

Annual Report 2024-2025

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, 2025 Program Year End - July 31, 2025

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, 2025 and the program year ending July 31, 2025.

Funds Received For HS/EHS Fiscal Year 2024-2025

Type of Funding	Head Start	Early Head Start	Total
HS/EHS Federal Grant Funds	\$ 3,721,323.91	\$ 3,070,389.80	\$ 6,791,713.71
HS/EHS One-Time Supplemental Funds	\$ 177,051.00	\$ 10,855.00	\$ 187,906.00
Non-Federal Share (In-Kind)	\$ 1,055,000.10	\$ 1,545,059.65	\$ 2,600,059.75
COVID Carryover Funds (FY20)	\$ -	\$ -	\$ -
2021 Funds COVID/ARP	\$ -	\$ -	\$ -
USDA (CACFP) Funds	\$ 324,940.27	\$ -	\$ 324,940.27
Program Income (CACFP)	\$ -	\$ -	\$ -
Donations	\$ 3,030.00	\$ -	\$ 3,030.00
CSBG Funding	\$ 9,977.17	\$ -	\$ 9,977.17
Shared Visions	\$ 148,749.84	\$ -	\$ 148,749.84
Shared Visions In Kind	\$ 60,452.90	\$ -	\$ 60,452.90
Statewide Voluntary Preschool	\$ 674,696.08	\$ -	\$ 674,696.08
WRAP	\$ 378,000.00	\$ -	\$ 378,000.00
State of Iowa HHS-ARPA Stipends	\$ 280,000.00	\$ -	\$ 280,000.00
IQ4K Level Reward Funding	\$ 32,000.00	\$ -	\$ 32,000.00
Total	\$ 6,553,221.27	\$ 4,626,304.45	\$ 11,179,525.72

Federal Grant Funds Expenditures for Fiscal Year 2024-2025 by Category

Expense Category	Head Start	Early Head Start	Total
Personnel	\$ 2,221,723.00	\$ 1,866,691.62	\$ 4,088,414.62
Fringe Benefits	\$ 781,273.20	\$ 634,742.66	\$ 1,416,015.86
Travel	\$ 11,058.81	\$ 18,440.32	\$ 29,499.13
Supplies	\$ 103,084.51	\$ 48,173.08	\$ 151,257.59
Contractual	\$ 14,216.99	\$ 9,867.12	\$ 24,084.11
Other	\$ 192,498.85	\$ 158,337.22	\$ 350,836.07
Indirect	\$ 397,468.55	\$ 334,137.78	\$ 731,606.33
Non-Federal Share (In-Kind)	\$ 1,055,000.10	\$ 1,545,059.65	\$ 2,600,059.75
Total	\$ 4,776,324.01	\$ 4,615,449.45	\$ 9,391,773.46

Head Start Program Goals

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



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 8/24-7/25 FY 2025
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: 23 In-Service: N/A Tiered Trainings:19
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 HSP Threshold scores Em Sup 6 Crm Org 6 Inst Sup 3.0	Yes	CLASS EHS Em/Beh Sup 6.08 Engaged Sup 4.03 CLASS HSP Em Sup 6.23 Crm Org 5.73 Inst Sup 3.62
Ongoing PBIS Program Wide implementation for fidelity of practices across all sites as evidenced by the Bench Marks of Quality.	PBIS Leadership Team	Annually	BOQ Completed 85%	Yes	BOQ Completed 39% Partial 61%
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% HSP % of classrooms Checkpoint 1 100% Checkpoint 2 100% Checkpoint 3 100%
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: 93% HSP: 98%
Implement Prevent Teach Reinforce to support children exhibiting challenging behaviors.	Coordinator	Ongoing	Child Plus - Disabilities 3511	Yes	EHS PTR: 0 HSP PTR: 11
IFSP/IEP (behavior) [1a]	Coordinator	Fall/Spring	Child Plus - Disabilities 3510 & 3511	Yes	EHS IFSP: 5 HSP IEP: 6

