

Annual Report 2023-2024

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, 2024 Program Year End - July 31, 2024

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, 2024 and the program year ending July 31, 2024.

Funds Received For HS/EHS Fiscal Year 2024

Type of Funding	Head Start	Early Head Start	Total
HS/EHS Federal Grant Funds	\$ 3,756,399.00	\$ 2,998,762.00	\$ 6,755,161.00
HS/EHS 1303 Construction funds	\$ -	\$ 663,749.75	\$ 663,749.75
Non-Federal Share (In-Kind)	\$ 997,761.84	\$ 1,373,893.07	\$ 2,371,654.91
COVID Carryover Funds (FY20)	\$ -	\$ -	\$ -
2021 Funds COVID/ARP	\$ -	\$ -	\$ -
USDA (CACFP) Funds	\$ 347,429.32	\$ -	\$ 347,429.32
Program Income (CACFP)	\$ -	\$ -	\$ -
Donations	\$ -	\$ -	\$ -
CSBG Funding	\$ -	\$ -	\$ -
Shared Visions	\$ 150,031.00	\$ -	\$ 150,031.00
Shared Visions In Kind	\$ 83,744.00	\$ -	\$ 83,744.00
Statewide Voluntary Preschool	\$ 639,441.00	\$ -	\$ 639,441.00
WRAP	\$ 378,000.00	\$ -	\$ 378,000.00
Total	\$ 6,352,806.16	\$ 5,036,404.82	\$ 11,389,210.98

Federal Grant Funds Expenditures for Fiscal Year 2024 by Category

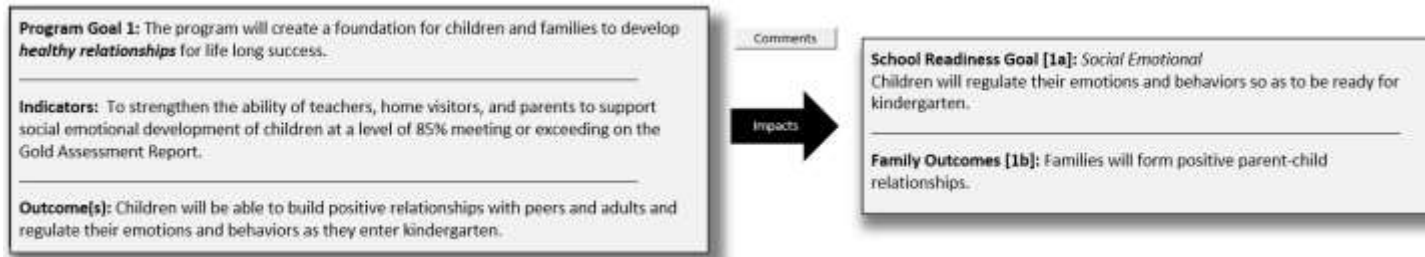
Expense Category	Head Start	Early Head Start	Total
Personnel	\$ 2,192,153.00	\$ 1,784,760.00	\$ 3,976,913.00
Fringe Benefits	\$ 776,561.00	\$ 587,272.00	\$ 1,363,833.00
Travel	\$ 3,820.00	\$ 15,290.00	\$ 19,110.00
Space	\$ -	\$ -	\$ -
Supplies	\$ 76,006.00	\$ 36,312.00	\$ 112,318.00
Contractual	\$ 64,061.00	\$ 57,091.00	\$ 121,152.00
Construction *	\$ -	\$ -	\$ -
Other	\$ 254,513.00	\$ 193,436.00	\$ 447,949.00
Indirect	\$ 389,285.00	\$ 324,602.00	\$ 713,887.00
Non-Federal Share (In-Kind)	\$ 997,761.84	\$ 1,373,893.07	\$ 2,371,654.91
Total	\$ 4,754,160.84	\$ 4,372,655.07	\$ 9,126,815.91

1303 Construction funds

Expense Category	Head Start	Early Head Start	Total
Sprinkler System	\$ -	\$ 91,588.46	\$ 91,588.46
Playground	\$ -	\$ -	\$ -
Roof	\$ -	\$ -	\$ -
Classrooms	\$ -	\$ 461,454.24	\$ 461,454.24
Kitchen Hood	\$ -	\$ -	\$ -
Building Permit	\$ -	\$ -	\$ -
Total	\$ -	\$ 553,042.70	\$ 553,042.70

