

Annual Report 2022-2023

Upper Des Moines Opportunity, Inc.

*Buena Vista, Clay, Dickinson, Emmet, O'Brien,
Osceola, Palo Alto, and Pocahontas Counties*



Head Start 🇺🇸 Early Head Start



Fiscal Year End - February 28, 2023 Program Year End - July 31, 2023

The following information about the Head Start and Early Head Programs administered by Upper Des Moines Opportunity, Inc. (UDMO) is provided for the fiscal year ending February 28, 2023 and the program year ending July 31, 2023.

Funds Received For HS/EHS Fiscal Year 2023

| Type of Funding | Head Start | Early Head Start | Total |
|--------------------------------|-----------------------|-----------------------|------------------------|
| HS/EHS Federal Grant Funds | \$3,476,951.00 | \$2,771,908.00 | \$6,248,859.00 |
| HS/EHS 1303 Construction funds | \$ - | \$65,956.25 | \$65,956.25 |
| Non-Federal Share (In-Kind) | \$1,109,254.62 | \$994,869.31 | \$2,104,123.93 |
| COVID Carryover Funds (FY20) | \$0.00 | \$0.00 | \$0.00 |
| 2021 Funds COVID/ARP | \$207,584.14 | \$ - | \$207,584.14 |
| USDA (CACFP) Funds | \$330,756.47 | \$ - | \$330,756.47 |
| Program Income (CACFP) | \$4,512.85 | \$ - | \$4,512.85 |
| Donations | \$3,035.47 | \$10,072.85 | \$13,108.32 |
| CSBG Funding | \$20,000.00 | \$ - | \$20,000.00 |
| Shared Visions | \$112,523.25 | \$ - | \$112,523.25 |
| Shared Visions In Kind | \$56,286.47 | \$ - | \$56,286.47 |
| Statewide Voluntary Preschool | \$566,892.97 | \$ - | \$566,892.97 |
| WRAP | \$378,000.00 | \$ - | \$378,000.00 |
| Total | \$6,265,797.24 | \$3,842,806.41 | \$10,108,603.65 |

*3/1/2022 to 2/28/2023

Federal Grant Funds Expenditures for Fiscal Year 2023 by Category

| Expense Category | Head Start | Early Head Start | Total |
|-----------------------------|-----------------------|-----------------------|-----------------------|
| Personnel | \$2,087,679.12 | \$1,628,762.89 | \$3,716,442.01 |
| Fringe Benefits | \$696,781.28 | \$548,246.32 | \$1,245,027.60 |
| Travel | \$35,782.26 | \$41,377.64 | \$77,159.90 |
| Space | \$0.00 | \$0.00 | \$0.00 |
| Supplies | \$69,084.35 | \$39,880.42 | \$108,964.77 |
| Contractual | \$1,497.27 | \$1,635.78 | \$3,133.05 |
| Construction * | \$0.00 | \$0.00 | \$0.00 |
| Other | \$212,829.79 | \$173,309.77 | \$386,139.56 |
| Indirect | \$386,542.97 | \$301,321.14 | \$687,864.11 |
| Non-Federal Share (In-Kind) | \$1,109,254.62 | \$994,869.31 | \$2,104,123.93 |
| Total | \$4,599,451.66 | \$3,729,403.27 | \$8,328,854.93 |

1303 Construction Funds

| Expense Category | Head Start | Early Head Start | Total |
|------------------|------------|------------------|--------------|
| Sprinkler System | \$ - | \$ 65,956.25 | \$ 65,956.25 |
| Playground | \$ - | \$ - | \$ - |
| Roof | \$ - | \$ - | \$ - |
| Classrooms | \$ - | \$ - | \$ - |
| Kitchen Hood | \$ - | \$ - | \$ - |
| Building Permit | \$ - | \$ - | \$ - |
| Total | \$ - | \$ 65,956.25 | \$ 65,956.25 |

*Construction Balance carried over to FY24 \$ - \$ - \$ -

COVID Carryover Funds (FY20)

| Expense Category | Head Start | Early Head Start | Total |
|------------------|------------|------------------|-------|
| Supplies | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - |
| Total | \$ - | \$ - | \$ - |

2021 Funds COVID/ARP

| Expense Category | Head Start | Early Head Start | Total |
|------------------|---------------|------------------|---------------|
| Personnel | \$ 119,753.82 | \$ - | \$ 119,753.82 |
| Fringe | \$ 40,716.29 | \$ - | \$ 40,716.29 |
| Supplies | \$ 29,074.78 | \$ - | \$ 29,074.78 |
| Contractual | \$ 5,508.00 | \$ - | \$ 5,508.00 |
| Equipment | \$ 18,004.93 | | \$ 18,004.93 |
| Other | \$ 51,751.65 | \$ - | \$ 51,751.65 |
| Construction | \$ 71,944.23 | | \$ 71,944.23 |
| Indirect | \$ 22,154.46 | \$ - | \$ 22,154.46 |
| Total | \$ 358,908.16 | \$ - | \$ 358,908.16 |

Grant ended March 31, 2023 \$ -

Head Start Program Goals

Program Goal 1: The program will create a foundation for children and families to develop *healthy relationships* for lifelong success.

Indicators: To strengthen the ability of teachers, home visitors, and parents to support social emotional development of children at a level of 85% meeting or exceeding on the Gold Assessment Report.

Outcome(s): Children will be able to build positive relationships with peers and adults and regulate their emotions and behaviors as they enter kindergarten.

Comments

Impacts

School Readiness Goal [1a]: Social Emotional

Children will regulate their emotions and behaviors so as to be ready for kindergarten.

Family Outcomes [1b]: Families will form positive parent-child relationships.

