are almost quadruple those for part-day care. The First 5 Orange County Child Care Landscape Analysis emphasizes the scarcity of care for infants and toddlers in Orange County, as well as the need for full working day preschool care. OCHS has been on a path for the last decade moving towards more infant and toddler care and full-day options for preschool-age children, and it is essential that OCHS continue to plan strategically moving forward to ensure that HS and EHS programs continue to play a fundamental role in Orange County's child care system.



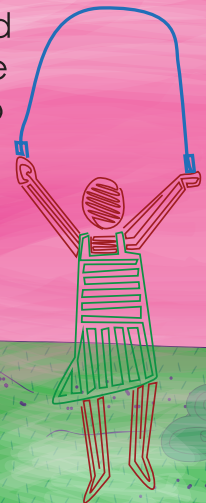
Preparing our Children for Kindergarten



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 Education Managers, Center Directors, 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. The professional development system includes the OCHS Teacher Coaching Academy, a peer-coaching program that provides one-on-one support for new teaching staff and existing staff needing more intensive coaching. Education Development Coaches provide additional coaching to improve and refine teaching practices to implement the High Scope curriculum with fidelity with a focus on high-quality adult-to-child interactions throughout the day. In response to the effects of the pandemic on social and emotional wellness for children, OCHS ramped up training on the Pyramid Model strategies for Education staff and coaches to enhance strategies to support children's social and emotional well-being.

Although the COVID-19 pandemic and its challenges continued through the 2021-2022 school year, OCHS was all able to return to in-person center-based and home-based services following all required COVID-19 health and safety protocols and requirements. The pandemic surge during the winter of 2021, however, forced OCHS to make the tough decision to implement a brief interruption in in-person services following winter break. During this time, teaching staff connected with parents on at least a weekly basis to provide home activities to continue to help children work towards their school readiness goals.



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 (HS) and Early Head Start (EHS).

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 the 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

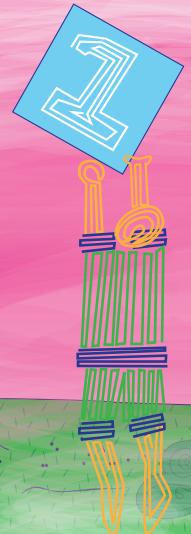
Social Emotional Development – Interactions with Peers, Symbolic Play

Cognition - Classification Language and Communication -

Expressive Language, Interest in Literacy

Perceptual Motor and Physical Development – Eye Hand

Coordination, Self Care/Healthy Behaviors



School Readiness Goals

Children's 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.

Early Head Start (Birth - 3-year-olds)

Overall, Spring DRDP assessment results show that across all domains more than 95% of the children are Near, At, or Above age expectations, with the exception of Language and Communication, which was at 93%. At the School Readiness Goal measure level, all measures, on average, made gains from the Fall to the Spring assessment periods. The greatest gains were made in Expressive Language, increasing from 76% Near, At, or Above age expectations for the Fall assessment period to 91% for the Spring assessment period. Several School Readiness Goal measures showed declines from Winter to Spring; this "leveling off" effect may be because the Infant and Toddler Foundations expectations between 18 and 36 months are varied across domains and may jump significantly at 30 months causing a child that might be Near, At, or Above expectations in the Winter to move out of this category in the Spring even though they may have had progress. Overall, School Readiness Goal measures met the expectation of 95% of infants and toddlers Near, At, or Above age expectations across most measures, with Expressive Language, Self Comforting, Symbolic Play, and Fine Motor Skills just slightly below.

Head Start (3-5 year-olds)

An analysis of the 2021-2022 Spring DRDP assessment data showed that Head Start Children made significant gains across all domains and School Readiness Goals measures. Strengths continue to remain in the areas of Peer Relations, Letter and Word Knowledge, Math Operations, and Personal Care, with challenges in Impulse Control, Reciprocal Communication, Expressive Language, and Knowledge of the Natural World. The measures with the highest percentages of children Near, At, or Above age expectations were Peer Relations and Self Care at 98%, followed by Math Operations at 96%, Letter and Word Knowledge at 95%, and Phonological Awareness at 94%. Measures with the lowest percentages of children Near, At, or Above age expectations were Impulse Control at 80% and Knowledge of the Natural World at 81%, followed by Measurement at 83%, and Reciprocal Communication at 85%. Comparisons across domains of English Learners to children whose home language is English showed no significant differences between these groups of children.