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

Head Start Program Goals



Short Term Objectives and Program Activities:	Who	By When	Measurement Tool	Financial Supports	Sch Yr 8/23-7/24 FY 2024
Teaching and Learning: Professional development opportunities and ongoing monitoring will support the fidelity of the curriculum.					
Yearly PBIS professional development will be supported through internal coaching. (New employee training PBIS 101, all staff training, site trainings)	Ed Coach	Annually	CP Professional Dev. Report CP Professional Dev. Report I-Power Registry	Yes	Orientation: 79 attended PBIS 101 In-Service: None due to PBIS 101 & Tiered Tiered Trainings: 7 months for all staff
Teachers will implement PBIS, Second-Step and Conscious Discipline (trauma informed care practices) as evidenced by their CLASS scores.	Ed Coach	Annually	CLASS EHS Thresholds Em/Beh Sup 6 Engaged Sup 3.6 CLASS HS Threshold scores Em Sup 6 Crm Org 6	Yes	CLASS EHS Em/Beh Sup 6.43 Engaged Sup 4.39 CLASS HS Em Sup 6.26 Crm Org 5.69 Inst Sup 3.19
Ongoing PBIS Program Wide implementation for fidelity of practices across all sites as evidenced by the Bench Marks of Quality.	PBIS Leadership Team	Annually	BMOQ Target Partial: 35% Target Completed 50%	Yes	BMOQ Completed 5% Partial 59%
MTSS process utilized for planning individual student supports based on individual student need and ongoing classroom assessment.	Ed Coach	Ongoing	MTSS Data Form for each classroom completed for each checkpoint	No	EHS % of classrooms Checkpoint 1 100% Checkpoint 2 100% Checkpoint 3 100% Checkpoint 4 100% HS % of classrooms Checkpoint 1 100% Checkpoint 2 100%
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 85% 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: 94% HS: 95%
Implement Prevent Teach Reinforce to support children exhibiting challenging behaviors.	Coordinator	Ongoing	Child Plus - Disabilities 3511	Yes	EHS PTR: 0 HS PTR: 3
IFSP/IEP (behavior) [1a]	Coordinator	Fall/Spring	Child Plus - Disabilities 3510 & 3511	Yes	EHS IFSP: 1 HS IEP: 4

Parent and Family/Community Engagement: Parents will have the knowledge and strategies to strengthen relationships with their children.					
Parents increase skills/knowledge in the outcome area of Positive Parent Child Relationships.	HBT HV	End of Year	85% of families that progressed in outcome area.	Yes	EHS & HS: 93%
PBIS Parenting Classes offered in six modules.	HBT,HV, HB Coach	Ongoing	100 % of sites that offered and had attendees at each session.	Yes	EHS & HS: 100%
PBIS Parenting Class Survey results indicate increased knowledge and skills.	HB Coach HBT	Ongoing	90% of parents who attended indicated increase knowledge and skills in 3 or more areas.	No	Knowledge: 100% Skills: 100%
Parents increase skills in the area of nurturing relationships.	HB Coach HBT	As Offered Quarterly	Target: An increase Family Outcomes Assessment Report 4240. Based on a 5 point rating system.	Yes	EHS & HS: Increase .2
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: Target: 100% Follow-up	Yes	EHS Fail Rate: 25% EHS F-Up Done: 100 % EHS In Process: 0% HS Fail Rate: 67% HS F-Up Done: 93% HS In Process: 7%
Home Base Teachers, Home Visitor and Nurse support families in establishing a medical home for enrolled children.	HBT/HV/Nurse	Annually	Child Plus % at enrollment vs 100% end of year	Yes	EHS Enrollment Start: 86% End t: 97% HS Enrollment: Start: 89% End: 92%
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	Discontinue as Child Plus has changed & unable to track.
Program Management: Program resources will be utilized to support coaching, professional development and data management.					
Home Base Coaches and Education Coaches will have Practice Base Coach training.	HS Director	Annually	CP Professional Dev. Report % Completed Target 95%	Yes	HB - 2 out of 3 (FT) Ed - 3 out of 4(FT)
Report to Multi-County Board, Policy Council and other stakeholders progress in meeting goals.	HS Director	Annually	Meeting Minute Dates	No	Review of Goal data date: 10/2023
Coordinators and Director will complete ongoing trainings to support leadership skills.	HS Director	Annually	CP Professional Dev. Report % Completed.	Yes	Attendance: 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 Supports	Sch Yr 8/23-7/24 FY 2024
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	Target Gold Objectives 85% of students meeting and exceeding EHS & HS 4; 5; 6; 7a,b	Yes	EHS: 97% HS: 99%
IFSP/IEP (OT and PT)	Coordinator	Spring	Child Plus - Disabilities Target 10% program total	Yes	EHS: OT - 8 PT - 7 HS: OT - 1 PT - 0
Parent and Family/Community Engagement: Parents will understand and promote physical development and overall well-being.					
Parents increase skills/knowledge in the outcome area of Family Wellbeing/Health.	HBT/HV	End of Year	Target 85% of families that progressed in outcome area.	No	EHS & HS: 91%
HB Teacher/Nurse work collaboratively to ensure comprehensive prenatal and postnatal care.	Nurse	End of Year	TargetChild Plus - PIR C14 Target: 100%	Yes	Prenatal 100% Postnatal: 71%
Health Services: Parents will be involved in securing health care and follow-up.					
HB Teacher/Home Visitor monitor and assist in health care follow-up treatment for dental health needs.	Nurse	End of Year	% of children needing follow up dental care. 100% of children receive follow up dental care.	Yes	EHS: Need follow up 10% Received follow up 55% HS: Need follow up 27% Received Follow up 35%
Nurses will track IHP & medication errors in order to ensure children's safety.	Nurses	End of Year	Child Plus - Family Services - Health Target: 0	Yes	EHS IHP Errors: 0 EHS Med Errors: 0 HS IHP Errors: 1 HS Med Errors: 0
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	Yes	EHS CB 88.68% HS CB: 88.8%
IQ4K certification will be completed for all sites.	Site Assistant	Ongoing	I-Power Target progressing Level 2 in 2024 to Level 5 2029	Yes	Level Completed: 2