| Short Term Objectives and Program Activities: | Who | By When | Measurement Tool | Financial Supports | Sch Yr 8/18-7/19 FY 2019 | Sch Yr 8/19-7/20 FY 2020 | Sch Yr 8/20-7/21 FY 2021 | Sch Yr 8/21-7/22 FY 2022 | Sch Yr 8/22-7/23 FY 2023 |
|--|------------------|---|--|--------------------|--|--|---|---|---|
| Teaching and Learning: Professional development opportunities and ongoing monitoring will support the fidelity of the curriculum. | | | | | | | | | |
| Yearly PBIS professional development will be supported through ongoing mentoring efforts. (# of New employees trained, # of staff trained at all staff training, # of staff trained at Cluster/Zooms) | Ed Coach | Annually | Training Log Sign-in | Yes | Orientation: 28 Prog. Wide: 40 Clusters: | Orientation: 30 Prog. Wide: 48 Cluster/Zoom: 55 | Orientation: 63 Prog. Wide: 132 Cluster/Zoom: 91 | Orientation: 33 Prog. Wide: 109 Cluster/Zoom: 84 | Orientation: 52 Prog. Wide: 96 Cluster/Zoom: 42 |
| Teachers in their second year of employment will continue implementation of PBIS, Second Step and Mindfulness as evidenced by their baseline CLASS scores. (Discontinued) New for 2020-2021 School Year: Teachers will implement PBIS and Trauma Informed Care Practices as evidenced by their CLASS scores. (Discontinued due to modification below.) Adjusted 2022-2023 School Year: Teachers will implement PBIS and Conscious Discipline strategies (trauma informed care practices) as evidenced by their CLASS scores. | Ed Coach | Annually | CLASS Threshold scores Em Sup 6 Crm Org 6 Inst Sup 3.0 CLASS Toddler Thresholds Em/Beh Sup 6 Engaged Sup 3.6 | Yes | CLASS 4.73 Em Sup 5.82 Crm Org 5.35 Inst Sup 3.01 Toddler 5.59 Em/Beh Sup 6.0 Engaged Sup 3.75 | CLASS 4.25 Em. Sup 5.64 Crm Org 4.89 Inst Sup 2.22 Toddler 5.68 Em/Beh Sup 6.35 Engaged Sup 5.22 | CLASS 5.66 Em. Sup 6.13 Crm Org 6.11 Inst Sup 4.74 Toddler 5.55 Em/Beh Sup 7 Engaged Sup 4.11 | CLASS 5.16 Em. Sup 6.25 Crm Org 5.83 Inst Sup 3.42 Toddler 5.26 Em/Beh Sup 6.2 Engaged Sup 4.33 | CLASS 5.21 Em. Sup 6.45 Crm Org 5.84 Inst Sup 3.34 Toddler 5.1 Em/Beh Sup 6.24 Engaged Sup 3.97 |
| Center base and home base teachers document observations and analyze assessment data to identify children needing additional support in the area of social emotional development as evidenced through Gold student achievement data. | CB & HB Teachers | Fall to Last Collection Student Achievement | Gold Objectives % of students meeting and exceeding EHS-1c,2a,b,c,d,3a,b HS-1b,c,2c,d,3a,b Target 90% compliance | Yes | EHS: 96% HS: 90% | EHS: 96% HS: 88% | EHS: 95% HS: 91% | EHS: 95.1% HS: 93.6% | EHS: 95.1% HS: 93.9% |
| Home base intentionally plan activities based on individual student needs as per the Development & Learning Report. | Coaches | Checkpoints | HB - Use of Development & Learning Report Target: 90% | | New tracking data | HB - 85% | HB - 90% | HB - 95% | HB - 100% |
| Center base intentionally plan activities based on individual student need as changes are recorded on the Differentiated Planning Form. | Coaches | Weekly | CB - Small Groups on Differentiated Planning form Target: 90% | | New tracking of data | EHS CB: 85.3% HS CB: 91.3% | EHS CB: 82.4% HS CB: 81.63% | EHS CB: 82% HS CB: 91% | EHS CB: 100% HS CB: 100% |
| Implement Prevent Teach Reinforce to support children exhibiting challenging behaviors. | Coordinator | Ongoing | Child Plus - Family Services | Yes | PTR 8 | EHS PTR: 1 HS PTR: 10 | EHS PTR: 2 HS PTR: 5 | EHS PTR: 0 HS PTR: 6 | EHS PTR: 0 HS PTR: 3 |
| IFSP/IEP (behavior) [1a] | Coordinator | Fall/Spring | Child Plus-Disabilities | No | IFSP/IEP 7 | EHS IFSP: 3 HS IEP: 10 | EHS IFSP: 0 HS IEP: 8 | EHS IFSP: 3 HS IEP: 8 | EHS IFSP: 2 HS IEP: 2 |

| Parent and Family/Community Engagement: Parents will have the knowledge and strategies to strengthen relationships with their children. | | | | | | | | | |
|---|-----------------|-------------------------|--|-----|--|--|---|---|---|
| Parents involved in activities to support the emotional development of their children. | HBT/HV | Ongoing | Child Plus Report-4310 custom filter-4310_parent activity | Yes | EHS: 76% HS: 81% | EHS: 72% HS: 98% | EHS: 78% HS: 83% | EHS: 74% HS: 83% | EHS: 97% HS: 85% |
| PBIS Parenting Classes offered in six modules. | | | Number of parents who attended 50% and 100% of the sessions. | Yes | 50%: 100%: | 50%: 35 100%: 11 | 50%: 30 100%: 7 | 50%: 31 100%: 22 | 50%: 27 100%: 14 |
| PBIS Parenting Class Survey results indicate increased knowledge and skills. | HB Coach HBT | | Number of parents who attended indicated increase knowledge and skills in 3 or more areas. | | Coaches - 3 95% compliance | Knowledge: 100% Skills: 100% | Knowledge: 100% Skills: 100% | Knowledge: 100% Skills: 100% | Knowledge: 100% Skills: 100% |
| Parents and HB Teacher document social emotional development. | HB Coach HBT | As Offered Quarterly | Monitoring Gold SE obj. 1a,b,c, 2a,b,c,d, 3a,b | Yes | EHS: 95% | EHS: 96% | EHS: 95% | EHS: 92% | EHS: 94% |
| Health Services: Parents will be involved in assessing and supporting their child's social emotional development. | | | | | | | | | |
| Parents of newly enrolled children complete the ASQ-SE2 screening upon entry into the program. For children who fail parents are provided social emotional supports to meet individual needs. | HBT/ HV | 45 days | Child Plus ASQ-SE2 % of Fail Rate: % Follow-up Completed: | Yes | EHS: 66% pass HS: 72% pass | EHS Fail Rate: 2.1% EHS F-Up Done: 86% EHS In Process: 14% HS Fail Rate: 23% HS F-Up Done: 100% HS In Process: 0% | EHS Fail Rate: 22.5% EHS F-Up Done: 96% EHS In Process: 4% HS Fail Rate: 27% HS F-Up Done: 96% HS In Process: 1% | EHS Fail Rate: 26.4% EHS F-Up Done: 93% EHS In Process: 7% HS Fail Rate: 63% HS F-Up Done: 97% HS In Process: 3% | EHS Fail Rate: 13% EHS F-Up Done: 100% EHS In Process: 0% HS Fail Rate: 45% HS F-Up Done: 100% HS In Process: 0% |
| Prevent, Teach, Reinforce (PTR) process is used to assist in the identification of child mental health referrals. | HBT/ HV | Ongoing | Child Plus- Health PIR C.24 | Yes | EHS: 0 HS: 4 | EHS: 0 HS: 2 | EHS: 0 HS: 4 | EHS: 1 HS: 7 | EHS: 0 HS: 3 |
| Program Management: Program resources will be utilized to support coaching, professional development and data management. | | | | | | | | | |
| Recruit and train Coaches in order support the social emotional development of children. | HS Director | Ongoing | Budget - HB & Ed coaches | Yes | HB - 3 (FT) Ed - 5 (FT) | HB - 3 (FT) Ed - 5 (FT) | HB - 3 (FT) Ed - 4 (FT) & 1(PT) | HB - 3 (FT) Ed - 4 (FT) & 1(PT) | HB - 3 (FT) Ed - 4 (FT) & 1(PT) |
| Ongoing training and/or curriculum to support the social emotional component. | HS Director | Ongoing | Budget - Safety lessons/2x/m Second Step lessons/4x per/m Target: 90% CLASS Preschool certification for Ed coaches CLASS Infant/Toddler certification - EHS Ed Coaches | Yes | New data - % completed New data | EHS Safety: EHS Second Step: HS Safety: HS Second Step: Ed Coach - 3 trained | EHS Safety: 93% EHS Second Step: 97% HS Safety: 73% HS Second Step: 83% Ed Coach - 3 trained so all are trained | Discontinued teacher use of Second Step will use for Tier 2 & 3 intervention | Discontinued teacher use of Second Step will use for Tier 2 & 3 intervention |
| Report to Multi-County Board, Policy Council and other stakeholders progress in meeting goals. | HS Director | Annually | Budget | No | Yes | Yes | Yes | Yes | Yes |

Program Goal 2: The program will support the development of lifelong skills for children's overall health and well-being.

Indicators: To strengthen the ability of teachers, home visitors, and parents to support motor development of children at a level of 85% meeting or exceeding on the Gold Assessment Report.

Outcome(s): Children will demonstrate age appropriate gross and fine motor skills as they enter kindergarten.

Comments

Impacts

School Readiness Goal [2a]: Physical Development & Health
Children will demonstrate gross motor and fine motor skills appropriate for their age.