School Readiness

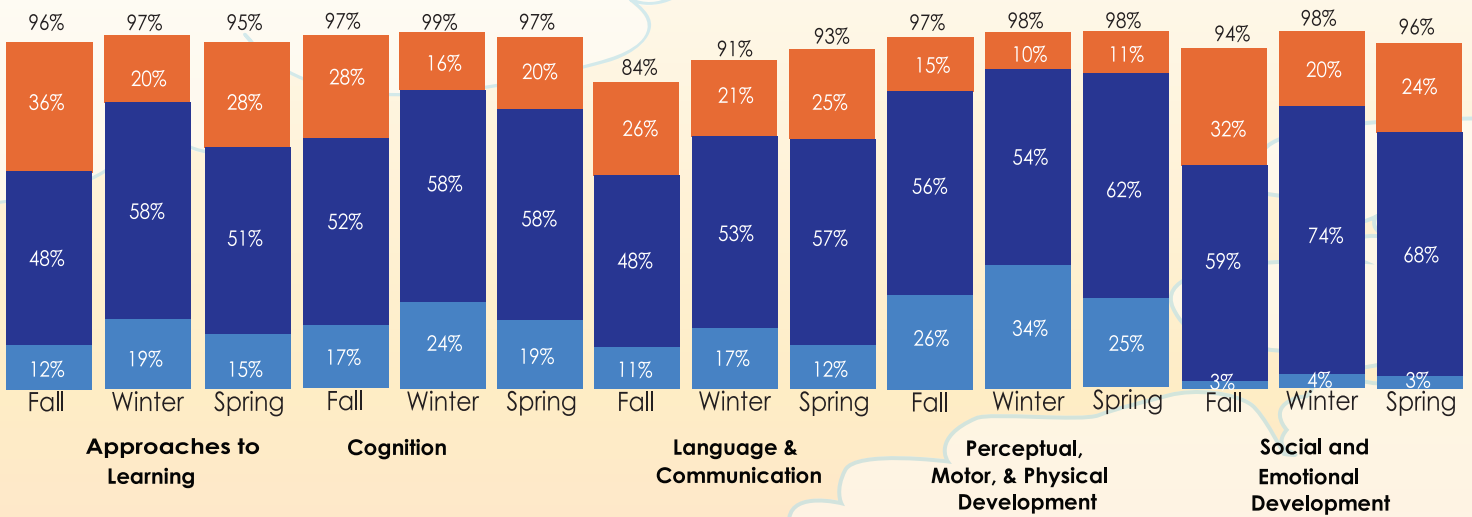
EHS

Early Head Start (Birth - 3 year olds)

The figures below represent DRDP results for the Fall, Winter, and Spring assessment periods for all EHS children who will be three years old by September 1, 2022.

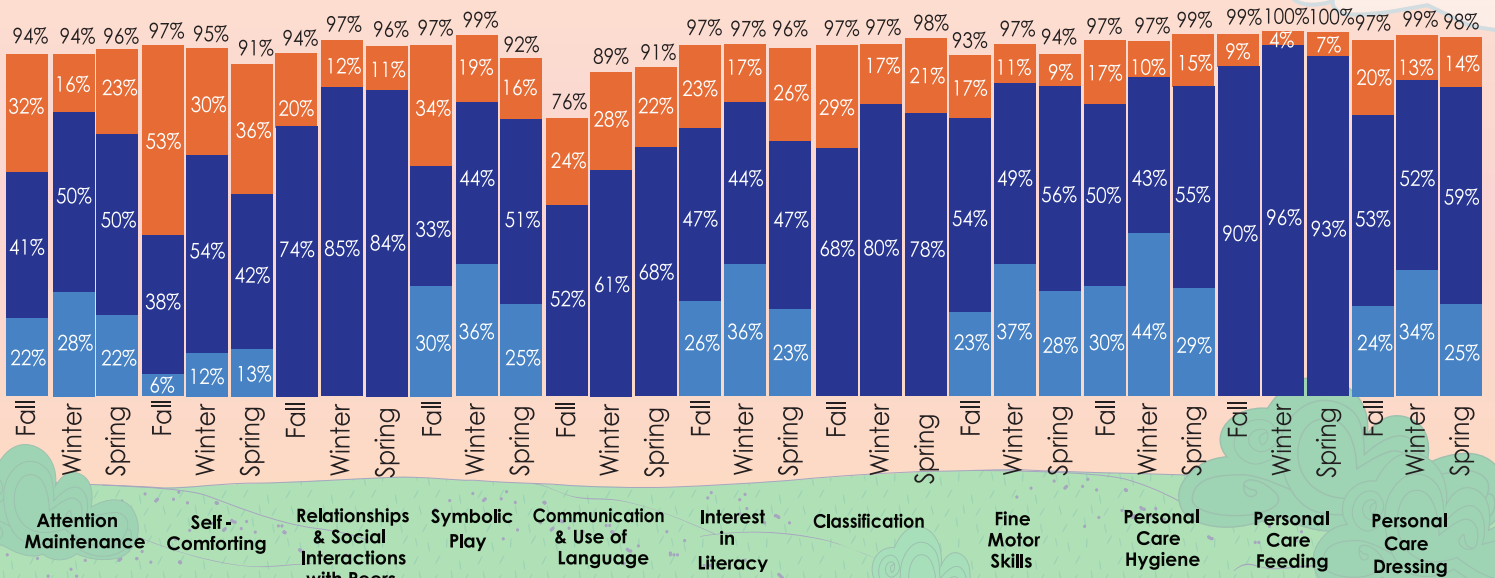
OCHS EHS Child Outcomes, Domain Comparison, Two-Year-Old Children, Fall, Winter, and Spring Assessment Data, 2021-2022