Short Term Objectives and Program Activities:

	Who	By When	Measurement Tool	Financial Supports	Sch Yr 8/23-7/24 FY 2024
Teaching and Learning: Instructional language strategies will be supported through assessment, ongoing monitoring and coaching.					
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 85% meeting and exceeding EHS: 8b; 9a,b,c,d; 10a,b; 15a; 17a; 19a,b HS: 8a,b; 9a,b,c,d; 10a,b; 15a,b,c,d; 16a,b; 17a,b; 18a,b,c; 19a,b	Yes	EHS: 91% HS: 90%
Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in the area of speech.	Coordinator	Ongoing	Child Plus - Disabilities Target 10% program total	Yes	EHS: 14 HS: 26
Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in the ECSE Pre-reading.	Coordinator	Ongoing	Child Plus - Disabilities Target 10% program total	Yes	EHS: 9 HS: 2
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 Target Adults Ed: 85 ESL - C50d Target Adult ESL: 82	Yes	A Ed: 88 ESL: 84
HB Teacher/Home Visitor assist parents to set goals and access resources regarding families as educators.	HBT/HV	Annually	95% of families that progressed in outcome area.	No	EHS & HS: 95%
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 100% Completed Follow-up	Yes	EHS Fail Rate: 23% EHS Follow-up: 95% HS Fail Rate: 15% HS Follow-up: 88%
HB Teacher/Home Visitor and Nurse assist families in securing a vision screen and follow-up.	Nurse	Annually	Child Plus - Health % Fail 100% Completed Follow-up	Yes	EHS Fail Rate: 16% EHS Follow-up: 94% HS Fail Rate: 25% HS Follow-up: 98%
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	Yes	EHS CB 88.68% HS CB: 88.8%



Short Term Objectives and Program Activities:	Who	By When	Measurement Tool	Financial Supports	Sch Yr 8/23-7/24 FY 2024
Teaching and Learning: Curriculum and instruction will support critical thinking skills.					
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	Gold 85% of students meeting and exceeding Math -20a,b,c;21a,b;22;23 EHS 22a HS 22a,b,c Cognitive -11b,d,e;13;14a,b	Yes	Math EHS: 94% HS: 88% Cognitive EHS: 94% HS: 97%
Center base and home base teachers identify, refer and support children receiving IFSP/IEP services in ECSE Pre-math.	Coordinator	Ongoing	Child Plus - Disabilities Target 10% program total	Yes	EHS: 0 HS: 2
Parent and Family/Community Engagement: Parents will actively engage in their child's education.					
Parents actively engaged in Parent-Teacher Conferences.	HBT Teacher	Yearly	Child Plus-Family Conference Form 95% of families attend all parent-teacher conferences.	Yes	Fall: 100% Spring: 99%
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 Target: 95%	Yes	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	Yes	EHS CB 88.68% HS CB: 88.8%