Family Outcomes [2b]: Families will maintain EPSDT schedule.

| Short Term Objectives and Program Activities: | Who | By When | Measurement Tool | Financial | Sch Yr 8/18-7/19 | Sch Yr 8/19-7/20 | Sch Yr 8/20-7/21 | Sch Yr 8/21-7/22 | Sch Yr 8/22-7/23 |
|---|------------------|---|--|-----------|---|---|---|---|---|
| Teaching and Learning: Supplemental curriculum and assessment will be supported through coaching. | | | | | | | | | |
| Center base and home base teachers document observations and analyze assessment data to identify children needing additional support in the areas of gross and fine motor development as evidenced through Gold student achievement data. | CB & HB Teachers | Fall to Last Collection Student Achievement | Gold Objectives % of students meeting and exceeding EHS & HS 4; 5; 6; 7a,b | Yes | EHS: 97.6% HS: 95.4% | EHS: 95.6% HS: 95.2% | EHS: 96.2% HS: 96.8% | EHS: 96.3% HS: 96.4% | EHS: 96.25% HS: 96.1% |
| IFSP/IEP (OT and PT) | Coordinator | Spring | Child Plus - Disabilities | No | EHS: OT - 3 PT - 3 HS: OT - 0 PT - 0 | EHS: OT - 2 PT - 2 HS: OT - 2 PT - 1 | EHS: OT - 3 PT - 3 HS: OT - 0 PT - 0 | EHS: OT - 4 PT - 4 HS: OT - 2 PT - 0 | EHS: OT - 6 PT - 7 HS: OT - 1 PT - 0 |
| Parent and Family/Community Engagement: Parents will understand and promote physical development and overall well-being. | | | | | | | | | |
| HB Teacher/Home Visitor assist parents to set goals and access resources for the benefit of the child's physical health and health care status. | HBT/HV | End of Year | Family Outcomes related to well-being. # of goals set # of goals with progress | No | Tracking new information | Set = 119 Improved 115 (97%) | Set = 187 Improved = 178 (96%) | Set = 239 Improved = 235 (98%) | Set = 242 Improved = 221 (91.3%) |
| HB Teacher/Nurse work collaboratively to ensure comprehensive prenatal and postnatal care. | Nurse | End of Year | Child Plus - PIR C14 | No | Prenatal 100% Postnatal: 86% | Prenatal: 100% Postnatal: 92.8% | Prenatal: 100% Postnatal: 100% | Prenatal: 95% Postnatal: 93% | Prenatal: 100% Postnatal: 100% |
| Health Services: Parents will be involved in securing health care and follow-up. | | | | | | | | | |
| HB Teacher/Home Visitor and Nurse work collaboratively with families to assist in compliance with EPSDT schedule. | Nurse | End of Year % of Children Up to-date | Child Plus-EPSDT Attendance | No | EHS: 93% HS: 99% | EHS: 89% HS: 98% | EHS: 78% HS: 76% | EHS: 87.5% HS: 95% | EHS: 96% HS: 97% |
| HB Teacher/Home Visitor monitor and assist in health care follow-up treatment for identified health needs. | Nurse | End of Year | Missing Health Follow-up Lead/Hgb/Dental | Yes | Tracking new information | EHS Lead: 0 EHS Hgb: 0 EHS Dental: 0 HS Lead: 4 HS Hgb: 6 HS Dental: 0 | EHS Lead: 10 EHS Hgb: 0 EHS Dental: 5 HS Lead: 2 HS Hgb: 6 HS Dental: 27 | EHS Lead: 0 EHS Hgb: 2 EHS Dental: 1 HS Lead: 3 HS Hgb: 4 HS Dental: 3 | EHS Lead: 3 EHS Hgb: 1 EHS Dental: 2 HS Lead: 1 HS Hgb: 1 HS Dental: 3 |
| Nurses will track IHP & medication errors in order to ensure children's safety. | Nurses | End of Year | Child Plus - Family Services - Health | Yes | Tracking new information | EHS IHP Errors: 3 EHS Med Errors: 2 HS IHP Errors: 2 HS Med Errors: 1 | EHS IHP Errors: 3 EHS Med Errors: 0 HS IHP Errors: 0 HS Med Errors: 1 | EHS IHP Errors: 2 EHS Med Errors: 0 HS IHP Errors: 3 HS Med Errors: 6 | EHS IHP Errors: 4 EHS Med Errors: 0 HS IHP Errors: 1 HS Med Errors: 1 |
| Program Management: Program resources will be utilized to support parent choices regarding healthy life styles. | | | | | | | | | |
| All staff work collaboratively to assist families in meeting or exceeding an 85% attendance rate. | Secretary | Monthly | Child Plus-Attendance | No | xx | EHS CB: 90% HS CB: 91% | EHS CB: 90% HS CB: 90% | EHS CB: 86% HS CB: 88% | EHS CB: 85% HS CB: 88% |

Program Goal 3: The program will develop supports to assist children and parents to *speak, read, and write*; while supporting home languages, for school and lifelong learning.

Indicators: To strengthen the ability of teachers, home visitors, and parents to support language development of children at a level of 85% meeting or exceeding on the Gold Assessment Report.

Outcome(s): Children will be able to use expressive and receptive language in a variety of situations as they enter kindergarten.

Comments



School Readiness Goal [3a]: Expressive & Receptive Language
Children will use expressive and receptive language for a variety of purposes.

Family Outcomes [3b]: Families will become teachers of their children.

| Short Term Objectives and Program Activities: | Who | By When | Measurement Tool | Financial | Sch Yr 8/18-7/19 | Sch Yr 8/19-7/20 | Sch Yr 8/20-7/21 | Sch Yr 8/21-7/22 | Sch Yr 8/22-7/23 |
|---|------------------|---|--|-----------|---|--|---|---|---|
| Teaching and Learning: Instructional language strategies will be supported through assessment, ongoing monitoring and coaching. | | | | | | | | | |
| Teachers will screen and differentiate instruction of relational/language concepts for four year old children using Boehm. | Teachers | Fall/Spring % of Student Achievement | Boehm | Yes | Fall: 66.6% Spring: 84.7% | Fall: 66.5% Spring: 82% | NA-No longer doing Boehm | NA-No longer doing Boehm | NA-No longer doing Boehm |
| Center base and home base teachers document observations and analyze assessment data to identify children needing additional support in the area of language development as evidenced through Gold student achievement data. | CB & HB Teachers | Fall to Last Collection Student Achievement | Gold Objectives % meeting and exceeding EHS: 8b; 9a,b,c,d; 10a,b; 15a; 17a; 13a,b HS: 8a,b; 9a,b,c,d; 10a,b; 15a,b,c,d; 16a,b; 17a,b; 18a,b,c; 13a,b | Yes | EHS: 94.5% HS: 89.3% | EHS: 91.4% HS: 87.2% | EHS: 90.4% HS: 88.1% | EHS: 94.5% HS: 88.6% | EHS: 94.9% HS: 91.5% |
| Teachers in their second year of employment will continue implementation of PBIS, Second Step and Mindfulness as evidenced by their baseline CLASS scores. (Discontinued) New for 2020-2021 School Year: Teachers will implement PBIS and Trauma Informed Care Practices as evidenced by their CLASS scores. (Discontinued due to modification below.) Adjusted 2022-2023 School Year: Teachers will implement PBIS and Conscious Discipline (trauma informed care practices) as evidenced by their CLASS scores. | Ed Coach | Annually | CLASS Threshold scores Em Sup 6 Crm Org 6 Inst Sup 3.0 CLASS Toddler Thresholds Em/Beh Sup 6 Engaged Sup 3.6 | Yes | CLASS 4.73 Em. Sup 5.82 Crm Org 5.35 Inst Sup 3.01 Toddler 5.59 Em/Beh Sup 6.0 Engaged Sup 3.75 | CLASS 4.25 Em. Sup 5.64 Crm Org 4.89 Inst Sup 2.22 Toddler 5.68 Em/Beh Sup 6.35 Engaged Sup 5.22 | CLASS 5.66 Em. Sup 6.13 Crm Org 6.11 Inst Sup 4.74 Toddler 5.55 Em/Beh Sup 7 Engaged Sup 4.11 | CLASS 5.16 Em. Sup 6.25 Crm Org 5.83 Inst Sup 3.42 Toddler 5.26 Em/Beh Sup 6.2 Engaged Sup 4.33 | CLASS 5.21 Em. Sup 6.45 Crm Org 5.84 Inst Sup 3.34 Toddler 5.1 Em/Beh Sup 6.24 Engaged Sup 3.97 |
| Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in the area of speech. | Coordinator | Ongoing | Child Plus - Disability IFSP/IEP SLP | No | EHS: 13 HS: 43 | EHS: 13 HS: 44 | EHS: 11 HS: 25 | EHS: 10 HS: 31 | EHS: 12 HS: 37 |
| Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in the ECSE Pre-reading. | Coordinator | Ongoing | Child Plus - Disability IFSP/IEP ECSE Pre-reading | No | EHS: 16 HS: 19 | EHS: 4 HS: 8 | EHS: 3 HS: 7 | EHS: 1 HS: 12 | EHS: 2 HS: 5 |