Short Term Objectives and Program Activities:	Who	By When	Measurement Tool	Financial Supports	Sch Yr 8/24-7/25 FY 2025
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 & HSP: 87%
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 & HSP: 100%
PBIS Parenting Class Survey results indicate increased knowledge and skills.	HB Coach HBT	Ongoing	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 & HSP: Decrease .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: 100 % Follow-up Completed:	Yes	EHS Fail Rate: 23% EHS F-Up Done: 100% EHS In Process: 0% HSP Fail Rate: 25% HSP F-Up Done: 100% HSP In Process: 0%
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: 95% End: 98% HSP Enrollment: Start: 94% End: 99%
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: HS:
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 100%	Yes	HB - (FT) 3 out of 3 Ed - (FT) 3 out of 4 85% completed
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: 10/2024
Coordinators and Director will complete ongoing trainings to support leadership skills.	HS Director	Annually	CP Professional Dev. Report % Completed. Target 95%	Yes	Attendance: Yes 93%

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.



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 8/24-7/25 FY 2025
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 & HSP 4; 5; 6; 7a,b	Yes	EHS: 96% HSP: 99%
IFSP/IEP (OT and PT)	Coordinator	Spring	Child Plus - Disabilities Target 10% program total	Yes	EHS: OT - 9 PT - 7 HSP: OT - 2 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 & HSP: 91%
HB Teacher/Nurse work collaboratively to ensure comprehensive prenatal and postnatal care.	Nurse	End of Year	Target Child Plus - PIR C14 Target: 100%	Yes	Prenatal 100% Postnatal: 85%
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 9% Received follow up 40% HSP: Need Follow up 36% Received Follow up 67%
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 HSP IHP Errors: 1 HSP 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	Yes	EHS CB: 89% HSP CB: 90%
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

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.



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 Supports	Sch Yr 8/24-7/25 FY 2025
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% HSP: 93%
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: 16 HSP: 29
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: 4 HSP: 4
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	Yes	A Ed: 106 ESL: 104
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 & HSP: 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 90% Completed Follow-up	Yes	EHS Fail Rate: 16% EHS Follow-up: 94% HSP Fail Rate: 9% HSP Follow-up: 89%
HB Teacher/Home Visitor and Nurse assist families in securing a vision screen and follow-up.	Nurse	Annually	Child Plus - Health % Fail 90% Completed Follow-up	Yes	EHS Fail Rate: 33% EHS Follow-up: 99% HSP Fail Rate: 16% HSP Follow-up: 87%
Program Management: Program resources will be utilized to support curriculum assessment, coaching and education.					
All staff collaboratively to assist families in meeting or exceeding an 85% attendance rate.	Secretary	Monthly	Child Plus-Attendance	Yes	EHS CB: 89% HSP CB: 90%

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



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 Supports	Sch Yr 8/24-7/25 FY 2025
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 HSP 22a,b,c Cognitive -11b,d,e;13;14a,b	Yes	Math EHS: 94% HSP: 90% Cognitive EHS: 94% HSP: 98%
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:4 HSP: 4
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: 100%
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:94% HSP: 90%
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: 89% HSP CB: 90%

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)

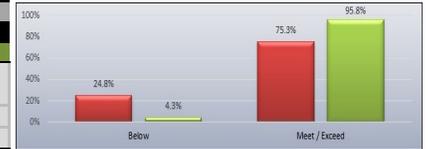
Head Start Preschool Readiness Goals 2024-2025 Outcomes

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

Head Start Preschool

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

Goal Summary: Building positive relationships with peers and adults	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Building positive relationships with peers and adults	%	%	%	%
Upper Des Moines Head Start	24.8%	75.3%	4.3%	95.8%



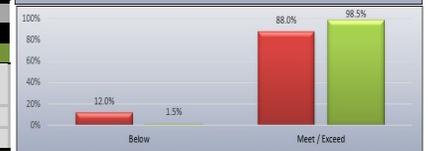
Goal: Handle social situations (GOLD objective: 1b, 3b)