Aligned to the HS 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%



OCHS EHS Child Outcomes, School Readiness Goal Measures, Two-Year-Old Children, Fall, Winter, and Spring Assessment Data, 2021-2022

Aligned to the HS 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

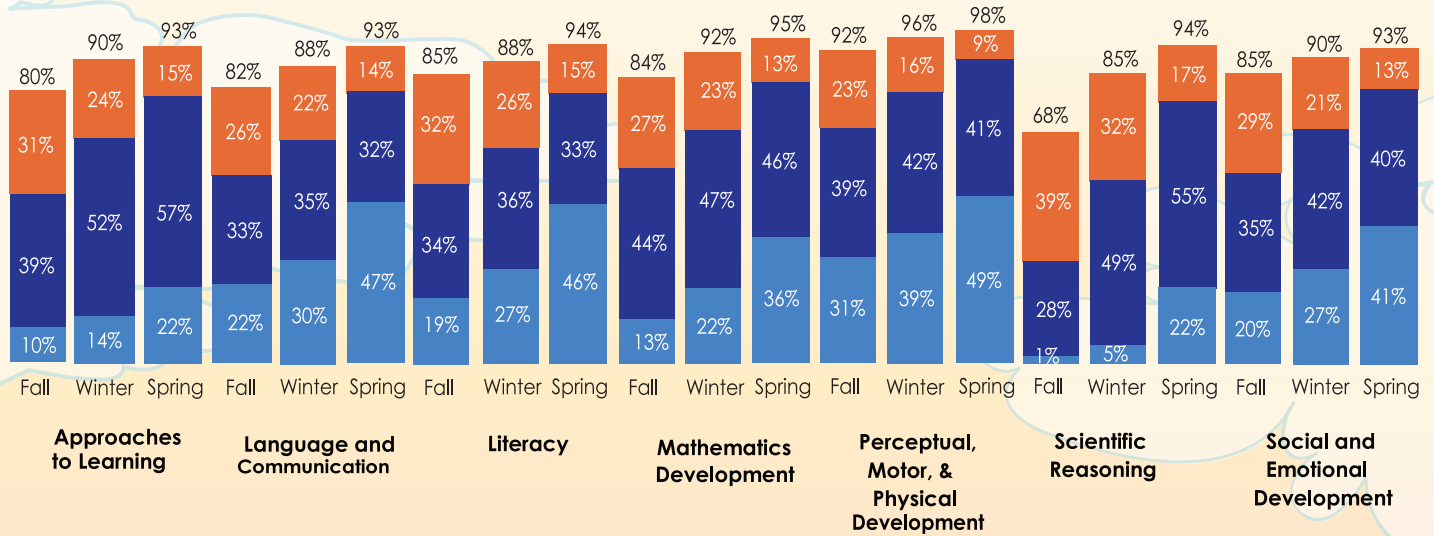
HS

Head Start (3-5 year olds)

The figures below represent DRDP results for the Fall, Winter, and Spring assessment periods for all HS children who will be five years old by September 1, 2022.