| Parent and Family/Community Engagement: Parents will have the knowledge and access to resources to support lifelong learning. | | | | | | | | | | |
|--|-----------|----------|---|----|---|--|---|--|---|--|
| HB Teachers/Home Visitors will assist families in accessing adult education and ELL classes. | HBT/HV | Annually | Child Plus - PIR Adult Ed. - C50e ESL - C50d | No | A Ed 36 ESL 31 | A Ed: 81 ESL: 80 | A Ed: 30 ESL: 46 | A Ed: 98 ESL: 71 | A Ed: 89 ESL: 122 | |
| HB Teacher/Home Visitor assist parents to set goals and access resources regarding families as educators. | HBT/HV | Annually | Family Outcomes related to family as educators. # of goals set # of goals with progress | No | No baseline data; Will be new tracking | Set = 58 Improved = 57 (98%) | Set = 93 Improved = 90 (97%) | Set = 118 Improved = 117 (99%) | Set = 126 Improved = 109 (87%) | |
| Health Services: Parents will secure health screenings and follow-up. | | | | | | | | | | |
| HB Teacher/Home Visitor and Nurse assist families in securing an OAE and follow-up. | Nurse | Annually | Child Plus - Health % Fail % Completed Follow-up | No | EHS: 88% HS: 90% | EHS Fail Rate: 26% EHS Follow-up: 93% HS Fail Rate: 24% HS Follow-up: 98% | EHS Fail Rate: 36% EHS Follow-up: 86% HS Fail Rate: 14% HS Follow-up: 92% | EHS Fail Rate: 24% EHS Follow-up: 98% HS Fail Rate: 19% HS Follow-up: 86% | EHS Fail Rate: 21% EHS Follow-up: 100% HS Fail Rate: 18% HS Follow-up: 93% | |
| HB Teacher/Home Visitor and Nurse assist families in securing a vision screen and follow-up. | Nurse | Annually | Child Plus - Health % Fail % Completed Follow-up | No | EHS: 100% HS: 92% | EHS Fail Rate: 43% EHS Follow-up: 83% HS Fail Rate: 28% HS Follow-up: 92% | EHS Fail Rate: 22% EHS Follow-up: 100% HS Fail Rate: 23% HS Follow-up: 87% | EHS Fail Rate: 13% EHS Follow-up: 91% HS Fail Rate: 21% HS Follow-up: 95% | EHS Fail Rate: 8% EHS Follow-up: 83% HS Fail Rate: 17% HS Follow-up: 100% | |
| Program Management: Program resources will be utilized to support curriculum assessment, coaching and education. | | | | | | | | | | |
| All staff work collaboratively to assist families in meeting or exceeding an 85% attendance rate. | Secretary | Monthly | Child Plus-Attendance | No | EHS-TR 90% EHS-HB 91% HS: 92% | EHS CB: 90% HS CB: 91% | EHS CB: 90% HS CB: 90% | EHS CB: 86% HS CB: 88% | EHS CB: 85% HS CB: 88% | |

Program Goal 4: The program will support the development of children's initiative, persistence, and creativity for *critical thinking* in support of lifelong learning.

Indicators: To strengthen the ability of teachers, home visitors, and parents to support critical thinking in the areas of math and cognitive development of children at a level of 85% meeting or exceeding on the Gold Assessment Report.

Outcome(s): Children will be able to demonstrate age appropriate initiative and creativity for critical thinking as they enter kindergarten.

Comments



School Readiness Goal [4a]: Cognitive/ Approaches to Learning
 Children will begin to demonstrate knowledge of basic math concepts and complex thinking.

Family Outcomes [4b]: Families will actively engage in parent involvement opportunities so as to increase their leadership and advocacy skills.

| Short Term Objectives and Program Activities: | Who | By When | Measurement Tool | Financial | Sch Yr 8/18-7/19 | Sch Yr 8/19-7/20 | Sch Yr 8/20-7/21 | Sch Yr 8/21-7/22 | Sch Yr 8/22-7/23 |
|---|------------------|--------------------------------------|--|-----------|---|--|---|------------------------------------|---|
| Teaching and Learning: Curriculum and instruction will support critical thinking skills. | | | | | | | | | |
| Teachers trained in Project Approach provide evidence from each of the three phases of project work. (Discontinued) | Ed Coach | Ongoing | TTA Plan/Budget Lesson Plans | Yes | EHS Phase 1: EHS Phase 2: EHS Phase 3: HS Phase 1: HS Phase 2: HS Phase 3: | EHS Phase 1: 4 EHS Phase 2: 4 EHS Phase 3: 4 HS Phase 1: 30 HS Phase 2: 24 HS Phase 3: 15 | EHS Phase 1: 4 EHS Phase 2: 1 EHS Phase 3: 1 HS Phase 1: 22 HS Phase 2: 12 HS Phase 3: 3 | NA - Discontinued Project Approach | NA - Discontinued Project Approach |
| Teachers will screen and differentiate instruction of relational concepts for four year old children using Boehm. (Discontinued) | Teachers | Fall/Spring | Boehm | Yes | Fall: 66.6% Spring: 64.7% | Fall: 66.5% Spring: 62% | NA-No longer doing Boehm | NA-No longer doing Boehm | NA-No longer doing Boehm |
| Center base and home base teachers document observations and analyze assessment data to identify children needing additional support in the areas of math and cognitive development as evidenced through Gold student achievement data. | CB & HB Teachers | Fall to Last Collection | Student Achievement -20a,b,c;21a,b;22;23 EHS 22a HS 22a,b,c Cognitive -11b,d,e;13;14a,b | Yes | Math EHS: 96.4% HS: 85.3% Cognitive EHS: 98.5% HS: 95.5% | Math EHS: 93.3% HS: 85.8% Cognitive EHS: 95.6% HS: 88.5% | Math EHS: 93% HS: 85.1% Cognitive EHS: 96.3% HS: 94.2% | Math EHS: 94.8% HS: 87.6* | Math EHS: 95.7% HS: 88.6* |
| Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in ECSE Pre-math. | Coordinator | Ongoing | Child Plus-Disabilities IFSP/IEP ECSE Pre-math | No | EHS: 16 HS: 19 | EHS: 2 HS: 10 | EHS: 0 HS: 7 | EHS: 0 HS: 9 | EHS: 0 HS: 4 |
| Parent and Family/Community Engagement: Parents will actively engage in their child's education. | | | | | | | | | |
| HB Teachers/Home Visitors provide opportunities and assist families in developing support systems and volunteering. | HBT/HV | Fall/Spring | FPA: Families as Advocates & Leaders Section - Leadership & Volunteerism in Community question % of yes | No | Fall: NA Spring: NA | Fall: 22% Spring: 23% | Fall: 23% Spring: 25% | Fall: 14% Spring: 26% | N/A, no longer on family assessment form. |
| Health Services: Parents will have the knowledge and resources to access health care. | | | | | | | | | |
| HB Teacher/Home Visitor and Nurse work collaboratively with families to assist in compliance with EPSDT schedule. | Nurse | End of Year % of Children Up to-date | Child Plus-EPSDT | No | EHS: 93% HS: 99% | EHS: 89% HS: 98% | EHS: 78% HS: 76% | EHS: 88% HS: 95% | EHS: 96% HS: 97% |
| Program Management: Program resources will be utilized to support curriculum assessment, coaching and education. | | | | | | | | | |
| All staff work collaboratively to assist families in meeting or exceeding an 85% attendance rate. | Secretary | Monthly | Child Plus-Attendance | No | EHS-TR 90% EHS-HB 91% HS: 92% | EHS CB: 90% HS CB: 91% | EHS CB: 90% HS CB: 90% | EHS CB: 86% HS CB: 88% | EHS CB: 85% HS CB: 88% |