Goal Summary: Handle social situations	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Handle social situations	%	%	%	%
Upper Des Moines Head Start	23.5%	76.5%	3.5%	96.5%



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

Goal Summary: Responsible for self	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Responsible for self	%	%	%	%
Upper Des Moines Head Start	12.0%	88.0%	1.5%	98.5%

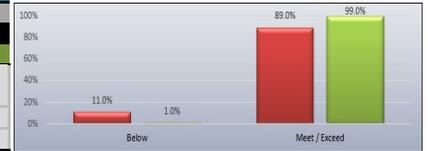


Physical - Gross (GOLD Obj. 4,5,6) & Fine Motor (GOLD Obj. 7)

Head Start Preschool

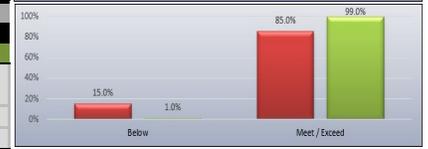
Goal: Gross motor (GOLD objective: 4, 5, 6)

Goal Summary: Gross motor	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Gross motor	%	%	%	%
Upper Des Moines Head Start	11.0%	89.0%	1.0%	99.0%



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

Goal Summary: Fine motor	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Fine motor	%	%	%	%
Upper Des Moines Head Start	15.0%	85.0%	1.0%	99.0%

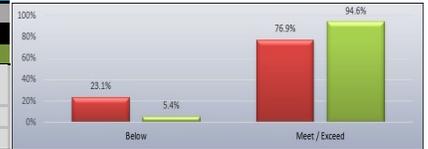


Language (GOLD Obj. 8-10)

Head Start Preschool

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

Goal Summary: Language	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Language	%	%	%	%
Upper Des Moines Head Start	23.1%	76.9%	5.4%	94.6%

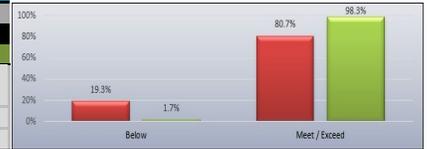


Cognitive (GOLD Obj. 11-14)

Head Start Preschool

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

Goal Summary: Cognitive	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Cognitive	%	%	%	%
Upper Des Moines Head Start	19.3%	80.7%	1.7%	98.3%

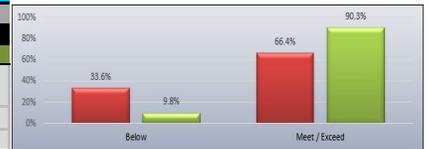


Literacy (GOLD Obj. 15-19)

Head Start Preschool

Goal: Literacy (GOLD objective: 15a, 15b, 15c, 16a, 16b, 17a, 17b, 18a, 18b, 18c, 19a, 19b)

Goal Summary: Literacy	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Literacy	%	%	%	%
Upper Des Moines Head Start	33.6%	66.4%	9.8%	90.3%



Math (GOLD Obj. 20-23)

Head Start Preschool

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

Goal Summary: Math	Fall		Spring	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Math	%	%	%	%
Upper Des Moines Head Start	31.2%	68.8%	10.1%	89.9%



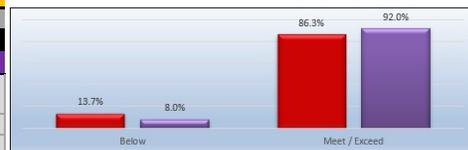
Early Head Start School Readiness Goals 2024-2025 Outcomes

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

Early Head Start

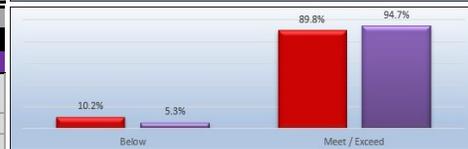
Goal: Build positive relationships with adults and peers (GOLD objective: 2c, 3a, 3b)

