



2014-2015 Annual Report

*Better preparing young children and their families for
life experiences now and in the future.*

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PROGRAM OVERVIEW

Drake University Head Start has served children and families in the state of Iowa since 1975. The Head Start/Early Head Start program is designed to promote the school readiness of children ages birth to five from low-income families by enhancing their cognitive and social/emotional competence. In addition, Head Start provides resources and parent education to prepare families to advocate for themselves and their children as they transition to elementary school and beyond.

Head Start originated as a component of President Lyndon B. Johnson's "war on poverty" in 1965. Years later, Head Start continues to provide comprehensive services to enrolled children and their families, including health, nutrition, social, and other services determined by a family needs assessment.

Drake University Head Start is the largest Head Start Grantee in the state of Iowa. Drake University, as a Grantee, holds the Federal Head Start grant to provide Head Start services to at-risk children in six counties (Polk, Boone, Warren, Jasper, Marion, and Story in Ames only) and Early Head Start services in Polk County.

In the 2014-2015 program year, Drake University Head Start served children through a variety of program options. Children ages three to five were served in Head Start through classroom-based or home-based options (Polk County only). Children ages birth through two were served by the Early Head Start home visiting program. Children between the ages of two and three were served through Early Head Start home visiting or a center-based model designed to suit the specific needs of toddlers.



FUNDING

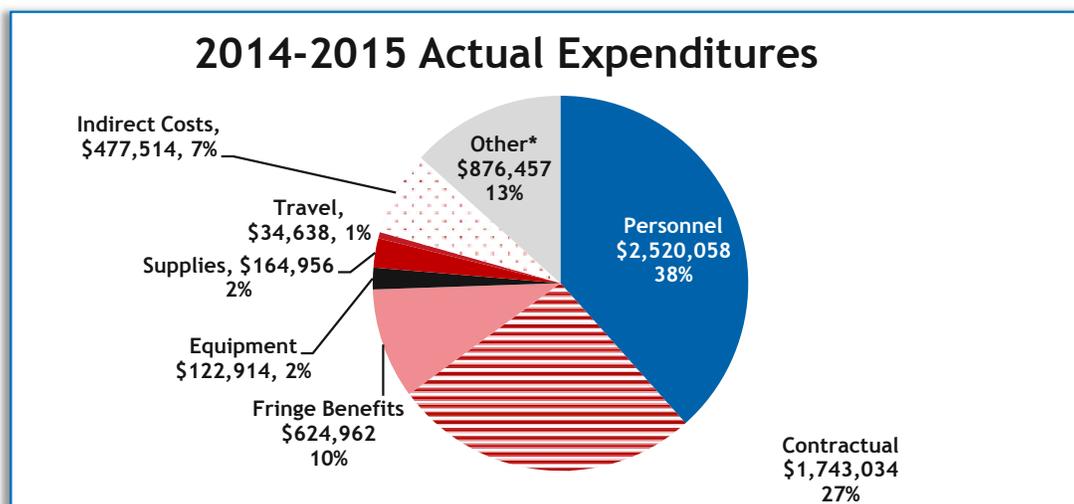
Drake University Head Start operates using Federal funding from the United States Department of Health and Human Services. The award was \$6,751,396 for the program year.

2014-2015 Drake University Head Start Funding Allocation	
Head Start Programming	\$ 5,547,537*
Head Start Training	\$ 72,415
Early Head Start Programming	\$ 1,104,193
Early Head Start Training	\$ 27,251
<i>*Includes \$1,612,312 in Head Start funds for Delegate programming.</i>	

Additionally, the program secured funding in the amount of \$43,436 from the state of Iowa's Shared Visions Family Support grant. Shared Visions funding was used to support home-based Early Head Start programming to high-risk children and their families involved in Safe Babies Court.

2014-2015 Proposed Budget	
Personnel	\$2,621,353
Contractual	\$1,612,312
Fringe Benefits	\$ 831,686
Indirect Costs	\$ 517,682
Supplies	\$ 114,292
Equipment	\$ 47,200
Travel	\$ 7,540
Other*	\$ 999,331

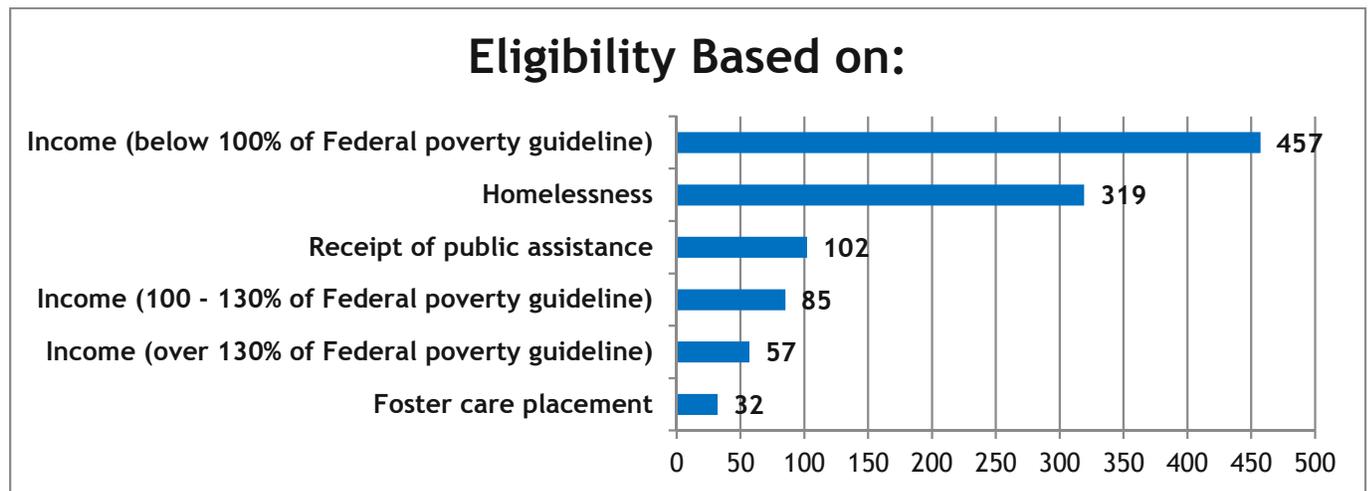
*Other includes expenditures such as repair/maintenance, space costs, interpretation/translation services, software, etc.