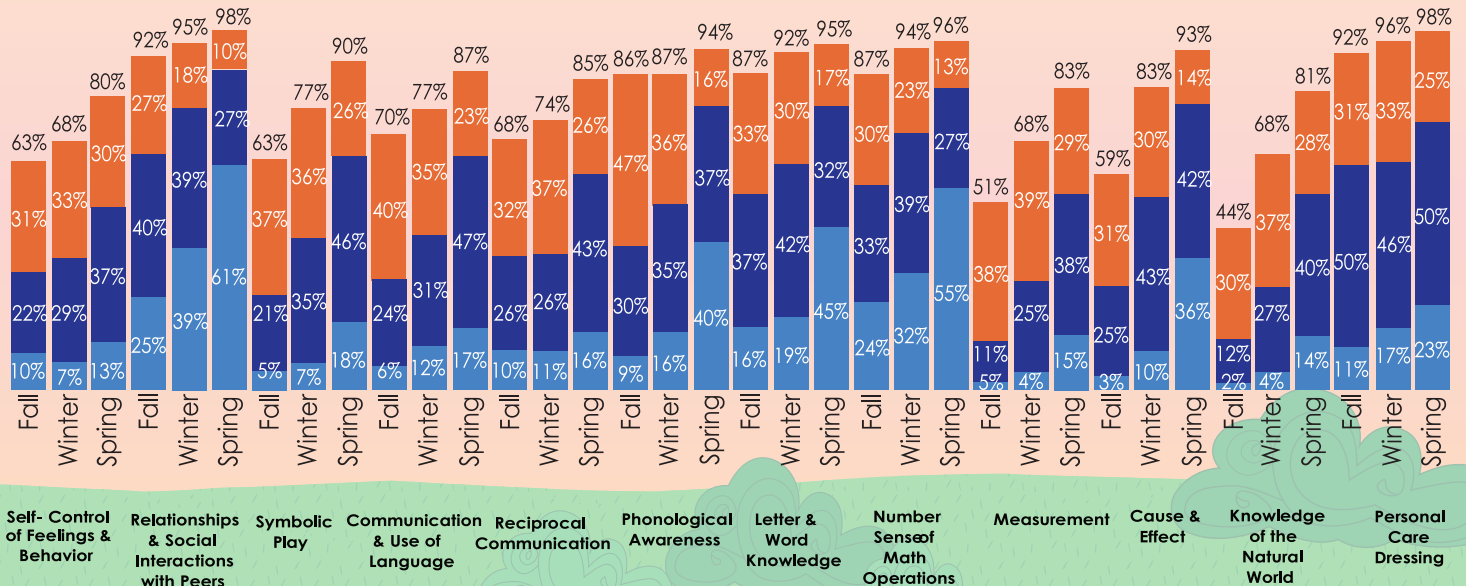
OCHS HS Child Outcomes, Domain Comparison, 4-Year-Old Children Transitioning to Kindergarten, Fall, Winter, and Spring Assessment Data, 2021-2022

Aligned to the HS 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% California Preschool Learning Foundations at 60 months – Goal 95%



OCHS HS Child Outcomes, School Readiness Goal Measures, 4-Year-Old Children Transitioning to Kindergarten, Fall, Winter, and Spring Assessment Data, 2021-2022

Aligned to the HS 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%, California Preschool Learning



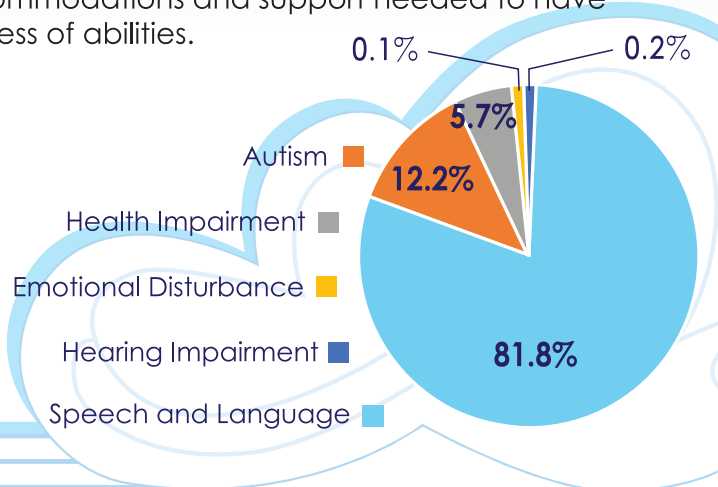
Disabilities and Inclusion

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 Inclusion Support Facilitators (ISFs). The Inclusion Team works with parents to ensure children are able to access the services as outlined in the IEP or IFSP. The ISFs work closely with parents and staff to establish needed classroom modifications, such as modifying classroom schedules, obtaining materials and equipment, and providing training and in-classroom support to assist in implementing each child's unique IEP or IFSP goals and needs. In addition, in-center support services (e.g., behavior therapy, speech therapy) provided by community agencies 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 who are more challenged with their behavior are supported with further specific strategies in the classroom. ISFs and center staff also work with parents at home to support their child's success.

During the 2021-2022 program year, the Inclusion Team began applying an enhanced collaborative approach to classroom support in coordination with the OCHS Education Development Coach Team and center staff to further promote the successful implementation of teaching strategies in the classroom. Inclusion staff also participated in training to increase their already strong background with the Pyramid Model used to support children's healthy social and emotional development.

In 2021-2022, 14.5% of OCHS HS children had IEPs, and 19.3% of EHS children had IFSPs. As typically observed, the most common disability diagnosis was Speech or Language Impairments at 81.8%, followed by Autism, which continued to experience an increase compared to prior years, from 9.5% of the identified children in 2020-2021 to 12.2% in 2021-2022. 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.



Health and Dental Services



As the COVID-19 pandemic continued into the 2021-2022 program year, new procedures set in place during the height of the pandemic enabled staff and OCHS community partners to maintain the provision of quality health services to children and families while ensuring the health and safety of children, families, and staff. With more children back in the classrooms and health and safety guidelines in place, the Health Services team, with the support of community partners, was able to resume hearing and vision screenings, dental screenings, and vision exams, which are critical to ensuring children's school readiness.