Head Start Early Learning Outcomes Framework

| | Central Domains | | | | |
|--------------------------|------------------------|----------------------------------|----------------------------|-------------------------|---|
| | Approaches to Learning | Social and Emotional Development | Language and Literacy | Cognition | Perceptual, Motor, and Physical Development |
| Infant / Toddler Domains | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Perceptual, Motor, and Physical Development |
| Preschooler Domains | Approaches to Learning | Social and Emotional Development | Language and Communication | Mathematics Development | Perceptual, Motor, and Physical Development |
| | | | Literacy | Scientific Reasoning | |

Research based curriculums have been fully implemented in correlation with the Head Start Early Learning Outcomes Framework. Center base classrooms utilize Creative Curriculum while home base implement Partners for a Healthy Baby. Teachers work cooperatively with parents to identify goals and to develop individual educational plans for all children. Positive Behavior Intervention Support (PBIS) has been implemented by Head Start and Early Head Start. This program initiative focuses on promoting the social and emotional development of children birth to age five.

Head Start School Readiness Goals

Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. UDMO’s School Readiness Goals are defined as “the expectations of children’s status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals” and that, “appropriately reflect the ages of children, birth to five, participating in the program”.

For parents, school readiness means becoming engaged in the long-term, lifelong success of their child. Head Start recognizes that parents are their children’s primary teachers and it was Head Start parents who assisted in developing School Readiness goals for the program. Parents partner with teachers and home visitors in developing individual goals for their children which are supported both at home and in classrooms.

UDMO School Readiness Goals

Birth to Age Three Years Old

Three to Five Years Old

| | |
|---|---|
| Social Emotional | <p><i>Children will regulate their emotions and behaviors to be ready for Kindergarten.</i></p> <ul style="list-style-type: none"> ◆ Build positive relationships with peers and adults <ul style="list-style-type: none"> ● Play cooperatively with peers ● Work in a group of peers ◆ Handle social situations <ul style="list-style-type: none"> ● Problem solve ● Listen/follow rules/follow routines ◆ Responsible for self <ul style="list-style-type: none"> ● Accepts consequence for behavior ● Self-Help (feed self/dress/undress/wash hands/clean-up/toileting) ● Accept guidance/direction from adults |
| Physical: Gross & Fine Motor | <p><i>Children will demonstrate gross motor and fine motor skills appropriate for their age.</i></p> <ul style="list-style-type: none"> ◆ Gross Motor - traveling, balancing and manipulative skills ◆ Fine Motor - use fingers and hands writing and drawing tools |
| Language | <p><i>Children will use expressive and receptive language for a variety of purposes.</i></p> <ul style="list-style-type: none"> ● Receptive Language (understands) ● Follow 1-3 step directions ● Vocalizations (one word, phrases, sentences, conversations, speaks clearly) ● Vocabulary |
| Cognitive | <p><i>Cognitive/General Knowledge/Approaches to Learning. Children will begin to demonstrate knowledge of basic math concepts and complex thinking.</i></p> <ul style="list-style-type: none"> ● Persistence ● Curiosity ● Classification ● Dramatic Play |
| Literacy | <ul style="list-style-type: none"> ● Interacts with books (points, pretends to read, retells story) ● Finger plays/songs (clapping, singing, rhyme, alliteration) ● Writing (scribble, copy, letters, words) ● Letters (identify, sounds, words) ● Print concepts (letters, words, spaces, upper/lowercase, punctuation) |
| Math | <ul style="list-style-type: none"> ● Counts (attempts, rote, 1 to 1 correspondences) ● Quantify (more, one, all, specific numbers, beginning addition and subtraction) ● Quantity (identify a number) ● Spatial Relations (in/out, full/empty, on/off, under/over, behind/in front) ● Shapes (match, identify, describe) ● Comparison (big/small, more/less) ● Patterns (routines, copy, extend, create) |

| | |
|---|---|
| Social Emotional | <p><i>Children will regulate their emotions and behaviors to be ready for Kindergarten.</i></p> <ul style="list-style-type: none"> ◆ Build positive relationships with peers and adults <ul style="list-style-type: none"> ● Solve social problems (Share/take turns/trade/accept no) ● Ability to play with peers and their toys ◆ Regulate emotions and behavior <ul style="list-style-type: none"> ● Empathy (hug/give toy/care for others) ● Interact emotionally with peers and caregivers ● Aware of other's emotions and actions ● Label emotions ◆ Demonstrate age-appropriate independence <ul style="list-style-type: none"> ● Self-help (feed self/dress/undress/ wash hands/assist with clean-up/ potty train) |
| Physical: Gross & Fine Motor | <p><i>Children will demonstrate gross motor and fine motor skills appropriate for their age.</i></p> <ul style="list-style-type: none"> ◆ Gross Motor - traveling, balancing and manipulative skills ◆ Fine Motor - use fingers and hands/ writing and drawing tools |
| Language | <p><i>Children will use expressive and receptive language for a variety of purposes.</i></p> <ul style="list-style-type: none"> ● Understands language and follows directions ● Vocalizations (coo, babble, one word, phrases, sentences, conversation, speaks clearly) |
| Cognitive | <p><i>Cognitive/General Knowledge/Approaches to Learning. Children will begin to demonstrate knowledge of basic math concepts and complex thinking.</i></p> <ul style="list-style-type: none"> ● Persistence ● Curiosity ● Classification ● Dramatic Play |
| Literacy | <ul style="list-style-type: none"> ● Interacts with books (looks, initiates, points, pretends to read, retells story) ● Writing (scribble, copy) |
| Math | <ul style="list-style-type: none"> ● Counts (attempts, rote, 1 to 1 correspondences) ● Quantify (more, one, all, specific numbers, beginning addition and subtraction) ● Quantity (identify a number) ● Spatial Relations (in/out, full/empty, on/off, under/over, behind/in front) ● Shapes (match, identify, describe) ● Comparison (big/small, more/less) ● Patterns (routines, copy, extend, create) |

