Orange County Head Start Community Assessment
Year 3 Update

February 9, 2006
Sharon Seidman, Ph.D.
OCHS Management Team

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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

Influences on County Population

- Emigration exceeds immigration
- Declining birth rates
- Increasing costs of living
- Available housing distant from available employment

Criterion 1
Demographic makeup of Head Start eligible children and families, including:
- Estimated number
- Geographic location
- Racial and ethnic composition

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>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>216,014</td>
<td>7.6</td>
<td>6.8</td>
</tr>
<tr>
<td>2001</td>
<td>224,999</td>
<td>7.9</td>
<td>7.0</td>
</tr>
<tr>
<td>2002</td>
<td>220,106</td>
<td>7.6</td>
<td>7.0</td>
</tr>
<tr>
<td>2003</td>
<td>218,618</td>
<td>7.5</td>
<td>7.0</td>
</tr>
<tr>
<td>2004</td>
<td>222,946</td>
<td>7.6</td>
<td>7.0</td>
</tr>
</tbody>
</table>
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Sharon Seidman, Ph.D.
Deborah Paratore
Home Language at OCHS Sites

Preschool Enrollment in Overall Population

Home Language at Delegate Sites

Center's Best-Educated Staff

Criterion 2

Other child development programs serving Head Start eligible children and the approximate number of children served.
**Education Comparison**

<table>
<thead>
<tr>
<th>Status</th>
<th>Title 22</th>
<th>Title 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides/Assistant</td>
<td>No Continuing Ed</td>
<td>Continuing Ed Requirement</td>
</tr>
<tr>
<td>Provisional/Associate</td>
<td>18 yrs <em>and</em> enrolled in ECE</td>
<td>6 ECE/CD units</td>
</tr>
<tr>
<td>Teacher</td>
<td>6 ECE units <em>and</em> enrolled in units</td>
<td>12 ECE/CD units</td>
</tr>
<tr>
<td>Director</td>
<td>12 ECE units <em>and</em> 6 mo experience</td>
<td>*24 ECE/CD units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*16 GE units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*175 days experience</td>
</tr>
</tbody>
</table>

- 4 yrs exp. w/ units or
- 2 yrs exp. w/ AA or
- 3 yr exp. w/ BA or
- BA including Site Supervisor Requirements

**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.

**OC Head Start Teacher Education**

- California (NIEER)
- Orange County (Success By 6)
- OCHS, Inc.
- Head Start (National)

**Special Needs at OCHS Agencies**
Special Needs at OCHS Agencies

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.

Issues in Child Care for Children with Special Needs

Orange County Child Care Survey for Children with Special Needs, 2003

<table>
<thead>
<tr>
<th>Currently have and looking for care</th>
<th>Currently do not have and looking for care</th>
<th>Currently have and not looking for care</th>
<th>Currently do not have and not looking for care</th>
</tr>
</thead>
<tbody>
<tr>
<td>59 (10%)</td>
<td>20 (3%)</td>
<td>317 (54%)</td>
<td>193 (33%)</td>
</tr>
</tbody>
</table>

Caregiver Goals for Head Start

Criterion 4
Data regarding
- Education
- Health
- Nutrition
- Social service

needs of Head Start eligible children and their families.

Child Outcomes
Caregiver Use of ESL Classes

Is Child Registered for Kindergarten?

Caregiver Skill in Other Language

Did Head Start Help with Registration?

Transition to Kindergarten

Take-Home Points
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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