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>Children will regulate their emotions and behaviors to be ready for Kindergarten.</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>Children will demonstrate gross motor and fine motor skills appropriate for their age.</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>Children will use expressive and receptive language for a variety of purposes.</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>Cognitive/General Knowledge/Approaches to Learning. Children will begin to demonstrate knowledge of basic math concepts and complex thinking.</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>Children will regulate their emotions and behaviors to be ready for Kindergarten.</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>Children will demonstrate gross motor and fine motor skills appropriate for their age.</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>Children will use expressive and receptive language for a variety of purposes.</p> <ul style="list-style-type: none"> ● Understands language and follows directions ● Vocalizations (coo, babble, one word, phrases, sentences, conversation, speaks clearly)
Cognitive	<p>Cognitive/General Knowledge/Approaches to Learning. Children will begin to demonstrate knowledge of basic math concepts and complex thinking.</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 2023-2024 Outcomes

Social Emotional (GOLD ON: 1,2,3)

Head Start

Goal: Building positive relationships with peers and adults (GOLD objective: 2a, 2b, 3a, 3b)

Goal Summary: Building positive relationships with peers and adults

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Building positive relationships with peers and adults	%	%	%	%
Upper Des Moines Head Start	29.3%	70.8%	7.3%	92.8%



Goal: Handle social situations (GOLD objective: 1b, 3a)

Goal Summary: Handle social situations

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Handle social situations	%	%	%	%
Upper Des Moines Head Start	26.0%	74.0%	6.5%	93.5%



Goal: Responsible for self (GOLD objective: 1a, 1c)

Goal Summary: Responsible for self

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Responsible for self	%	%	%	%
Upper Des Moines Head Start	11.0%	89.0%	2.0%	98.0%



Physical - Gross Motor (GOLD ON: 4,5,6) & Fine Motor (GOLD ON: 7)

Head Start

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

Goal Summary: Gross motor

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Gross motor	%	%	%	%
Upper Des Moines Head Start	6.7%	93.3%	2.0%	98.0%



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

Goal Summary: Fine motor

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Fine motor	%	%	%	%
Upper Des Moines Head Start	9.5%	90.5%	6.0%	94.0%



Language (GOLD ON: 8-10)

Head Start

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

Goal Summary: Language

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Language	%	%	%	%
Upper Des Moines Head Start	22.6%	77.4%	8.2%	91.8%



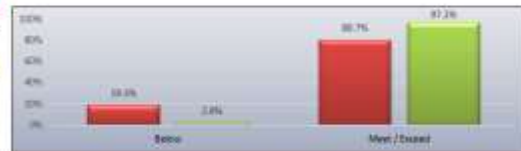
Cognitive (GOLD ON: 11-14)

Head Start

Goal: Cognitive (GOLD objective: 11b, 11d, 11e, 12, 14a, 14b)

Goal Summary: Cognitive

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Cognitive	%	%	%	%
Upper Des Moines Head Start	18.2%	81.7%	2.8%	97.2%



Literacy (GOLD ON: 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		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Literacy	%	%	%	%
Upper Des Moines Head Start	33.8%	66.2%	11.9%	88.1%



Math (GOLD ON: 20-23)

Head Start

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

Goal Summary: Math

Program Name	Fall		Spring	
	Below	Meet / Exceed	Below	Meet / Exceed
Math	%	%	%	%
Upper Des Moines Head Start	34.8%	65.2%	12.8%	87.2%



Early Head Start School Readiness Goals 2023-2024 Outcomes

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

Early Head Start

Goal: Build positive relationships with adults and peers (SOLO objective: 2c, 3a, 3b)

Goal Summary: Build positive relationships with adults and peers

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Build positive relationships with adults and peers	%	%	%	%
Upper Des Moines Head Start	15.0%	85.0%	7.7%	92.3%



Goal: Regulate emotions and behavior (SOLO objective: 2a, 2b, 2c, 2d, 3a, 3b)

Goal Summary: Regulate emotions and behavior

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Regulate emotions and behavior	%	%	%	%
Upper Des Moines Head Start	8.8%	91.2%	5.2%	94.8%



Goal: Demonstrate age appropriate independence (SOLO objective: 1d)

Goal Summary: Demonstrate age appropriate independence

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Demonstrate age appropriate independence	%	%	%	%
Upper Des Moines Head Start	3.0%	97.0%	7.0%	93.0%



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

Early Head Start

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

Goal Summary: Gross motor

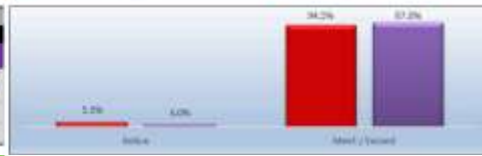
Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Gross motor	%	%	%	%
Upper Des Moines Head Start	9.3%	90.7%	4.0%	96.0%