ENROLLMENT

Selection Criteria

Drake University Head Start uses a set of internally-developed selection criteria for enrolling children in the program. The criteria are reviewed and revised annually by the ERSEA Committee made up of both Grantee and Delegate staff and parents. Recommendations from the ERSEA Committee are submitted to Policy Council and the Head Start Advisory Committee for approval. Although many families served by the program are eligible in multiple categories, only one eligibility category is reported to the U.S. Department of Health and Human Services - Office of Head Start. The number of children in each category is reported below.



In addition to home-based services, Drake University Head Start operated Head Start and Early Head Start centers in the following locations during the 2014-2015 program year:

- Ames
- Ankeny
- Boone
- Des Moines
- Indianola
- Knoxville
- Madrid
- Newton
- Urbandale
- West Des Moines

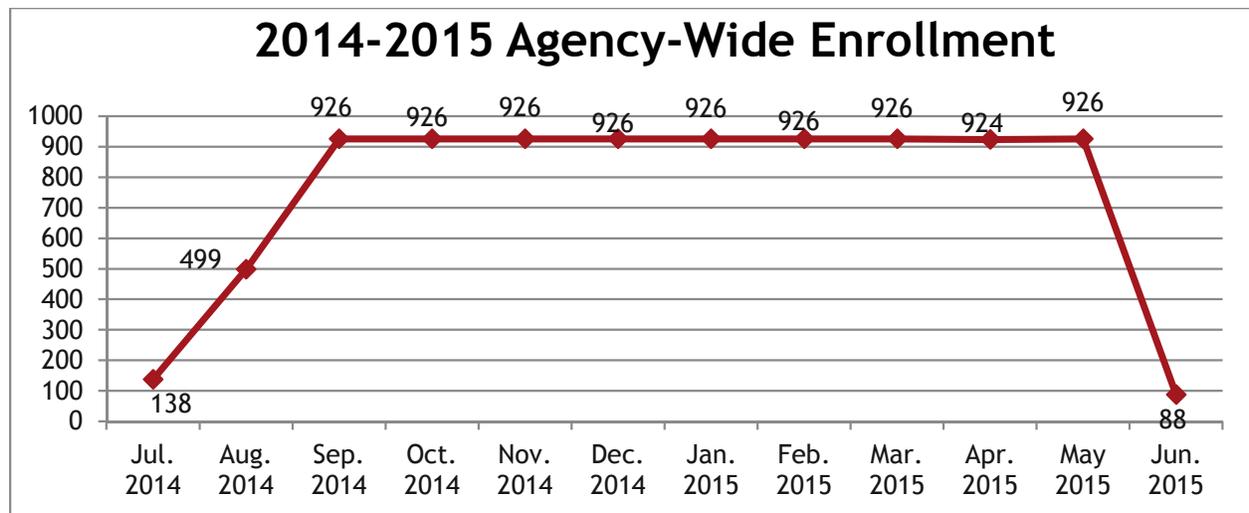
ENROLLMENT (cont.)

Drake University Head Start is funded to serve 926 at-risk children ages birth to five in six counties (Polk, Boone, Warren, Jasper, Marion, and Story in Ames only). Funding is allocated to support 838 Head Start children throughout the service area and 88 Early Head Start children in Polk County only.

Des Moines Public Schools is the Delegate program that provides Head Start services for 454 out of 838 preschool children in the district attendance area.

