OCHS Data Sources

- Family & Child Demographic Data
- Exit Survey
- Application Data
- Intake Survey
- Program Information Report (PIR)
- Desired Results Developmental Profile (DRDP+)
- Orange County data from other sources
<table>
<thead>
<tr>
<th>Agency</th>
<th>Site</th>
<th>Intake</th>
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Criterion 1

Demographic makeup of Head Start eligible children and families, including:

- Estimated number
- Geographic location
- Racial and ethnic composition
Influences on County Population

- Emigration exceeds immigration
- Declining birth rates
- Increasing costs of living
- Available housing distant from available employment
## Changes in ECE Population

<table>
<thead>
<tr>
<th>Year</th>
<th># of 0 – 4 Children in County</th>
<th>% of County Residents</th>
<th>% of US Residents</th>
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<td>7.6</td>
<td>6.8</td>
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<td>224,999</td>
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<td>2003</td>
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<td>2004</td>
<td>222,946</td>
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Orange County Birth Rate

![Birth Rate Chart](chart.png)
OCDE K-12 Enrollment

<table>
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<th>School Year</th>
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<td>2002/03</td>
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<td>2000/01</td>
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<td>1999/00</td>
<td>480,000</td>
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<tr>
<td>1998/99</td>
<td>470,000</td>
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</table>
Ethnicity & Language

Orange County Head Start, Inc.
Figure 4. Children of Immigrants under 6 across the United States, 1990-2000

Percent change, 1990-2000

-7 to 33%  35 to 76%  81 to 144%  152 to 270%  Major immigration states (35 to 76%)

Source: Capps, Randy, et al. The Health and Well-Being of Young Children of Immigrants. 2005
English Language Learners in K-12

% of Children Enrolled

Academic Year

93/94 94/95 95/96 96/97 97/98 98/99 99/00 00/01 01/02 02/03 03/04

28.7% 29.1% 29.9% 30.3% 30.1% 30.2% 30.3% 30.5% 31.1% 31.1% 27.7%
Ethnicity among Head Start Participants
PY 04-05

Proportion of Agency/Region

Agenty

Orange County
Orange County
(Can All Ages)
Early Head Start
Anaheim
CSD
Irvine
USD

Ethnicities

2+ Ethnicities
Other/Unknown
Pacific Islander
Native American
Black
Asian
Hispanic
Caucasian

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Home Language from Exit Survey

The chart shows the distribution of home languages from exit surveys across different program years (2002-2003, 2003-2004, and 2004-2005). The categories include:

- Other
- Vietnamese only
- Spanish only
- English only
- English & Spanish
- English & Vietnamese
- English & Other

The percentages for each category are broken down for each program year, with the following notable points:

- In 2004-2005, 43% were Spanish only, 35% were English & Spanish, and 8% were English only.
- In 2003-2004, 43% were Spanish only, 35% were English & Spanish, and 11% were English only.
- In 2002-2003, 10% were English & Other, 43% were Spanish only, and 9% were English only.

The chart visually represents the data, showing the trends and changes in the distribution of home languages across the years.
Home Language at OCHS Agencies

Grantee: Anaheim City SD, City of La Habra, Irvine USD, CANO, OCPT, Santa Ana USD

- **Vietnamese Only**: 7% (Anaheim City SD), 6% (OCPT), 1% (Santa Ana USD)
- **Spanish Only**: 38% (Grantee), 53% (Anaheim City SD), 82% (City of La Habra), 16% (Irvine USD), 39% (CANO), 54% (OCPT), 49% (Santa Ana USD)
- **English & Spanish**: 4% (Anaheim City SD), 14% (City of La Habra), 2% (Irvine USD), 2% (CANO), 1% (OCPT), 1% (Santa Ana USD)
- **English & Vietnamese**: 2% (Anaheim City SD), 13% (City of La Habra), 2% (Irvine USD), 39% (CANO), 27% (OCPT), 42% (Santa Ana USD)
- **English Only**: 2% (Anaheim City SD), 1% (City of La Habra), 0% (Irvine USD, CANO, OCPT, Santa Ana USD)
Criterion 2

Other child development programs serving Head Start eligible children and the approximate number of children served.
Preschool Enrollment in Overall Population

American Community Survey 2000-2003
Center’s Best-Educated Staff

<table>
<thead>
<tr>
<th>% of Centers</th>
<th>Units Only</th>
<th>Associate’s</th>
<th>Bachelor’s</th>
<th>Graduate</th>
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<tbody>
<tr>
<td></td>
<td>39%</td>
<td>20%</td>
<td>30%</td>
<td>11%</td>
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United Way
Orange County United Way
what matters.
## Education Comparison

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<tr>
<th>Status</th>
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<th>Title 5</th>
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<tbody>
<tr>
<td>Aides/Assistant</td>
<td>No Continuing Ed</td>
<td>Continuing Ed Requirement</td>
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<tr>
<td>Provisional / Associate</td>
<td>18 yrs <em>and</em> enrolled in ECE</td>
<td>6 ECE/CD units</td>
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<tr>
<td>Teacher</td>
<td>6 ECE units <em>and</em> enrolled in units</td>
<td>12 ECE/CD units, 50 days experience</td>
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<tr>
<td>Director</td>
<td>12 ECE units <em>and</em> 6 mo experience</td>
<td>24 ECE/CD units, 16 GE units, 175 days experience</td>
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<td></td>
<td>4 yrs exp. w/ units <em>or</em></td>
<td><strong>BA including Site Supervisor Requirements</strong></td>
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<td></td>
<td>2 yrs exp. w/ AA <em>or</em></td>
<td>1 year supervising</td>
</tr>
<tr>
<td></td>
<td>1 yr exp. w/ BA <em>or</em></td>
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</tr>
<tr>
<td></td>
<td><em>and</em> 3 units admin</td>
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</table>
Expected Head Start Mandates