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

Goal Summary: Fine motor

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Fine motor	%	%	%	%
Upper Des Moines Head Start	5.5%	94.5%	1.0%	99.0%



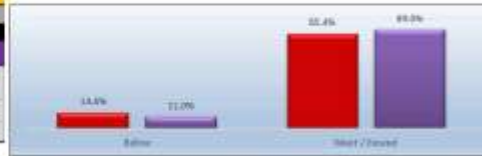
Language (SOLO Obj. 8-10)

Early Head Start

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

Goal Summary: Language

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Language	%	%	%	%
Upper Des Moines Head Start	14.6%	85.4%	11.0%	89.0%



Cognitive (SOLO Obj. 11-14)

Early Head Start

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

Goal Summary: Cognitive

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Cognitive	%	%	%	%
Upper Des Moines Head Start	8.7%	91.3%	5.7%	94.3%



Literacy (SOLO Obj. 15-18)

Early Head Start

Goal: Literacy (SOLO objective: 15a, 17a, 19a, 19b)

Goal Summary: Literacy

Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Literacy	%	%	%	%
Upper Des Moines Head Start	8.5%	91.5%	6.3%	93.7%



Math (SOLO Obj. 20-23)

Early Head Start

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

Goal Summary: Math

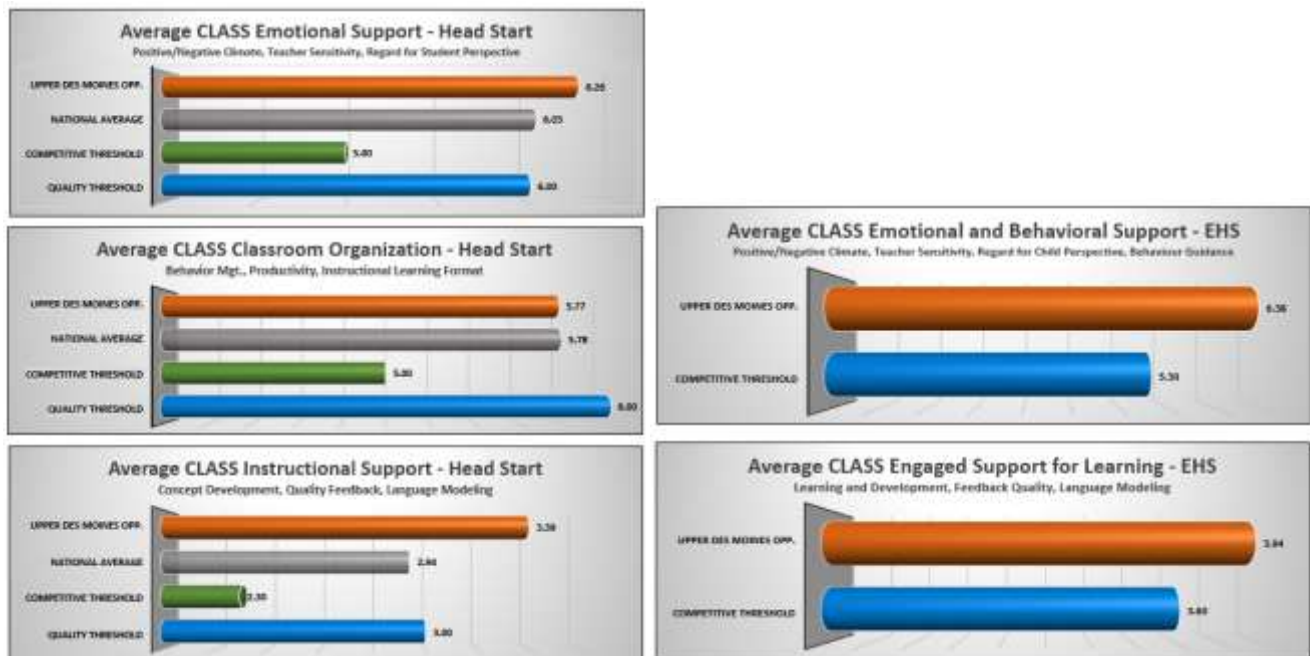
Program Name	Fall		Summer	
	Below	Meet / Exceed	Below	Meet / Exceed
Math	%	%	%	%
Upper Des Moines Head Start	7.2%	92.8%	5.9%	94.1%



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.