Head Start School Readiness Goals 2022-2023 Outcomes

Social Emotional (GOLD Obj. 1,2,3)

| Head Start | | | | | | |
|---|-------|---------------|--------|---------------|--------|---------------|
| Goal: Building positive relationships with peers and adults (GOLD objective 2c, 2d, 7a, 7b) | | | | | | |
| Goal Summary: Building positive relationships with peers and adults | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Building positive relationships with peers and adults | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 38.0% | 62.0% | 15.3% | 84.7% | 8.0% | 92.0% |

| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Handle social situations (GOLD objective 2c, 7b) | | | | | | |
| Goal Summary: Handle social situations | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Handle social situations | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 28.0% | 72.0% | 11.0% | 89.0% | 7.0% | 93.0% |

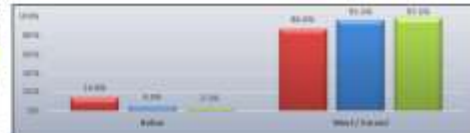
| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Responsible for self (GOLD objective 2c, 2d) | | | | | | |
| Goal Summary: Responsible for self | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Responsible for self | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 8.0% | 92.0% | 6.0% | 94.0% | 2.0% | 98.0% |



Physical - Gross (GOLD Obj. 4,5,6) & Fine Motor (GOLD Obj. 7)

| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Gross motor (GOLD objective 4, 5, 6) | | | | | | |
| Goal Summary: Gross motor | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Gross motor | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 8.0% | 92.0% | 4.0% | 96.0% | 1.0% | 99.0% |

| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Fine motor (GOLD objective 7a, 7b) | | | | | | |
| Goal Summary: Fine motor | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Fine motor | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 8.0% | 92.0% | 4.0% | 96.0% | 2.0% | 98.0% |



Language (GOLD Obj. 8-10)

| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Language (GOLD objective 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b) | | | | | | |
| Goal Summary: Language | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Language | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 23.0% | 77.0% | 12.0% | 88.0% | 8.0% | 92.0% |



Cognitive (GOLD Obj. 11-14)

| Head Start | | | | | | |
|--|-------|---------------|--------|---------------|--------|---------------|
| Goal: Cognitive (GOLD objective 11a, 11b, 11c, 11, 14a, 14b) | | | | | | |
| Goal Summary: Cognitive | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Cognitive | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 8.0% | 92.0% | 8.0% | 92.0% | 5.0% | 95.0% |



Literacy (GOLD Obj. 15-19)

| Head Start | | | | | | |
|---|-------|---------------|--------|---------------|--------|---------------|
| Goal: Literacy (GOLD objective 15a, 15b, 15c, 16a, 16b, 17a, 17b, 18a, 18b, 19a, 19b) | | | | | | |
| Goal Summary: Literacy | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Literacy | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 37.0% | 63.0% | 17.0% | 83.0% | 8.0% | 92.0% |



Math (GOLD Obj. 20-22)

| Head Start | | | | | | |
|---|-------|---------------|--------|---------------|--------|---------------|
| Goal: Math (GOLD objective 20a, 20b, 20c, 21a, 21b, 21, 22) | | | | | | |
| Goal Summary: Math | | | | | | |
| Program Name | Fall | | Winter | | Spring | |
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Math | 3% | 97% | 3% | 97% | 3% | 97% |
| Upper Der Moines Head Start | 30.0% | 64.0% | 20.0% | 79.0% | 11.0% | 89.0% |



Early Head Start School Readiness Goals 2022-2023 Outcomes

Social Emotional (GOLD Obj. 1,2,3)

Early Head Start

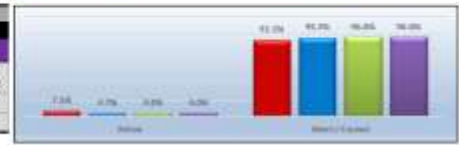
Goal: Build positive relationships with adults and peers (GOLD objective: 2a, 2b, 2c, 2d, 2e, 2f)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|--|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Build positive relationships with adults and peers | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 9.7% | 90.3% | 7.9% | 92.1% | 8.2% | 91.7% | 8.2% | 91.7% |



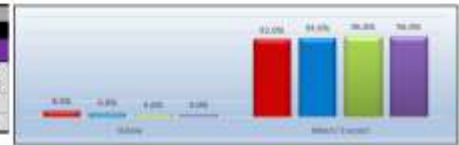
Goal: Regulate emotions and behavior (GOLD objective: 2a, 2b, 2c, 2d, 2e, 2f)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|--------------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Regulate emotions and behavior | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 7.5% | 92.5% | 6.7% | 93.3% | 4.8% | 95.2% | 4.6% | 95.4% |



Goal: Demonstrate age appropriate independence (GOLD objective: 1c)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|--|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Demonstrate age appropriate independence | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 0.0% | 100.0% | 0.0% | 100.0% | 4.8% | 95.2% | 4.2% | 95.8% |

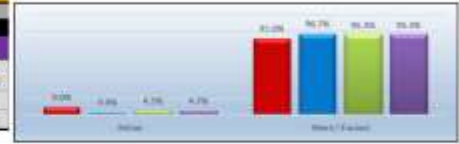


Physical - Gross (GOLD Obj. 4,5,6) & Fine Motor (GOLD Obj. 7)

Early Head Start

Goal: Gross motor (GOLD objective: 4, 5, 6)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Gross motor | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 9.0% | 91.0% | 3.2% | 96.7% | 5.9% | 94.1% | 4.7% | 95.3% |



Goal: Fine motor (GOLD objective: 7a, 7b)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Fine motor | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 5.5% | 94.5% | 1.5% | 98.5% | 2.5% | 97.5% | 2.5% | 97.5% |



Language (GOLD Obj. 8-10)

Early Head Start

Goal: Language (GOLD objective: 8a, 8b, 9a, 9b, 9c, 9d, 10a, 10b)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Language | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 14.3% | 85.7% | 3.3% | 96.7% | 8.2% | 91.8% | 8.1% | 91.9% |



Cognitive (GOLD Obj. 11-14)

Early Head Start

Goal: Cognitive (GOLD objective: 11b, 11d, 11e, 11, 13, 14a, 14b)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Cognitive | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 6.6% | 93.4% | 3.5% | 96.5% | 2.5% | 97.5% | 2.5% | 97.5% |

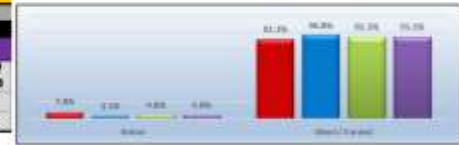


Literacy (GOLD Obj. 15-18)

Early Head Start

Goal: Literacy (GOLD objective: 15a, 17a, 15b, 15c)

| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Literacy | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 7.9% | 92.1% | 3.2% | 96.8% | 4.9% | 95.1% | 4.8% | 95.2% |



Math (GOLD Obj. 20-23)

Early Head Start

Goal: Math (GOLD objective: 20a, 20b, 20c, 21a, 21b, 22, 23)

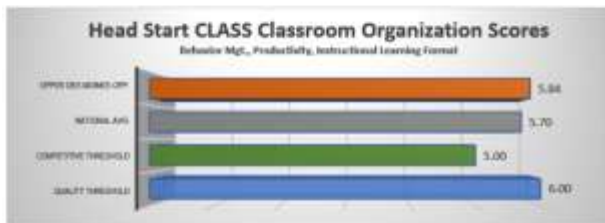
| Program Name | Fall | | Winter | | Spring | | Summer | |
|-----------------------------|-------|---------------|--------|---------------|--------|---------------|--------|---------------|
| | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed | Below | Meet / Exceed |
| Math | % | % | % | % | % | % | % | % |
| Upper Dec Moines Head Start | 0.0% | 100.0% | 4.7% | 95.3% | 4.3% | 95.7% | 4.2% | 95.8% |



Classroom Assessment Scoring System

The Office of Head Start Program Instruction announced a final rule updating the Designation Renewal System regarding CLASS. If a program scores below the Competitive Threshold level during a federal review their grant goes up for re-competition. If a program scores below the Quality Threshold the program must participate in regional training and technical assistance to support the program in raising their performance.