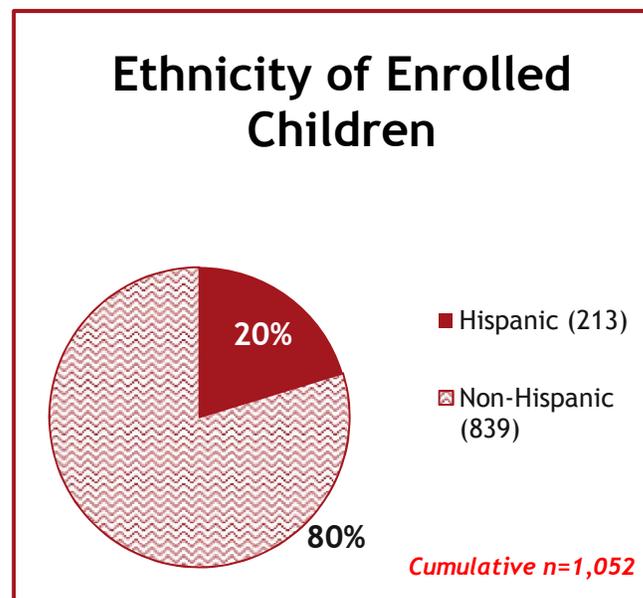
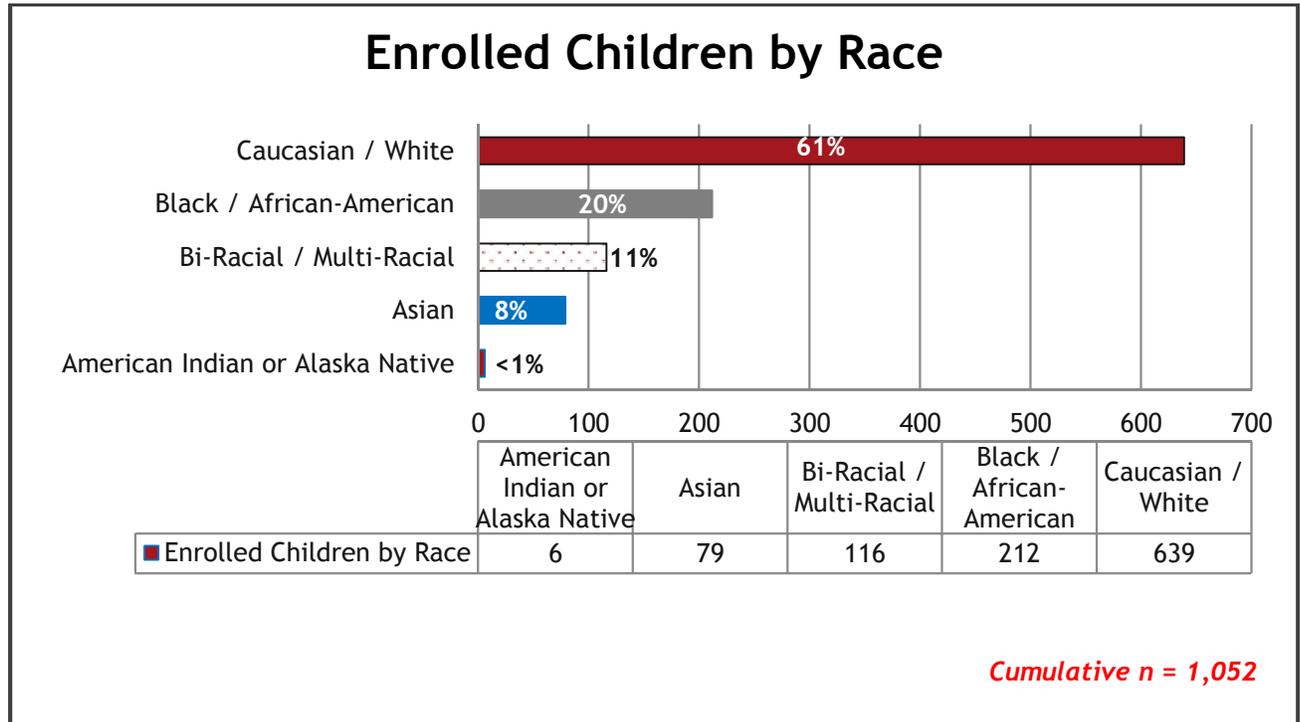
Enrollment counts reflect multiple start dates for Head Start classrooms from July through September based on individual site factors. All Head Start children are served a minimum of 128 days.

Early Head Start services run year-round (July through June). June 2015 enrollment consists solely of Early Head Start children.



DEMOGRAPHICS

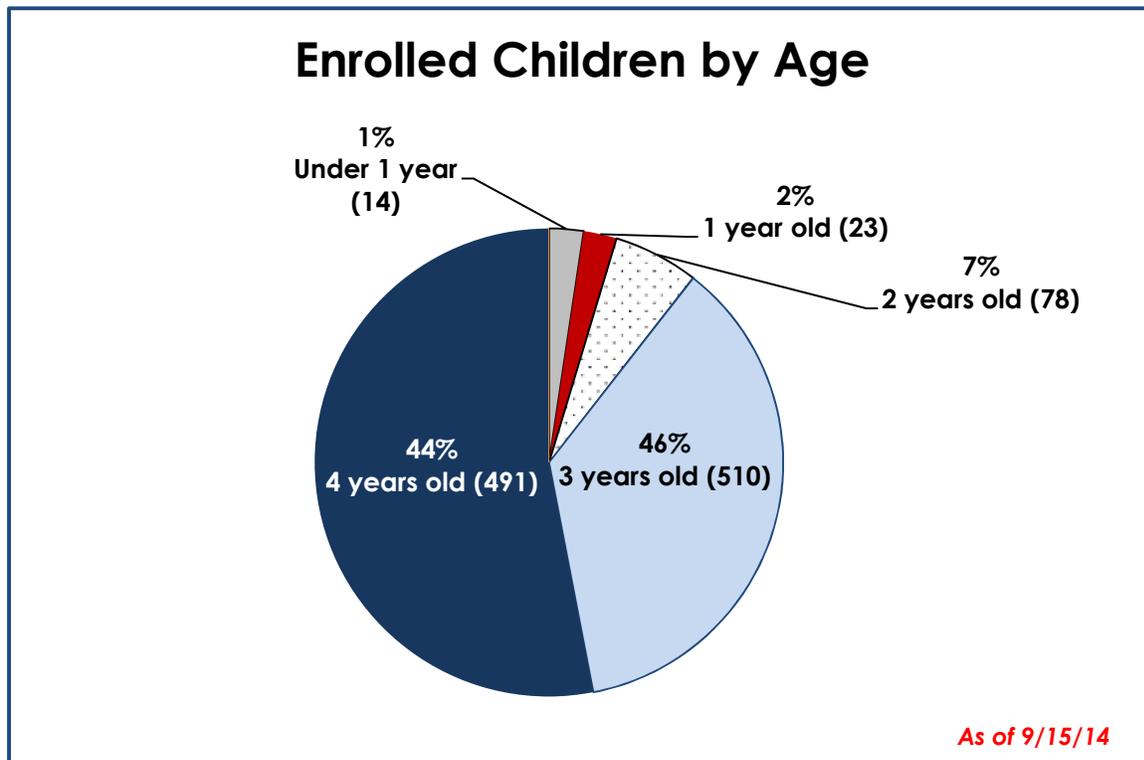
All families are welcome to apply to Drake University Head Start. Demographic data, such as race, ethnicity, child age, and disability is reported to the Federal government on an annual basis in the Program Information Report (PIR).