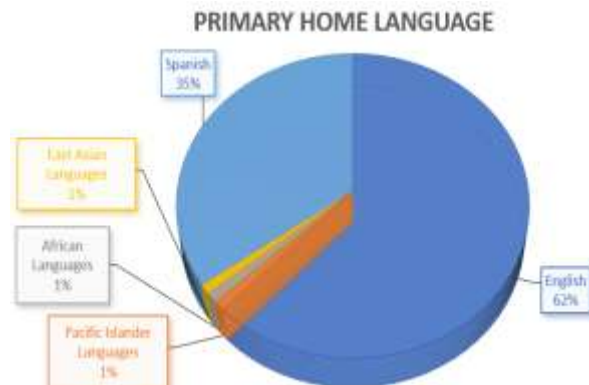
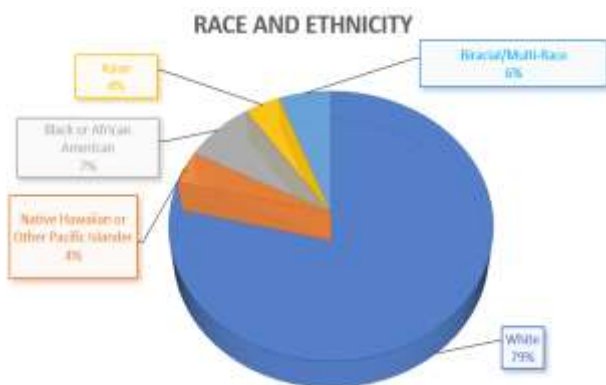
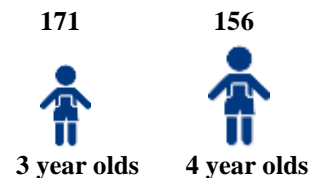
Head Start Annual Report Performance Indicators

Funded enrollment	289
Number of children served	327
Percentage of eligible children served	88%
Average daily attendance	88.20%
Average monthly enrollment	100%
Children who received medical exams	316
Children who received dental exams	297
Children with up-to-date immunizations	320
Number of children with an IEP	29
Number of volunteers	410
Children projected to enter kindergarten 2023-2024	138

CACFP Meals Served	94,490
Number of children served	355
Percentage of children served	92%

Serving Families and Children

- 328 families served
- 54% of children from single parent homes
- 46% of children from two parent homes
- 38% of parents with less than a high school diploma
- 29% of families with incomes below 100% of poverty guidelines
- 36% of families receiving public assistance
- 2% of children in foster care
- 22% of families homeless
- 7% of families with incomes between 100% and 130% poverty guidelines
- 3% of families with incomes above 130% of poverty guidelines



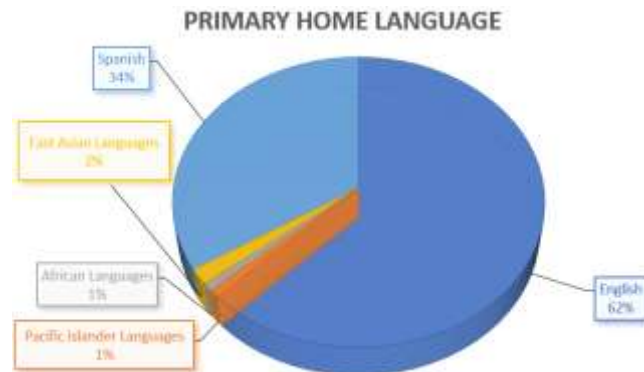
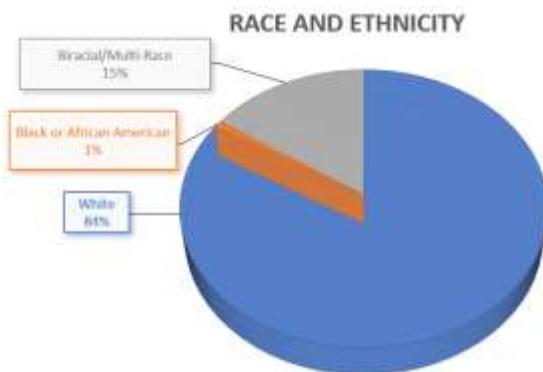
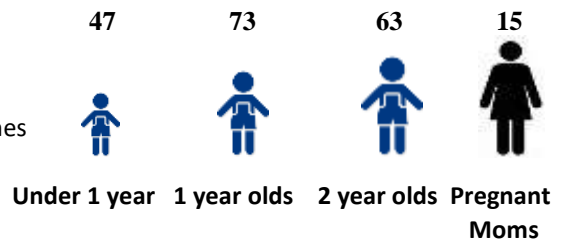
Early Head Start Annual Report Performance Indicators