COVID-19 updates and guidance from the Centers for Disease Control and the Orange County Health Care Agency were shared with families via the Learning Genie parent application, flyers, and ongoing conversations. OCHS worked closely with families to ensure that accurate COVID-19 information was being provided to families. It was important to dispel myths being shared through different media outlets by providing current and accurate information to help parents make informed decisions to keep their families healthy. Reminders and information regarding the importance of preventative health care, such as routine Well Checks, immunizations, and dental exams were also emphasized. With medical and dental offices increasing their in-office services again, children were able to receive preventative health care services in a timely manner.

Health screenings at OCHS significantly increased with health staff able to return to screening children in classrooms and community partners resuming services at OCHS centers. The OCHS Health Services team was able to complete many more 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. Hearing and vision developmental screening tools, previously approved by the Health Services Advisory Committee, also continued to be used 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 University of California, Irvine (UCI), Pediatric Vision Project, also resumed vision screenings in OCHS classrooms and provided their mobile unit for examination services and free glasses. Healthy Smiles for Kids of Orange County resumed dental screenings in OCHS classrooms as well and continued to offer services in the community through their teledentistry program on their mobile units.

With the support of the OCHS Health Services Advisory Committee, OCHS was able to continue implementing best practices and ensuring children and families are receiving proper preventative health care.

Services Received

By the end of enrollment in the OCHS program in 2021-2022, the percentage of services children received was...

Health insurance 99%

Established medical home 99%

Up-to-date on immunizations 99%

Up-to-date on the State of California's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) exam schedule 75%

Received medical treatment 98%

Had a dental home 98%

Completed a professional dental exam 77%

Received dental treatment 71%



Nutrition and Food Services



In collaboration with the Community Action Partnership of Orange County, a monthly food distribution event continued during the 2021-2022 program year. In fact, in January 2022, Orange County Head Start, Inc. (OCHS) added a second distribution event, doubling the amount of food provided to families, which resulted in 1,045 families receiving food compared to 835 the year prior. A total of 26,125 pounds of food was provided to OCHS families in the 2021-2022 program year compared to 20,875 pounds of food during the 2020-2021 program year.

The OCHS Registered Dietitian follows up with families of children presenting with various nutrition concerns, including picky eating, bottle use, underweight, and obesity, offering parents individualized nutrition consultations to support healthy eating and physical activity. In addition, a new Nutrition Educator position was created to further support families through nutrition workshops, table demonstrations, and other educational activities. OCHS has experienced a 20% reduction in the obesity rate (Body Mass Index equal to or greater than the 95th percentile) of OCHS preschoolers over the past year, from 16.6% in 2020-2021 to 13.3% in 2021-2022.

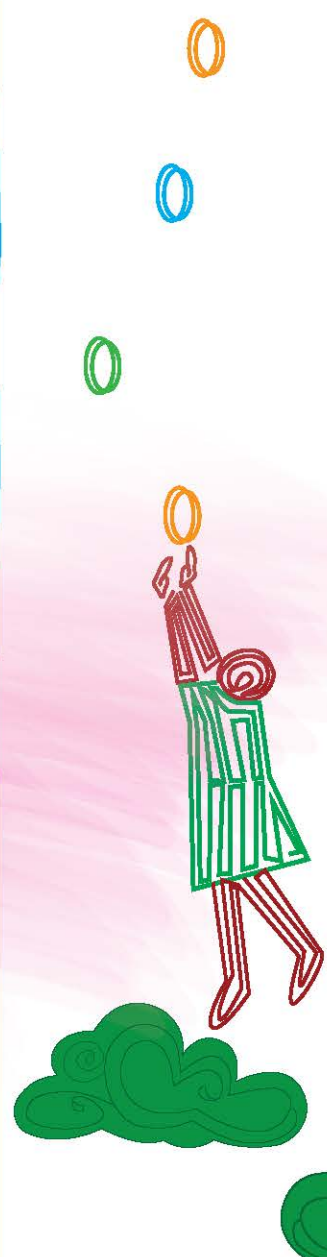
The OCHS central kitchen began implementing enhanced meal requirements for whole grain-rich foods beginning October 1, 2021, resulting in a menu consisting of an even wider variety of whole grain muffins, crackers, and cereals. To further expand the children's exposure to a variety of foods, new meals served to the children at mealtime included Bean and Cheese Pupas, Orange Chicken, and soy butter and jelly sandwiches.



Community Representative Testimonial

Being a community representative on the Policy Council for a few years was truly an honor and a minute-by-minute learning experience, meetings where you can feel the quality, justice, equity, compassion, respect, and work that is done to help the families of Orange County. It is very emotional and exciting to be surrounded by genuine people working under the same dream for improvements and opportunities for vulnerable families. I'm glad I was able to be part of the change.

Soledad Gómez,
Promotora Coordinator of Latino Health Access



Parent, Family and Community Engagement



Each family served by OCHS is assigned a Family Engagement Advocate (FEA) who works very closely with the family to develop a Family Success Plan (FSP), including individualized goals that meet the needs and/or interests of the family.