DEMOGRAPHICS (cont.)

During the 2014-2015 program year, Drake University Head Start collected data to identify the languages spoken by the families of enrolled children. Families come to the agency with a wide variety of cultural backgrounds and hail from geographic locations across the globe. The cultural and linguistic diversity of the Drake University Head Start program enriches children's understanding of their community and the world around them.

Languages Spoken by Families		
English	773	73%
Spanish	159	15%
Middle Eastern/South Asian Languages	65	6%
African Languages	35	3%
East Asian Languages	9	1%
European/Slavic Languages	6	<1%
Pacific Island Languages	4	<1%
Caribbean Languages	1	<1%



HEALTH

Health Overview

Head Start agencies serve children by providing educational and comprehensive services. A component of comprehensive services is monitoring the provision of health services. Drake University Head Start Grantee and Delegate programs partner with the following agencies for nursing and other health services.

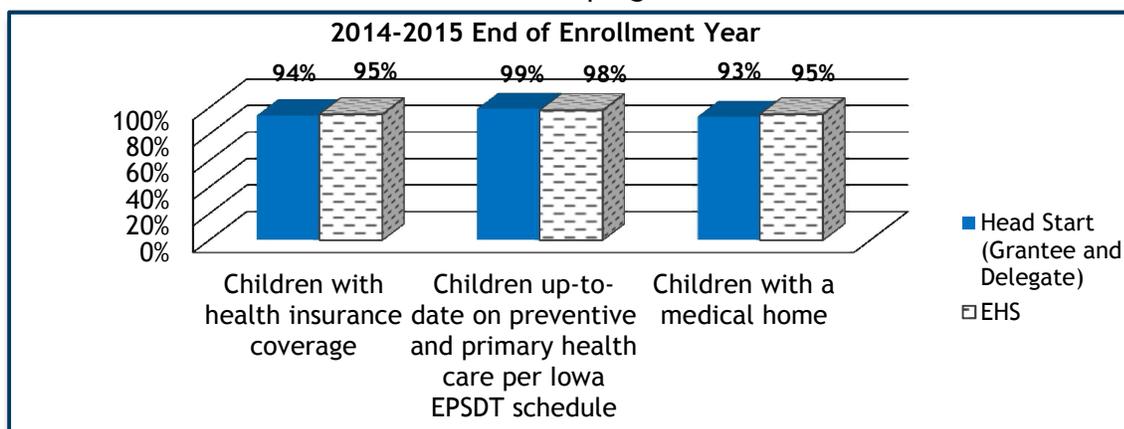
- Visiting Nurse Services of Iowa
- I-Smile
- Marion County Public Health Department
- Des Moines Health Center
- Iowa Home Health Care
- Madrid Health Services

The Grantee contracts for nursing services and nurses are managed by the agency's Health and Nutrition Manager. Des Moines Public Schools utilize school-based nurses. Nurses, teachers, and Family Engagement Specialists and Facilitators work with families to set health goals for enrolled children. Examples of health goals include improving nutrition, obtaining health insurance, securing a regular doctor or dentist (medical/dental "home"), and getting regular screenings. Health education events such as the Health Care Institute provide Grantee and Delegate families with resources and tools to meet their health goals. The Health Care Institute focuses on what families should do when faced with illness. The event is very well attended with a favorable response from parents. Data following the event indicate a decrease in absences from school/work and the use of the emergency room.

The Head Start Program Performance Standards require each grantee to develop an advisory group in the area of health. For Drake University Head Start, the Health Advisory Board (HAB) serves as this advisory group. The HAB brings together staff, parents, and local health care providers to discuss the planning, operation, and evaluation of the health services in the Head Start program. The HAB makes health recommendations to Policy Council to best meet the needs of children and families in the community.

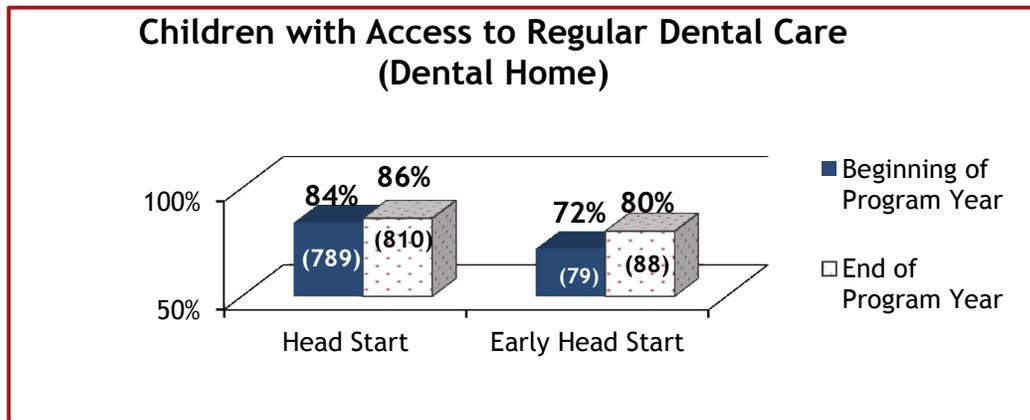
Insurance Coverage, Well Child Visits, and Medical Home

By the end of the 2014-2015 program year, 94% of Early Head Start and 95% of Head Start children were enrolled in a health insurance program.



ORAL HEALTH

As part of the comprehensive services provided to families by Drake University Head Start, the agency works with families to improve overall oral health by improving oral health habits. Families develop dental goals with Head Start staff and follow up on referrals to appropriate providers. Goal achievement, combined with parent education about the importance of oral health, resulted in an increased number of children with a dental home at the end of the enrollment year as compared to the beginning of the year.