Goal Summary: Build positive relationships with adults and peers	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Build positive relationships with adults and peers	%	%	%	%
Upper Des Moines Head Start	13.7%	86.3%	8.0%	92.0%



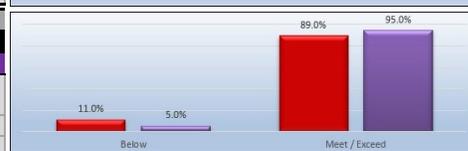
Goal: Regulate emotions and behavior (GOLD objective: 2a, 2b, 2c, 2d, 3a, 3b)

Goal Summary: Regulate emotions and behavior	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Regulate emotions and behavior	%	%	%	%
Upper Des Moines Head Start	10.2%	89.8%	5.3%	94.7%



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

Goal Summary: Demonstrate age appropriate independence	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Demonstrate age appropriate independence	%	%	%	%
Upper Des Moines Head Start	11.0%	89.0%	5.0%	95.0%

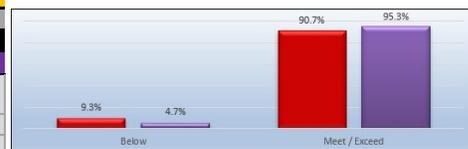


Physical - Gross (GOLD Obj. 4,5,6) & Fine Motor (GOLD Obj. 7)

Early Head Start

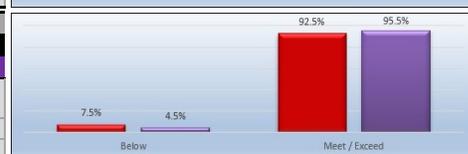
Goal: Gross motor (GOLD objective: 4, 5, 6)

Goal Summary: Gross motor	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Gross motor	%	%	%	%
Upper Des Moines Head Start	9.3%	90.7%	4.7%	95.3%



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

Goal Summary: Fine motor	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Fine motor	%	%	%	%
Upper Des Moines Head Start	7.5%	92.5%	4.5%	95.5%

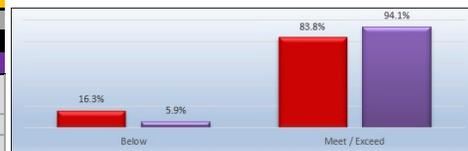


Language (GOLD Obj. 8-10)

Early Head Start

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

Goal Summary: Language	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Language	%	%	%	%
Upper Des Moines Head Start	16.3%	83.8%	5.9%	94.1%

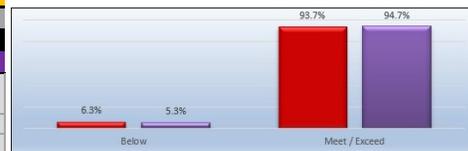


Cognitive (GOLD Obj. 11-14)

Early Head Start

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

Goal Summary: Cognitive	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Cognitive	%	%	%	%
Upper Des Moines Head Start	6.3%	93.7%	5.3%	94.7%

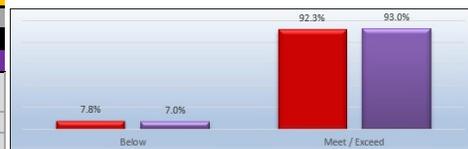


Literacy (GOLD Obj. 15-19)

Early Head Start

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

Goal Summary: Literacy	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Literacy	%	%	%	%
Upper Des Moines Head Start	7.8%	92.3%	7.0%	93.0%

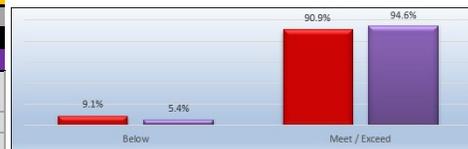


Math (GOLD Obj. 20-23)