The FEAs build strong relationships with the families, which enables them to help parents articulate their strengths and needs, identify their interests, and develop and accomplish goals. Through this process, the FEAs assist families in acquiring skills and education, and connect families to resources and systems of support in the community to empower them to succeed beyond their tenure with the agency.

OCHS uses a Family Outcomes Rating Scale to measure each family's progress in the three domains of Family Health and Wellness, School Readiness, and Self-Sufficiency. Families are encouraged to set goals in areas where they may be vulnerable with the objective of supporting progress toward stability in these areas. The FEAs encourage parents to become actively involved in their child's education, both in the classroom and at home.

Families are encouraged to participate in a variety of activities, programs, and volunteer opportunities that promote and strengthen parenting, advocacy, and leadership skills. Opportunities for parents include participation at Parent Committee meetings, serving on the Policy Council, or participating in OCHS's parent educational and volunteer programs, such as Safety Assistant Monitor (SAM), Parent Nutrition Assistant (PNA), Resilient Families and Abriendo Puertas parenting classes, Dads Matter, Health Services Advisory (HSAC) Committee, and Human Resources Volunteer Interview panels.

Parent, Family and Community Engagement

Volunteer Opportunities:

Parent Committee Meetings - Comprised exclusively of parents of children currently enrolled at the center level, Parent Committees advise staff in developing and implementing local program policies, activities, and services. Meetings are held on a monthly basis.

Policy Council - The Policy Council is responsible for the direction of the Head Start program, including program design and operation, and planning long and short-term goals and objectives based on the results of annual community-wide strategic planning and self-assessment. The Policy Council approves and submits decisions about specific topics to the Board of Directors. The Policy Council is comprised of one current parent representative from each center. In addition, three community representatives serve on the Policy Council and may include parents of children who were formerly enrolled in the Head Start program. The Policy Council meets monthly, with annual terms extending from November through October.

Safety Assistant Monitor (SAM)- This program allows for parents to work in collaboration with staff to monitor safety practices at their centers. Parents review classrooms and outdoor areas on a monthly basis to ensure that safety practices are in place. Parents attend monthly meetings held at the OCHS Administration Office in Santa Ana. At each monthly meeting, parents receive support and suggestions from OCHS staff and the SAM team. During the monthly meeting, parents turn in monitoring checklists and monthly activity reports.

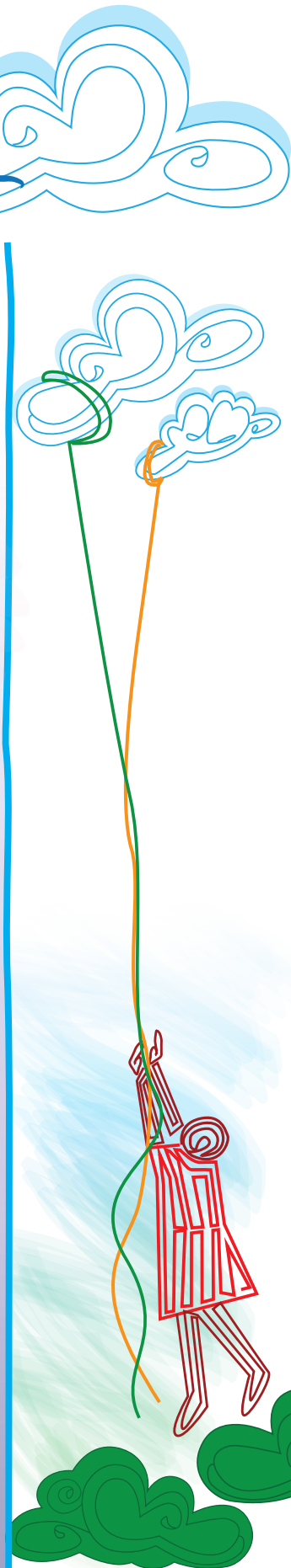
Parent Nutrition Assistant (PNA) – Parent volunteers participating in this program are trained to provide education on healthy eating and physical activity for both children in the classrooms and parents through workshops and food demonstrations. Parent Nutrition Assistants are enrolled in a college course, “Nutrition for the Young Child,” and receive one college unit for completing the course.

Abriendo Puertas (Opening Doors) – Parents are trained in leadership, advocacy, and self-esteem building. These sessions are offered in English and Spanish at various Head Start centers throughout the year.

Dads Matter – The Dads Matter program promotes and supports the importance of fathers in families and communities. Dads share feelings and experiences, which encourages them to be more involved in the lives of their children. The Dads Matter curriculum includes workforce development, effective parenting strategies, young fathers, co-parenting, individual asset development, and many facets of health and human services.

Human Resources Interview Panels – Parents participate in interview panels to help OCHS hire the most qualified staff. They also acquire skills to help them become great interviewers.