Funded enrollment	183
Number of children served	222
Number of pregnant women served	15
Percentage of eligible children served	95%
Average daily attendance	89.64%
Average monthly enrollment	100%
Children who received medical exams	210
Children who received dental exams	192
Children with up-to-date immunizations	207
Number of children with an IFSP	19
Number of volunteers	300

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

Serving Families and Children

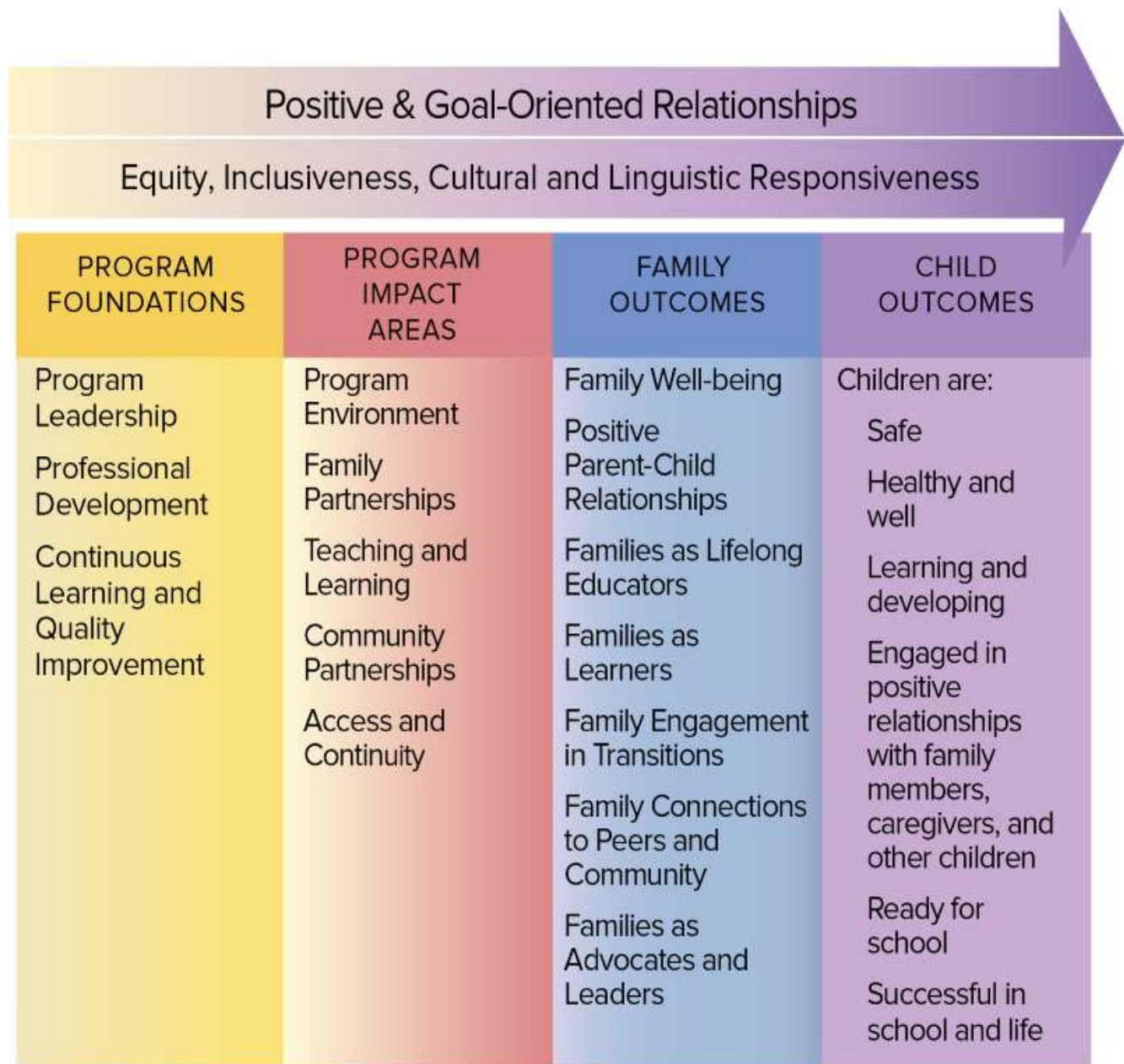
- 195 families served
- 47% of children from single parent homes
- 53% of children from two parent homes
- 44% of parents with less than a high school diploma
- 29% of families with incomes below 100% of poverty guidelines
- 45% of families receiving public assistance
- 1% of children in foster care
- 26% of families homeless
- 5% of families with incomes between 100% and 130% poverty guidelines
- 0% of families with incomes above 130% of poverty guidelines