Early Head Start

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

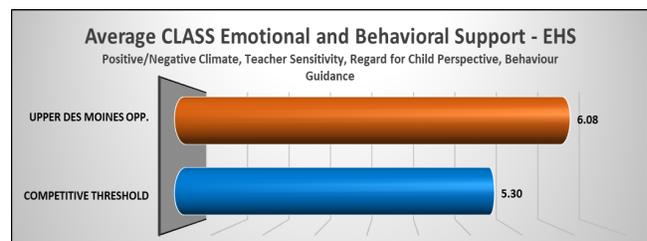
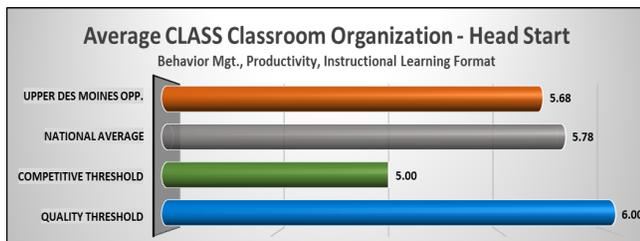
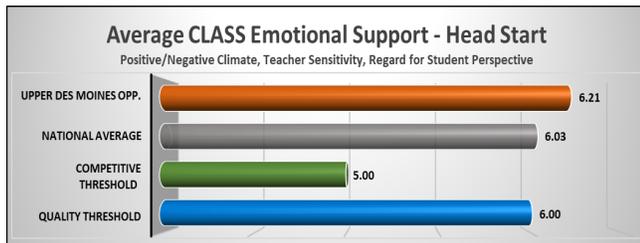
Goal Summary: Math	Fall		Summer	
Program Name	Below	Meet / Exceed	Below	Meet / Exceed
Math	%	%	%	%
Upper Des Moines Head Start	9.1%	90.9%	5.4%	94.6%



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.

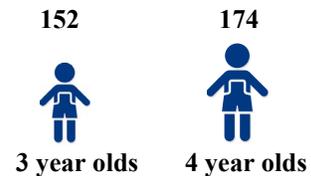
Head Start Preschool Annual Report Performance Indicators

Funded enrollment	289
Number of children served	326
Percentage of eligible children served	100%
Average daily attendance	89.61%
Average monthly enrollment	100%
Children who received medical exams	322
Children who received dental exams	236
Children with up-to-date immunizations	307
Number of children with an IEP	39
Number of volunteers	461
Children projected to enter kindergarten 2023-2024	154

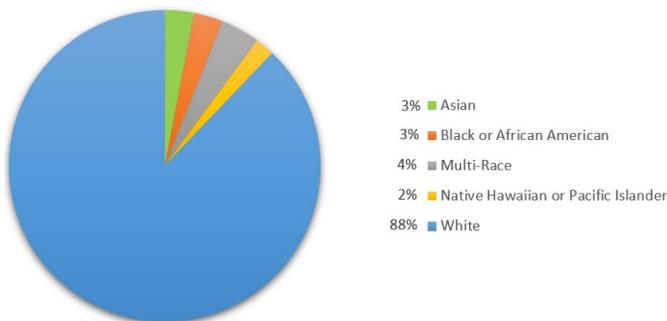
CACFP Meals Served	77,094
Number of children served	340
Percentage of children served	100%

Serving Families and Children

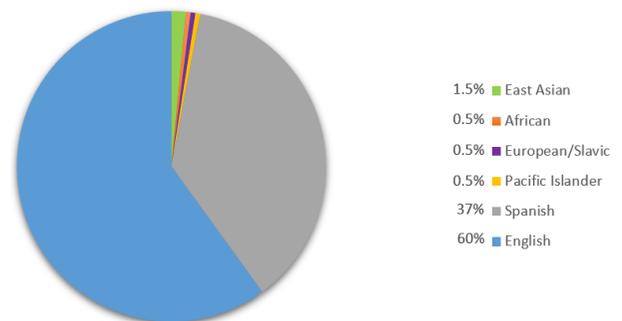
- 328 families served
- 51% of children from single parent homes
- 49% of children from two parent homes
- 39% of parents with less than a high school diploma
- 26% of families with incomes below 100% of poverty guidelines
- 44% of families receiving public assistance
- 3% of children in foster care
- 32% of families homeless
- 6% of families with incomes between 100% and 130% poverty guidelines
- 4% of families with incomes above 130% of poverty guidelines