Health Services Advisory Committee (HSAC) – The HSAC helps OCHS establish ongoing collaborative partnerships with community organizations to make it easier and more effective for children and families to access health services.



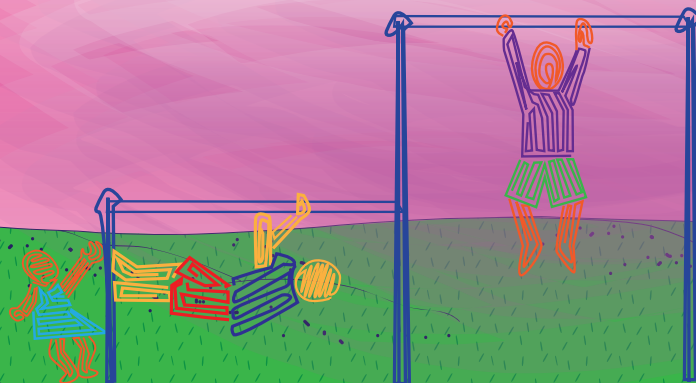
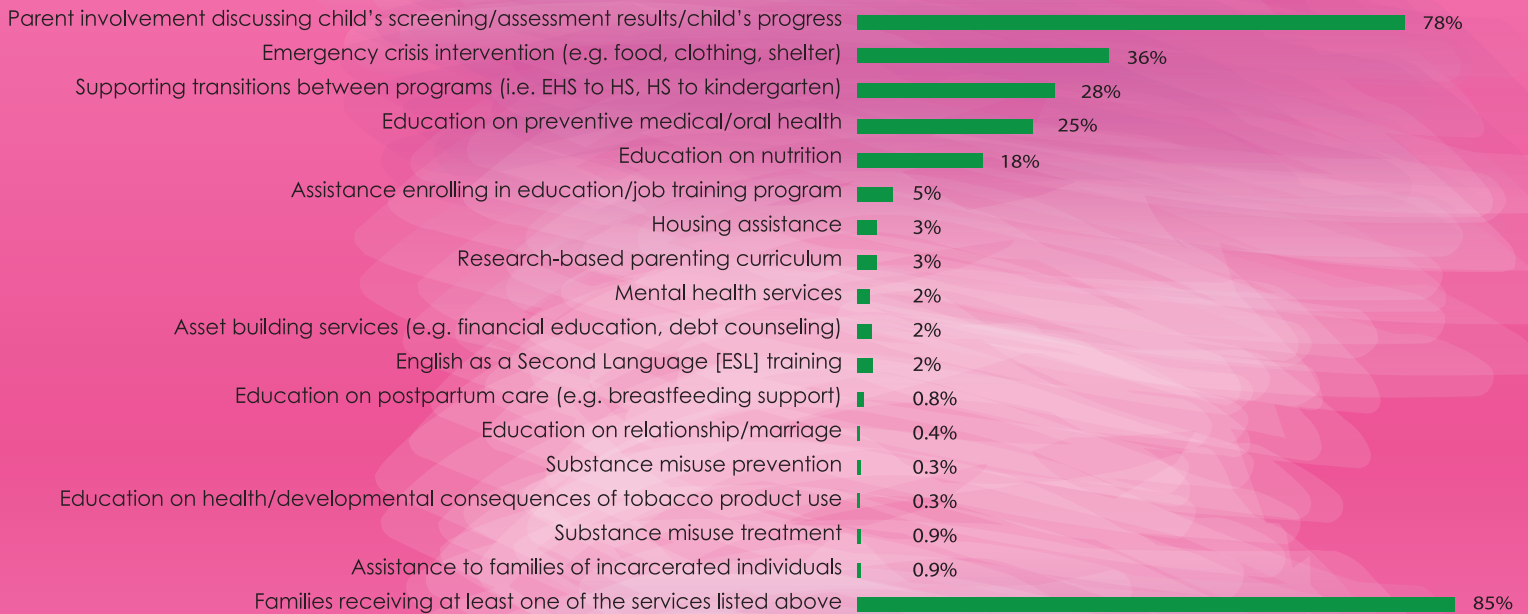
Families receiving Services



Types of Services and Percentages of Families Receiving Services

Comprehensive child and family services are the 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. During 2021-2022, families continued to struggle with the effects of the COVID-19 pandemic, with emergency services taking precedence to ensure basic needs were being met such as access to food, housing, and utilities. In 2021-2022, the following services were received by families with children enrolled in the OCHS program, either directly by OCHS staff or through community program referrals.