Drake University Head Start underscores the importance of oral health through:

- Free fluoride varnish treatment opportunities to all enrolled Head Start and Early Head Start children two times per year
- Tooth brushing in the classroom
- Ongoing dental education for children and families
- Oral health activities in the classroom and at Parent/Child events.



Dental hygienists volunteer for events such as the “Drake University Head Start Day at the Zoo” to conduct activities that illustrate the impact healthy foods have on teeth. The program is able to count the time of hygienists who volunteer in a professional capacity at a professional in-kind rate. This type of activity is very popular with children and families, gets them thinking about tooth brushing, and generates necessary non-Federal share dollars the program needs to fulfill the stipulations of our Federal grant funding.

FAMILY ENGAGEMENT

Drake University Head Start engages families in their child’s education through parent education, leadership opportunities in program governance, and Parent/Child activities and events. As part of a redesign of Grantee family engagement services, the child’s school/classroom site became the primary location for Family Engagement Specialists (formerly called Family Advocates) to hold centralized family engagement activities such as registration and enrollment paperwork, follow-up, and parent education.

Parent Education

Beginning in 2014, families completed a tool called the Parent Needs and Interests Survey. The Parent Needs and Interests Survey captures information from parents about their imminent needs and topics on which they would like more information. Using data from this survey, Family Engagement Specialists provided families with information on health, nutrition, school readiness, positive parenting strategies, Positive Behavior Interventions and Supports (PBIS), and community resources. Parents received one-on-one guidance on how to obtain necessary services or where to get more information. This service was supplemented with:



- Monthly newsletters to families
- Monthly subscriptions of Parent and Child magazines for each Grantee center, and
- Monthly Kid Food and Smart Food bulletin.

Throughout the program year, Family Engagement Specialists connect with families at weekly Meet & Greet meetings to answer questions and discern the new or changing needs of the families they serve. Meet & Greet meetings take place at drop-off or pick-up times in Grantee Head Start and Early Head Start centers.

Des Moines Public Schools offered parent education classes to the parents of children enrolled in Head Start. The Positive Behavior Interventions and Supports (PBIS) Parenting Class Series was conducted by Family Engagement Facilitators over the course of the year at three different locations. These classes, offered in both English and Spanish, provided parents and caregivers with a wealth of information on positive parenting. Delegate families also had the opportunity to participate in one of two series of eight one-hour workshops offered by the Expanded Food and Nutrition Education Program (EFNEP) from Iowa State University Extension. The classes covered topics such as saving time and money while grocery shopping, food safety, cooking healthy foods at home, and living a more physically active life. In addition to the EFNEP classes, families were also offered the opportunity to have EFNEP staff visit them at their homes for one-on-one programming.

FAMILY ENGAGEMENT - Parent Education (cont.)

Both the Grantee and Delegate conducted the Johnson & Johnson Family Health Institute's "What to Do When Your Child Gets Sick" training during the program year and made materials available to families through lending libraries.

Des Moines Public Schools offered parent education opportunities with a new program, "Coffee and Connections" (CC). CC is offered at the four main early learning centers for an hour in the morning and an hour in the afternoon one day each month. Family Engagement Facilitators, Nurses, Social Workers, Case Managers, and Interpreters help connect parents to parents, parents to school, and parents to the community. Education related to positive behaviors and coping skills, health, safety, and nutrition was provided and community resources were shared during this time of family engagement. Parent education topics offered were a direct response to needs identified by parents on the fall Parent Survey.

Parents were also offered the class, "Making the Most of Conferences" at four sites in the fall. Policy Committee members received Colors Training through a joint training with Drake University Head Start. Policy Committee members have participated in parent advocacy training with the Save the Children Action Network.

Program Governance

Drake University Head Start values the voices of parents. Feedback from parents in the program allows the Policy Council and Head Start Advisory Committee to evaluate the program from the parents' perspective.

Families at Drake University Head Start have a number of opportunities to provide their input on programming through parent polls and surveys, where they may make suggestions for what they would like to see in the future.

- ***Parent Committees*** All parents of enrolled children are automatically members of the Parent Committee for their child's center. Parent Committees meet several times per year to discuss strengths of the programs and generate ideas for continuous improvement.
- ***Delegate Policy Committee*** Des Moines Public Schools convenes its parent-driven Policy Committee on a monthly basis. This group serves as the Delegate's Policy Council.
- ***Health Advisory Board*** The Health Advisory Board (HAB) is an advisory group that brings together staff, parents, and local health care providers to talk about the planning, operation, and evaluation of the health services in Head Start. Through semi-annual meetings, the HAB determines how to best meet the needs of children and families in the community. Recommendations of the Health Advisory Board are submitted to the Policy Council for approval.

FAMILY ENGAGEMENT - Program Governance (cont.)

- ***Policy Council*** The Policy Council is an arm of the agency's governance structure that involves parents and community representatives in the oversight of program operations and approval of policies and major changes in programming. The Drake University Head Start Policy Council is comprised of parents representing each of the Grantee program options, parents from the Delegate's Policy Committee, and community representatives from a variety of occupations including health, dental, education, and human services. The Policy Council meets monthly throughout the program year.
- ***Drake University Head Start Advisory Committee*** The Drake University Head Start Advisory Committee is the highest level of oversight between the program and the Drake University Board of Trustees (Drake University Head Start's governing body). The committee consists of parents from Policy Council along with community members with fiscal, legal, and early childhood expertise. Drake University Head Start Advisory Committee meets five times per year.

Parent Leadership on Sub-Committees

At enrollment, parents were provided information on leadership opportunities available to them through Drake University Head Start. Parents who expressed an interest in running for Policy Council or sitting on a sub-committee were contacted by Committee Chairs and provided with more information.