UDMO Head Start utilizes CLASS to assess the quality of teacher-child interactions in all center-base programs. Certified and reliable CLASS observers use the Practice Based Coaching model to provide classrooms with support and guided feedback in order to improve classroom effectiveness and student outcomes.



Transition to Kindergarten and other Early Childhood Programs

UDMO has established linkages with other early childhood education programs and elementary schools to help families prepare for and manage their child's transitions between programs, including special education services. Such services may include: assuring relevant records are transferred; communicating with staff in the next setting; initiating meetings to discuss developmental progress and abilities; and initiating joint transition-related trainings with collaborative partners.

As families prepare for a transition, the following information is provided: programs and services provided; enrollment procedures and practices; opportunities to visit other programs; and other program options.

Head Start Annual Report Performance Indicators

| | |
|--|--------|
| Funded enrollment | 306 |
| Number of children served | 338 |
| Percentage of eligible children served | 91% |
| Average daily attendance | 87.62% |
| Average monthly enrollment | 100% |
| Children who received medical exams | 315 |
| Children who received dental exams | 304 |
| Children with up-to-date immunizations | 324 |
| Number of children with an IEP | 37 |
| Number of volunteers | 443 |
| Children projected to enter kindergarten 2022-2023 | 185 |

| | |
|-------------------------------|---------|
| CACFP Meals Served | 106,369 |
| Number of children served | 322 |
| Percentage of children served | 95% |

Serving Families and Children

- 338 families served
- 50% of children from single parent homes
- 50% of children from two parent homes
- 34% of parents with less than a high school diploma
- 47% of families with incomes below 100% of poverty guidelines
- 29% of families receiving public assistance
- 2% of children in foster care
- 14% of families homeless
- 10% of families with incomes between 100% and 130% poverty guidelines
- 3% of families with incomes above 130% of poverty guidelines

127



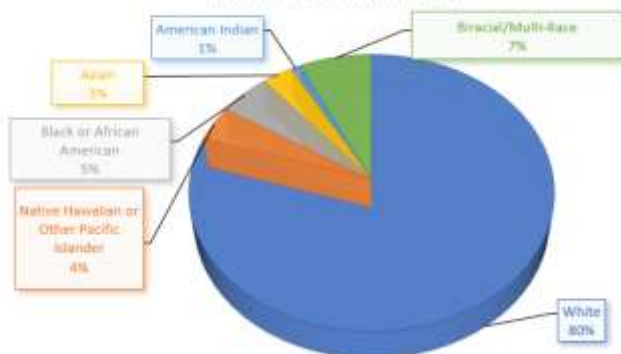
3 year olds

211

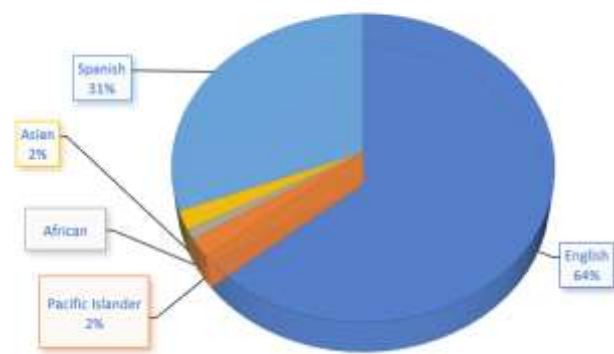


4 year olds

RACE AND ETHNICITY



PRIMARY HOME LANGUAGE



Early Head Start Annual Report Performance Indicators

| | |
|--|--------|
| Funded enrollment | 176 |
| Number of children served | 218 |
| Number of pregnant women served | 13 |
| Percentage of eligible children served | 81% |
| Average daily attendance | 83.83% |
| Average monthly enrollment | 100% |
| Children who received medical exams | 188 |
| Children who received dental exams | 137 |
| Children with up-to-date immunizations | 191 |
| Number of children with an IFSP | 19 |
| Number of volunteers | 286 |

| | |
|-------------------------------|--------|
| CACFP Meals Served | 20,541 |
| Number of children served | 49 |
| Percentage of children served | 100% |

Serving Families and Children

- 172 families served
- 43% of children from single parent homes
- 57% of children from two parent homes
- 36% of parents with less than a high school diploma
- 44% of families with incomes below 100% of poverty guidelines
- 26% of families receiving public assistance
- 1% of children in foster care
- 18% of families homeless
- 10% of families with incomes between 100% and 130% poverty guidelines
- 0% of families with incomes above 130% of poverty guidelines

57

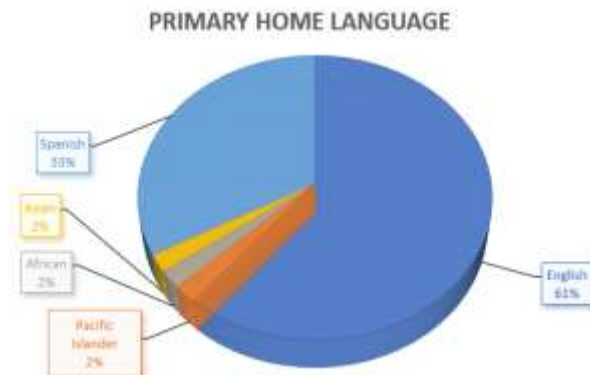
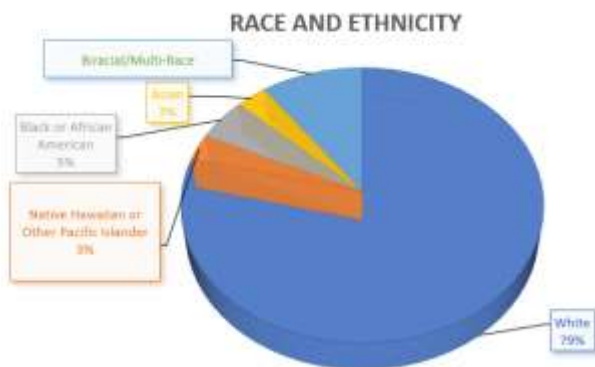
67