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



Financials

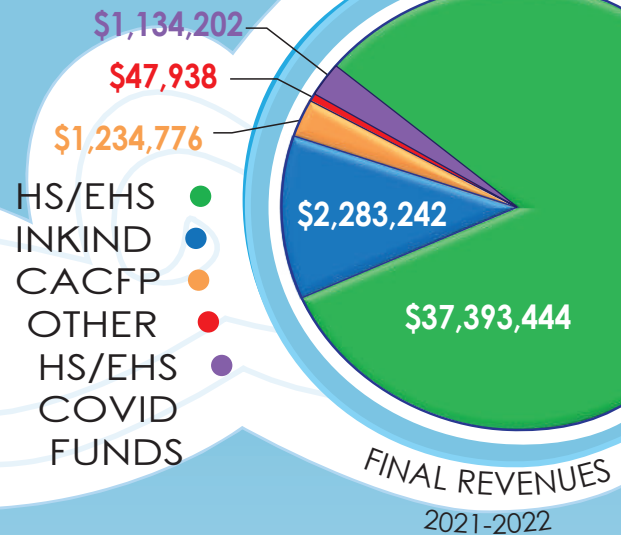
Funding for Orange County Head Start, Inc. (OCHS) is provided by the United States Department of Health and Human Services, Administration for Children and Families (ACF).

PROPOSED BUDGET 2021 -2022

Proposed budget for the 2021-2022 program year was \$38,641,805.

FINAL REVENUES 2021-2021

Final amount of public and private funds received was \$42,093,602.



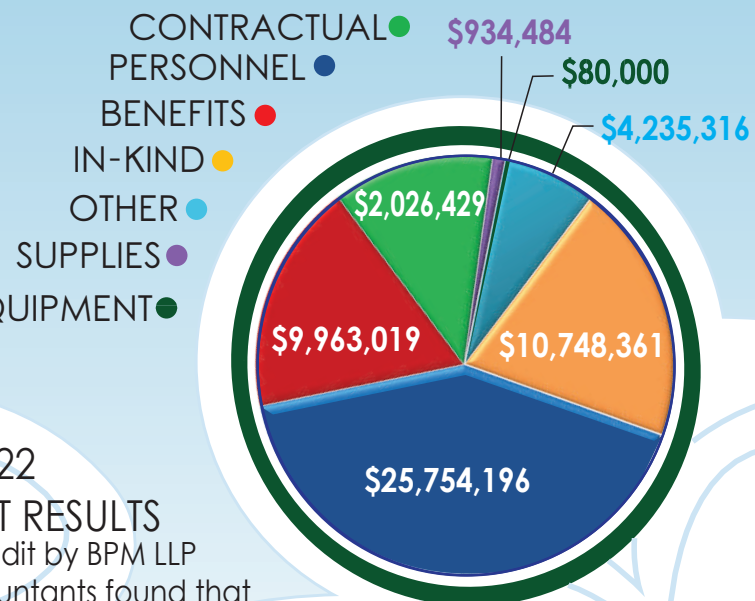
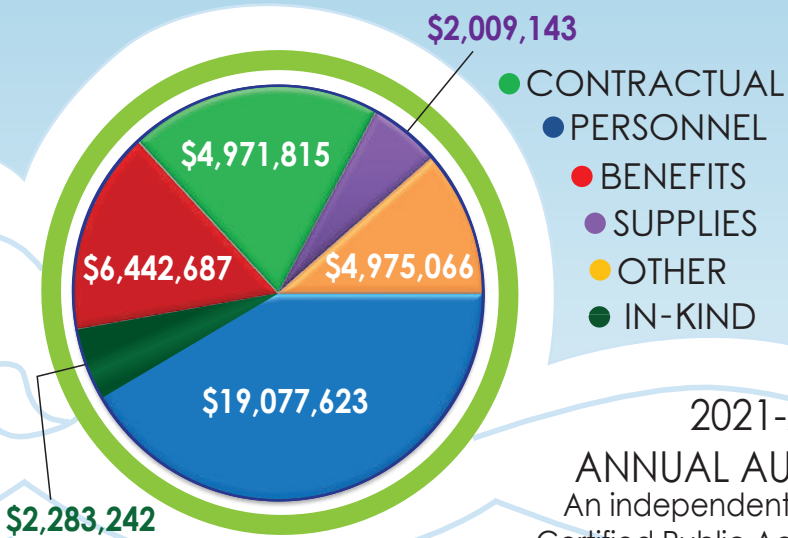
FINAL EXPENDITURES 2021-2022

The final expenditures were \$39,759,576.

In addition to the Basic Grant, there were also Covid-19 Funds of \$1,134,202 not included in the Actual Final Expenditures below. A Waiver of In-Kind in the amount of \$9,500,000 was granted.

PROPOSED BUDGET 2022-2023

The proposed 2022-2023 budget is \$53,741,805.



2021-2022 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 2021-2022 Federal Awards.



Orange County Head Start, Inc.

Proudly Serving



Anaheim

Brea

Buena Park

Costa Mesa

Fullerton

Garden Grove

Huntington Beach

La Habra

Orange

Placentia

San Juan Capistrano

Santa Ana

Stanton

Westminster

Yorba Linda



714.241.8920 | www.ochsinc.org