ERSEA Committee - Drake University Head Start's ERSEA Committee discusses and provides input on issues related to Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). This committee is chaired by the ERSEA Manager and includes staff and parents from the Grantee and Delegate.

School Readiness/Family Engagement - The School Readiness/Family Engagement Committee, newly established during the 2014-2015 program year, was developed through the agency's self-assessment process and family engagement redesign. This committee is comprised of Grantee parents and staff. The School Readiness/Family Engagement Committee reviews child assessment data and provides feedback to Policy Council regarding curriculum, implementation, and family engagement.

FAMILY ENGAGEMENT (cont.)

Parent/Child Activities and Events

The Grantee instituted Family Fun Nights in each of the classrooms preceding the winter and spring agency-wide events. Family Fun Nights provide families in each program the opportunity to come together and enjoy a fun, educational activity that related to and promoted the upcoming Parent/Child event. Family Fun Nights support school readiness with a focus on science, literacy, math, and socialization.

Des Moines Public Schools holds weekly Parent And Child Together (PACT) times for parents to engage with their children at school in the classroom. PACT times allow for parents to have meaningful interactions with their child in the classroom, increasing the potential for extending learning into the home. PACT Time occurs weekly for about 10-15 minutes on the same day and the same time each week, typically at drop-off or pick-up. Teachers are trained to implement PACT Time activities designed to:

- Encourage parents to see themselves as educators for their child;
- Provide quality one-on-one time for parents and their children;
- Enhance parent-child-school relationships;
- Increase school readiness; and
- Promote life-long learning both in and outside of academic settings.

This year, in addition to family events held by individual schools, Des Moines Public Schools held district-wide events for families in the Early Childhood programs. The events varied in topic and design but they each tied to the curricular themes and classroom activities. The activities promoted language and literacy as well as many other instructional domains, and each event included a variety of community resources.

Agency-wide Parent/Child events are designed with the goal of promoting parent involvement in education, attachment within families, and father-focused interactions. Parent/Child events are another way Drake University Head Start promotes family engagement and school readiness. Like Family Fun Nights, agency-wide Parent/Child events are open to all family members and include activities and materials to extend learning into the home.

All of the Parent/Child event opportunities offered by the Grantee and Delegate were in addition to participation in regularly held Parent Meetings, Policy Committee, and Policy Council meetings.

FAMILY ENGAGEMENT (cont.)

Agency-Wide Parent/Child Events

Drake University Head Start offers three agency-wide Parent/Child events each year for all enrolled children: A Day at Living History Farms, An Evening at the Science Center of Iowa, and Head Start Day at the Blank Park Zoo.



A Day at Living History Farms

Living History Farms is a 500-acre outdoor museum that takes families on a tour through time. Families start in the town of Walnut Hill, Iowa, in the year 1875. Walnut Hill features a blacksmith, millinery, general store, and print shop. Families then move on to a 1700s loway Indian Farm, an 1850s Pioneer Farm, and a working 1900 Horse-Powered Farm, complete with livestock. Held on Saturday, September 27, 2014, the event drew over 700 enrolled children and family members and generated over \$17,000 of in-kind.

An Evening at the Science Center of Iowa

Drake University Head Start sponsored “An Evening at the Science Center of Iowa” on February 28, 2015. The dinosaur exhibit was clearly a draw for families as over 1,000 enrolled children and family members attended the 2015 Evening at the Science Center of Iowa. The event has a magnetic pull for others as well - nearly 60 college students and community members volunteered for the event! This popular event generated almost \$12,000 of in-kind for the program.



FAMILY ENGAGEMENT (cont.)

Agency-Wide Parent/Child Events



Drake University Head Start Day at the Blank Park Zoo

The eighth annual “Drake University Head Start Day at the Zoo” was held on Saturday, May 2, 2015. Despite the rain showers typical of springtime in Iowa, the event was attended by over 1,300 people, comprised of Head Start and Early Head Start children and their families, generating just under \$31,000 of in-kind for the program.

Week of the Young Child

For the third consecutive year, Drake University Head Start and Des Moines Public Schools Head Start collaborated with the Mid-Iowa Association for the Education of Young Children to coordinate family events and activities for the Week of the Young Child. The event was held at Drake University, Iowa’s South Central STEM Hub. Families attended a resource fair and STEM festival that offered numerous science and engineering activities for families of all ages, preschool to adult. Steve Roslonek (television host “Mr. Steve” from the national PBS syndicate) kicked off the Week of the Young Child in Central Iowa with a free concert for families. Professional development immediately followed the event at Meredith Hall on the Drake campus. The focus of the professional development was “STEM-ing into Early Childhood” and featured a panel of speakers who discussed different strategies for integrating their area of expertise (Science, Technology, Engineering, or Mathematics) into early childhood instruction. Sixty-five early childhood providers attended the Saturday professional development.



SCHOOL READINESS

School Readiness Goals

The Grantee and Delegate programs have each set School Readiness Goals developed by their respective programs. These goals are aligned with the Iowa Early Learning Standards (revised in 2012), the [Head Start Child Development and Early Learning Framework](#), and Teaching Strategies GOLD Assessment Objectives.

Planned Language Approach (PLA)

In April 2014, Drake University Head Start was invited by the Administration of Children and Families to participate in professional development on the Planned Language Approach (PLA). PLA involves an intensive examination of the instructional methods used to promote language skills in all children, particularly those who are dual language learners. Drake University Head Start assembled a team to discuss the strategies currently being employed and how improvements could be made. The PLA team meets regularly and has coordinated a four-site programming pilot that will occur during the 2015-2016 year.