RACE & ETHNICITY



PRIMARY HOME LANGUAGES



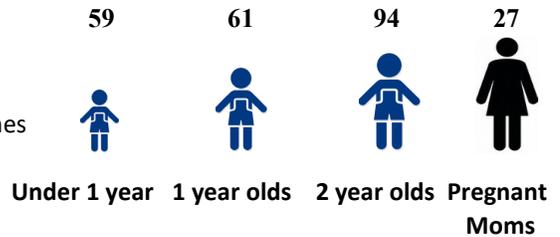
Early Head Start Annual Report Performance Indicators

Funded enrollment	183
Number of children served	214
Number of pregnant women served	27
Percentage of eligible children served	100%
Average daily attendance	89%
Average monthly enrollment	100%
Children who received medical exams	210
Children who received dental exams	150
Children with up-to-date immunizations	206
Number of children with an IFSP	18
Number of volunteers	302

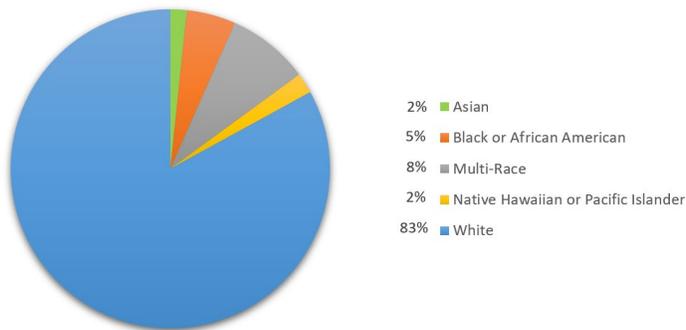
CACFP Meals Served	16,301
Number of children served	47
Percentage of children served	100%

Serving Families and Children

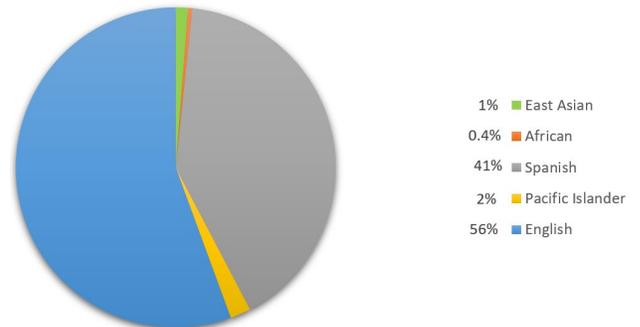
- 186 families served
- 49% of children from single parent homes
- 51% of children from two parent homes
- 41% of parents with less than a high school diploma
- 27% of families with incomes below 100% of poverty guidelines
- 44% of families receiving public assistance
- 1% of children in foster care
- 26% of families homeless
- 2% of families with incomes between 100% and 130% poverty guidelines
- 0% of families with incomes above 130% of poverty guidelines