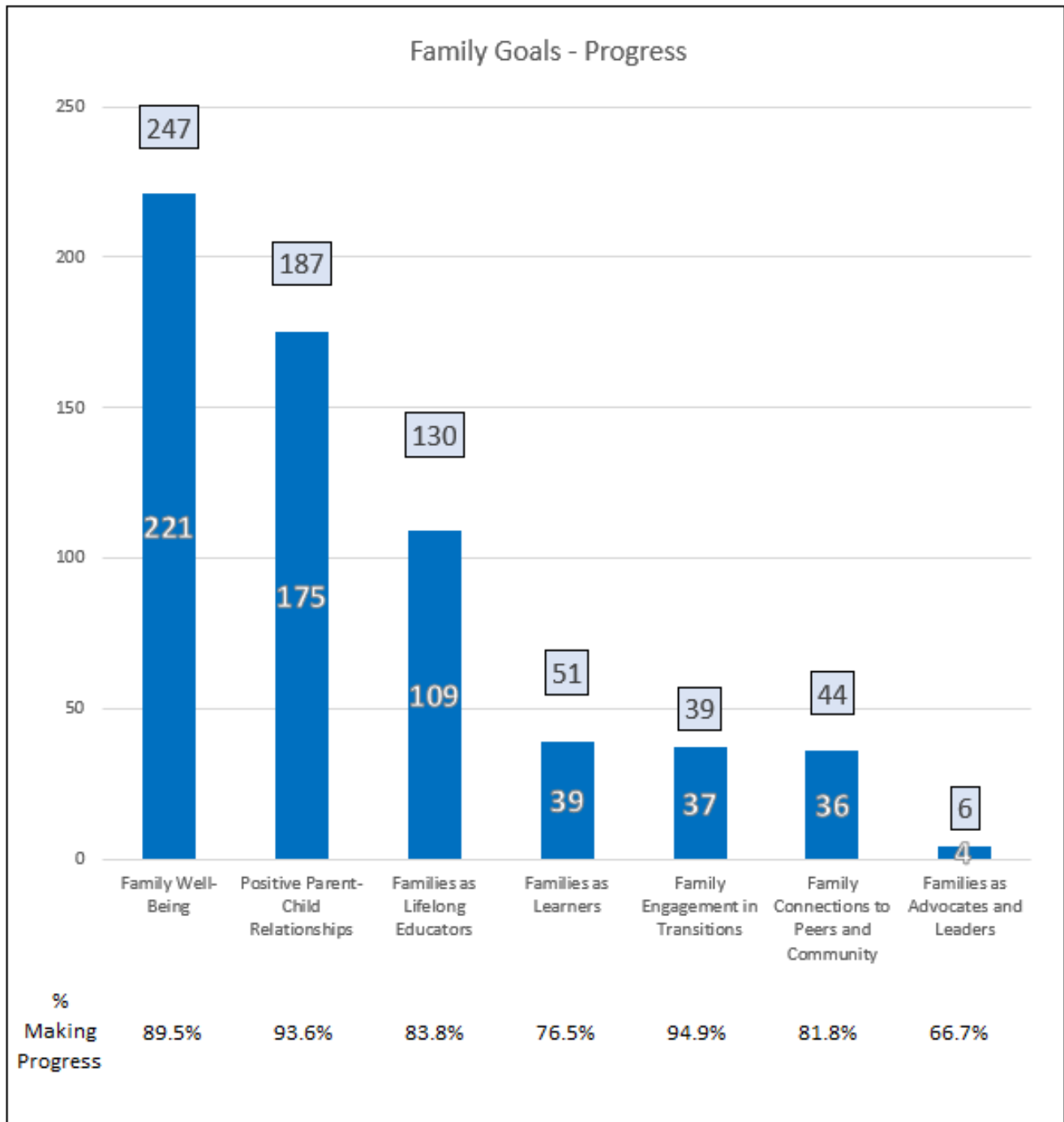
Parent Family Community Engagement

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.

March 1, 2024 – February 28, 2025 UDMO Head Start is in the first year of the five-year grant cycle. A Focus Area 1 Federal Review is anticipated during this time period. The Office of Head Federal Review occurred within the previous five-year grant cycle 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 2024.