GOLD

Drake University Head Start and Early Head Start Grantee and Delegate programs conduct ongoing child assessment and data collection using the Teaching Strategies GOLD Online Assessment System. Teachers and Infant/Toddler Specialists enter anecdotal and media evidence into the GOLD system, assessing child progress at common checkpoints during the year.

The GOLD Online Assessment System measures child progress toward age-appropriate Widely Held Expectations in the following domain areas:

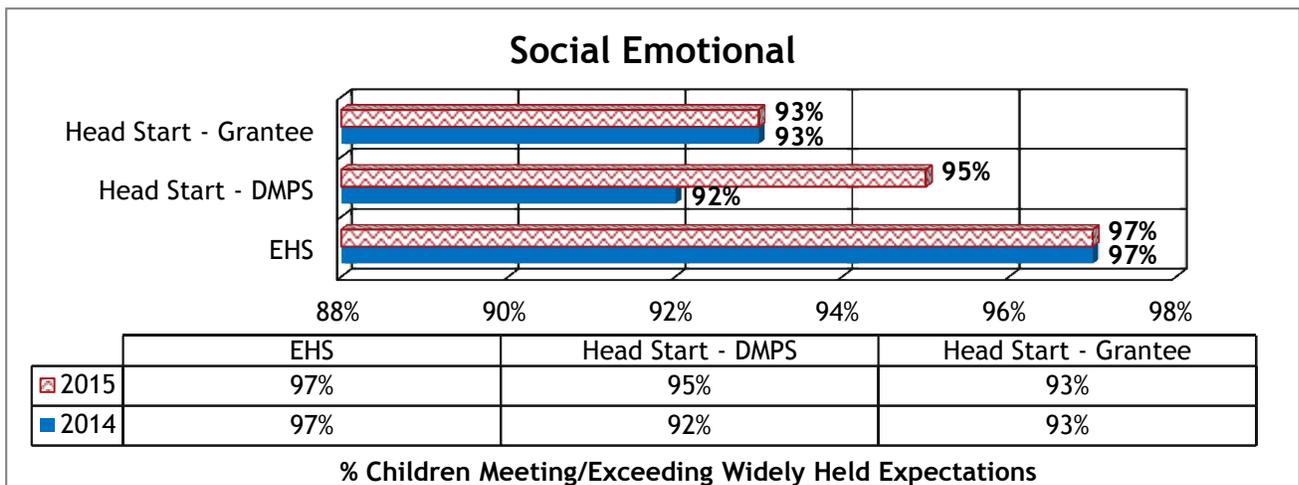
- Social Emotional development
- Physical development
- Cognitive development
- Language skills
- Literacy
- Mathematic skills

School Readiness Goals for Grantee and Delegate programs are outlined in the following pages, accompanied by data reflecting the percentage of children meeting or exceeding the GOLD Widely Held Expectations for each goal area. Each chart depicts a comparison of spring 2014 and spring 2015.

The following charts represent all children enrolled in the Grantee and Delegate Head Start and Early Head Start programs, including children receiving early childhood special education services.

GRANTEE Goal I - Children will progress in the domain of **Social-Emotional** skills as documented through observation and assessment.
DELEGATE Goal I - 94% of students or more will meet or exceed widely held expectations in the area of **Social Emotional Development** as documented through observation and assessment.

Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domain
Social and Emotional Development	1 Regulates own emotions and behaviors 2 Establishes and sustains positive relationships 3 Participates cooperatively and constructively in group situations	Area 3 Social and Emotional Development	Area 10 Social and Emotional Development	Social and Emotional Development
		3.1 Infants and toddlers display a positive sense of self.	10.1 Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
		3.2 Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.	10.2 Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	
		3.3 Infants and toddlers relate positively with significant adults.	10.3 Children relate positively with significant adults.	
		3.4 Infants and toddlers respond to and initiate interactions with other children.	10.4 Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.	
		Area 7 Social Studies	Area 14 Social Studies	
		7.1 Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.	14.1 Children demonstrate an increasing awareness of belonging to a family and community.	
		7.2 Infants and toddlers demonstrate a strong sense of self within their culture.	14.2 Children demonstrate an increasing awareness of culture and diversity.	
		7.3 Infants and toddlers explore new environments with interest and recognize familiar places.	14.3 Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	
			14.4 Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	