- **2008:** All teachers must
  - Have CDA
  - Be enrolled in college
- **2010:** All teachers must have AA
- **2011:** 50% of teachers must have BA

**Also requires:**
- Degrees for some administrators
- Yearly professional development
- Teachers meet state preschool standards
Criterion 3

Estimated number of children with disabilities four years old and younger, including types of disabilities and relevant services and resources.
### Orange County Child Care Survey for Children with Special Needs, 2003

- **59 (10%)** Currently have and looking for care
- **20 (3%)** Currently have and not looking for care
- **193 (33%)** Currently do not have and looking for care
- **317 (54%)** Currently do not have and not looking for care

**Issues in Child Care for Children with Special Needs**

- **193 (33%)**
- **20 (3%)**
- **59 (10%)**
- **317 (54%)**
Criterion 4

Data regarding

- Education
- Health
- Nutrition
- Social service

needs of Head Start eligible children and their families.
Criterion 5

Data regarding
- Education
- Health
- Nutrition
- Social service

needs of Head Start eligible children and their families as defined by families and institutions in the community.
Caregiver Goals for Head Start

- **Kindergarten readiness**: 87% (05-06) vs. 89% (04-05)
- **Learn English**: 56% (05-06) vs. 55% (04-05)
- **Same-age children**: 60% (05-06) vs. 62% (04-05)
- **Referral**: 9% (05-06) vs. 13% (04-05)
- **Heard good things**: 47% (05-06) vs. 55% (04-05)
- **Other children attended**: 20% (05-06) vs. 21% (04-05)
- **Easy to get to**: 27% (05-06) vs. 35% (04-05)
- **Free**: 28% (05-06) vs. 19% (04-05)
- **Need to work/go to school**: 19% (05-06) vs. 19% (04-05)
- **Family services**: 19% (05-06) vs. 18% (04-05)

**Categories**:
- Child
- Reputation
- Parent

**Comparison Years**: 04-05 vs. 05-06
Change in DRDP Domains

Change in DRDP Domains

FULLY MASTERED

ALMOST MASTERED

EMERGING

NOT YET

LANGUAGE LITERACY MATH SCIENCE CREATIVE SOCIAL LEARNING HEALTH

DRDP DEVELOPMENTAL SCALE
Teacher Education & Child Change

AVERAGE IMPROVEMENT ON DRDP

LANGUAGE  LITERACY  MATH  SCIENCE  CREATIVE  SOCIAL  LEARNING  HEALTH

DRDP DEVELOPMENTAL SCALE
Home Language & Child Outcomes

![Graph showing Home Language & Child Outcomes](image-url)
Home Language & Child Change

AVERAGE IMPROVEMENT ON DRDPP

Language Literacy Math Science Creative Social Learning Health

SPANISH ENGLISH ASIAN OTHER

Home Language & Child Change
Ratings of English in Fall

Very Well: 157, 235
Well: 134, 21
Not Well: 57, 60
Not Yet: 27, 43

PARENT’S RATING

Teacher’s Rating

NOT YET: 11
EMERGING: 60
ALMOST MASTERED: 148
FULLY MASTERED: 157

Ratings of English in Fall

0% 20% 40% 60% 80% 100%
Ratings of English in Spring

PARENT’S RATING

- Child already spoke English
- OCHS did not help
- OCHS helped a little
- OCHS helped a lot

TEACHER’S RATING

- Not yet
- Emerging
- Almost mastered
- Fully mastered
English Comprehension x Language

Fall Winter Spring Fall Winter Spring Fall Winter Spring

Spanish (82%) Asian (15%) Other (5%)

Fully Mastered
Almost Mastered
Emerging
Not Yet
Caregiver Use of ESL Classes

<table>
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<th>03-04</th>
<th>04-05</th>
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<tr>
<td>Other Referral</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
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<tr>
<td>INEA</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
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<td>Elementary School</td>
<td>3%</td>
<td>2%</td>
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</tr>
<tr>
<td>College</td>
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<td>2%</td>
<td>1%</td>
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Transition to Kindergarten

Orange County Head Start, Inc.
Is Child Registered for Kindergarten?

- Yes: 70% (2003), 60% (2004), 70% (2005)
- No, but I have planned to: 10% (2003), 20% (2004), 10% (2005)
- No, my child is not old enough: 10% (2003), 10% (2004), 10% (2005)
- Other: 0% (2003), 0% (2004), 0% (2005)
Did Head Start Help with Registration?

- I did not need any help
- No, HS did not help
- Yes, HS helped a little
- Yes, HS helped a lot
Take-Home Points

Orange County Head Start, Inc.
Implications: Population

- # of young children in OC may begin to decrease
  - Decreasing birth rate
  - Decreasing immigration
- Changes in language skills
  - Increasing ethnic diversity
  - Increasing English proficiency
- Low-income families moving out of county
Implications: Child Outcomes

- OCHS successful at promoting child development
  - Average above state expectation for kindergarten readiness
  - Children show significant improvement
- Teacher education
  - Associated with better outcomes
  - Difficult to measure in this population
  - Not only factor in change
Implications: English Language

- Parents not able to assess child proficiency
- OCHS most effective with
  - Spanish-speaking children
  - Children with pre-existing English competence