81

13



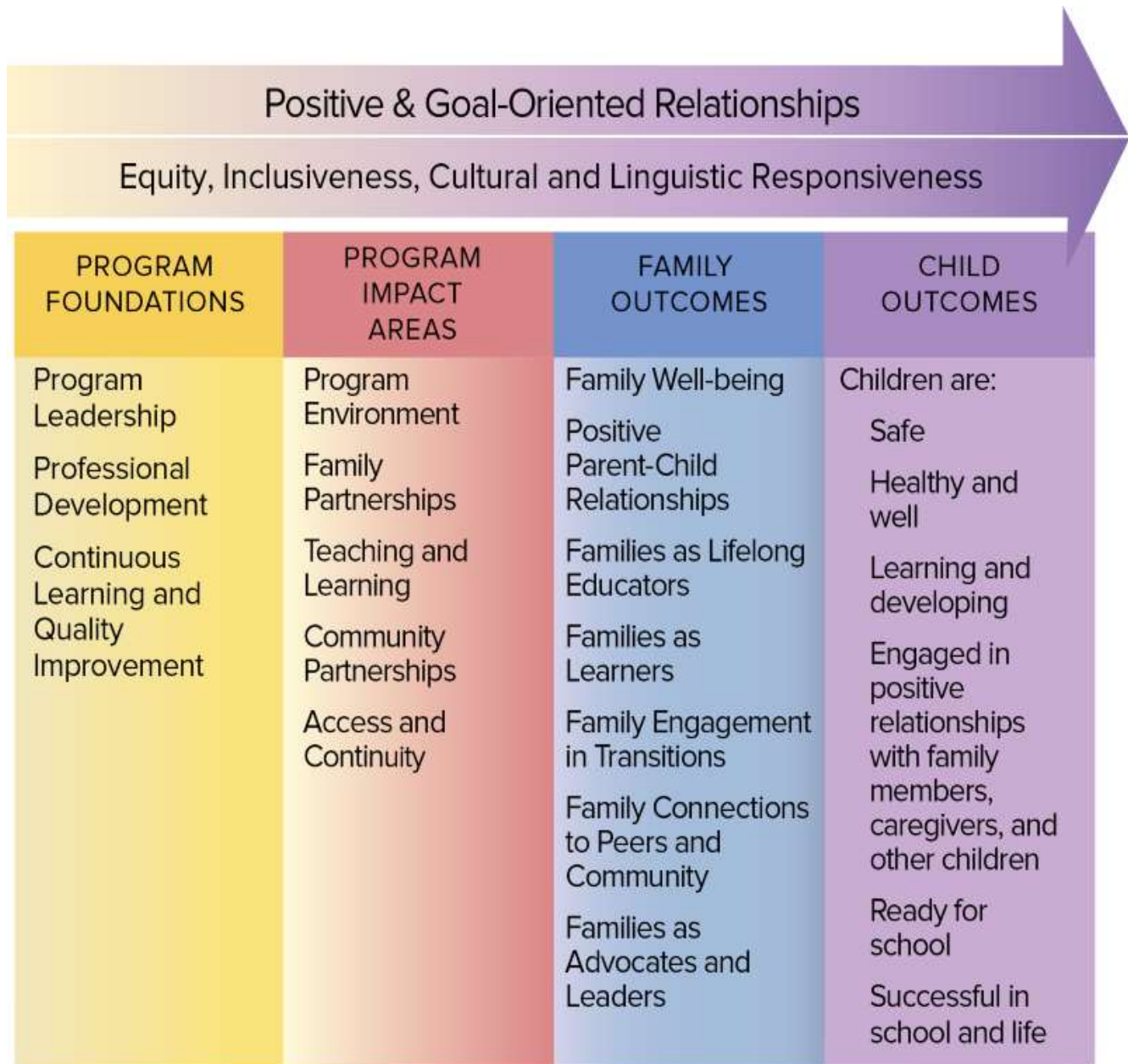
Under 1 year 1 year olds 2 year olds Pregnant Moms



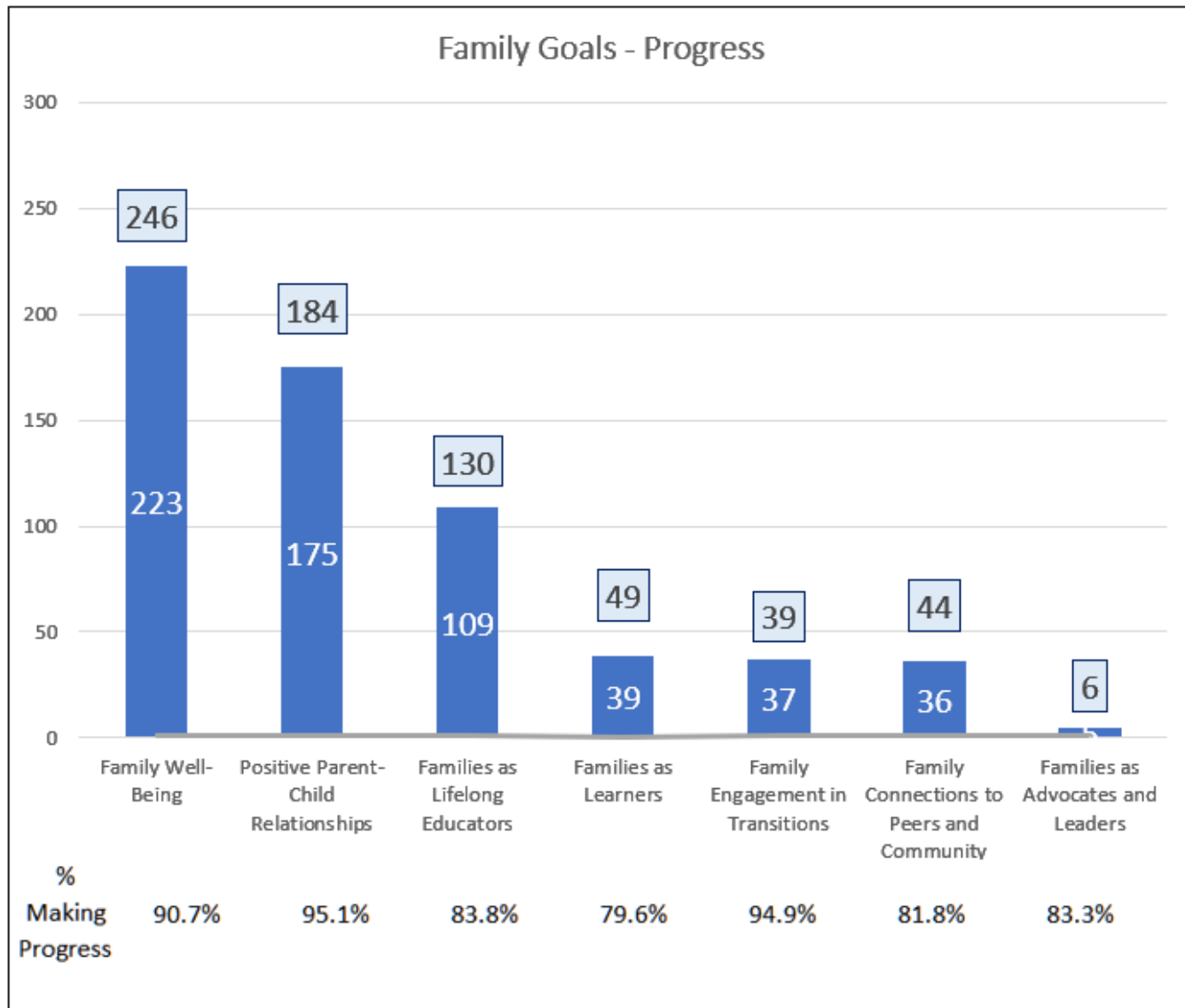
Parent Family Community Engagement

From the beginning of life, families nurture their children to be healthy and to develop the capacities they will need to be ready for school and successful in life. The Head Start PFCE Framework is a research-based organizational guide for collaboration among families and Head Start and Early Head Start programs, staff and community service providers to promote positive enduring outcomes for children and families.

The Head Start PFCE Framework describes the program elements which are Program Foundations and Program Impact Areas that can work together to positively influence child and family outcomes. The Framework identifies equity, inclusiveness, cultural and linguistic responsiveness and positive goal-oriented relationships as important drivers for these outcomes.



Family Outcome Progression ranges from families meeting basic needs to more advanced skills of becoming an Advocate and Leader within their communities. The chart below indicates Head Start parents are fully engaged in achieving their goals to become more successful within their families and communities.



Office of Head Start Federal Review and Fiscal Audit Results

UDMO Head Start programs strive to provide the highest quality of comprehensive early childhood services for children birth to five.

The Office of Head Start did not review the program since it is in the final year of the five-year grant cycle.

During this time Federal Review have occurred as follows:

- Focus Area 1 during the week of November 4, 2019 resulting in no findings.
- Focus Area 2 during the week of April 18-22, 2022 resulting in no findings.
- CLASS was not conducted due to the COVID Pandemic

The annual independent audit conducted by WIPFLI concluded that there were no findings or outstanding audit concerns for fiscal year 2022.