RACE & ETHNICITY



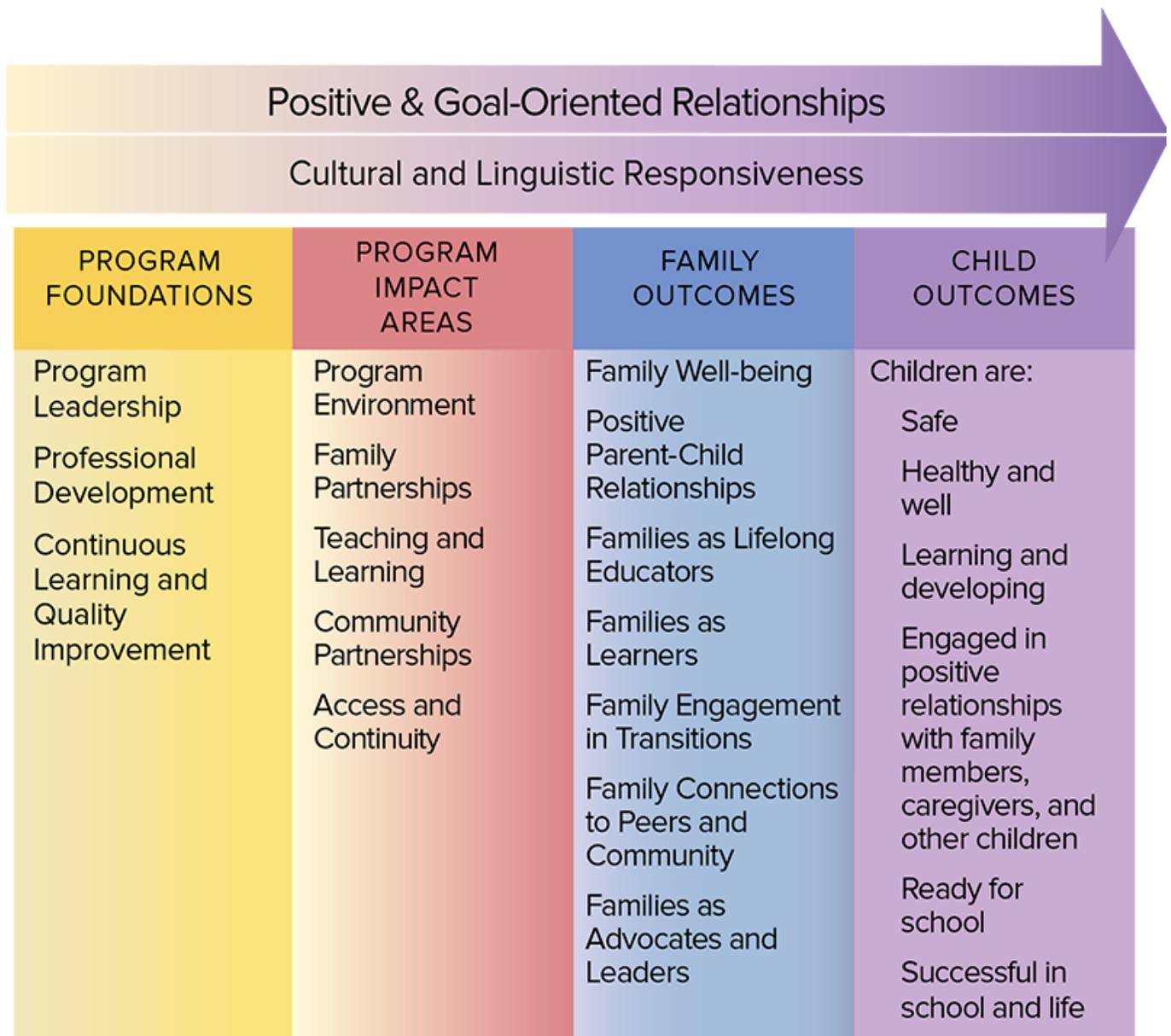
PRIMARY HOME LANGUAGES



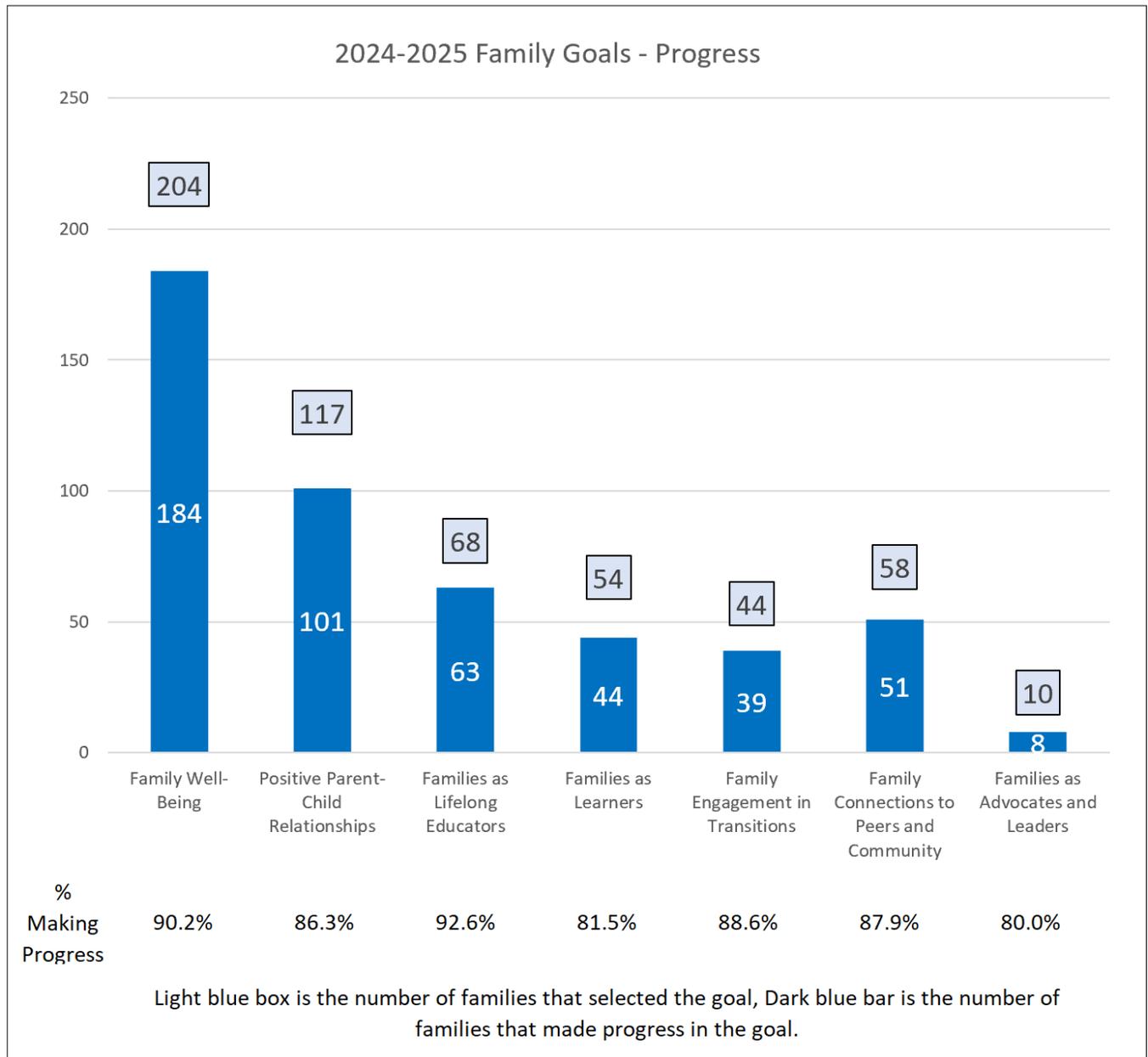
Parent Family Community Engagement

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 are committed to providing the highest quality of comprehensive early childhood services for children ages birth to five.

In March 2025, the Office of Head Start conducted a Focus Area One Review. UDMO Head Start was found compliant in all areas with the exception of one identified area of concern within **Education and Child Development Services**, specifically related to **staff qualifications, professional development, and coaching**. An *area of concern* indicates that improvements are needed to strengthen practices, but it does not represent a deficiency or noncompliance finding. In response, UDMO has strengthened its professional development supports and implemented a new monitoring tool to ensure accurate oversight in this performance area.

Looking ahead, the **Focus Area Two Review and CLASS observation** will take place during the current grant cycle. UDMO is now in **Year Two of its five-year grant cycle, covering March 2024 through February 2029**.