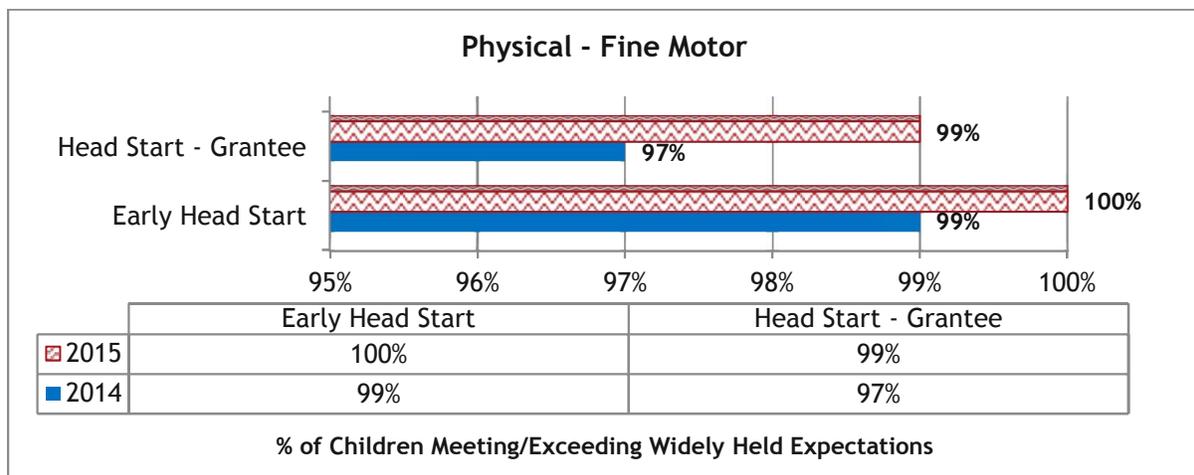
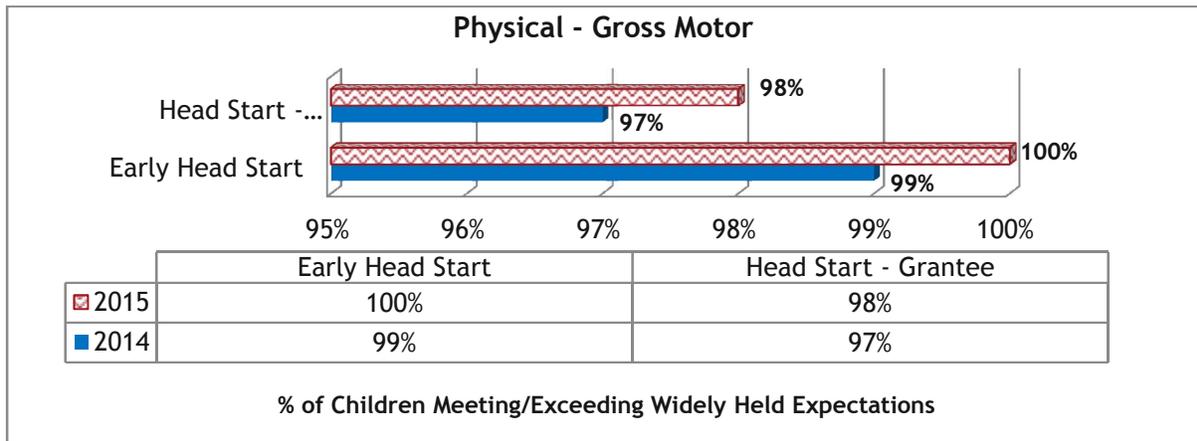


GRANTEE Goal II - Children will progress in the domain of **Physical Development and Health** as documented through observation and assessment.

DELEGATE Goal II - 95% of students or more will meet or exceed widely held expectations in the area of **Physical Development** as documented through observation and assessment*.

Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domain
Physical Development and Health	4 Demonstrates traveling skills	Area 1 Physical Well-Being and Motor Development	Area 8 Physical Well-Being and Motor Development	Physical Development and Health
	5 Demonstrates balancing skills	1.1 Infants and toddlers participate in healthy and safe living practices.	8.1 Children understand healthy and safe living practices.	
	6 Demonstrates gross-motor manipulative skills	1.2 Infants and toddlers develop large motor skills.	8.2 Children develop large motor skills.	
	7 Demonstrates fine-motor strength and coordination	1.3 Infants and toddlers develop small motor skills.	8.3 Children develop small motor skills.	

*Des Moines Public Schools reports their GOLD data for the Physical domain as an aggregated total rather than broken out by gross motor and fine motor skills. Their total percentage of children meeting or exceeding GOLD Widely Held Expectations in the Physical domain in Spring 2015 was 99%.

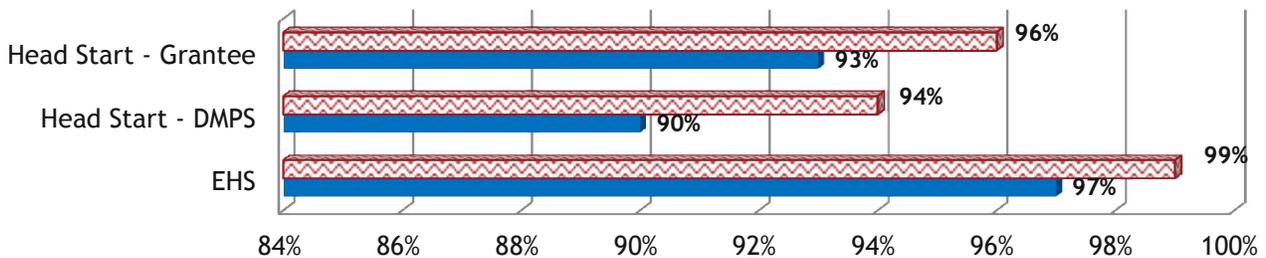


GRANTEE Goal III - Children will progress in the domain of **Approaches to Learning** as documented through observation and assessment.

DELEGATE Goal IV - 95% of students or more will meet or exceed widely held expectations in the area of **Cognitive Development** as documented through observation and assessment.

Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domains
Approaches to Learning	11 Demonstrates positive approaches to learning	Area 2 Approaches toward Learning	Area 9 Approaches toward Learning	Creative Arts Expression & Learning
		2.1 Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.	9.1 Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
	12 Remembers and connects experiences	2.2 Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.	9.2 Children purposefully choose and persist in experiences and activities.	
		13 Uses classification skills	2.3 Infants and toddlers demonstrate strategies for reasoning and problem solving.	
	14 Uses symbols and images to represent something not present		Area 6 Creative Arts	
		6.1 Infants and toddlers participate in a variety of sensory and art-related experiences.	13.1 Children participate in a variety of art and sensory-related experiences.	
		6.2 Infants and toddlers participate in a variety of rhythm, music and movement experiences.	13.2 Children participate in a variety of music and movement experiences.	
	6.3 Infants and toddlers engage in dramatic play experiences.	13.3 Children engage in dramatic play experiences.		

Cognitive



	EHS	Head Start - DMPS	Head Start - Grantee
2015	99%	94%	96%
2014	97%	90%	93%

% of Children Meeting/Exceeding Widely Held Expectations

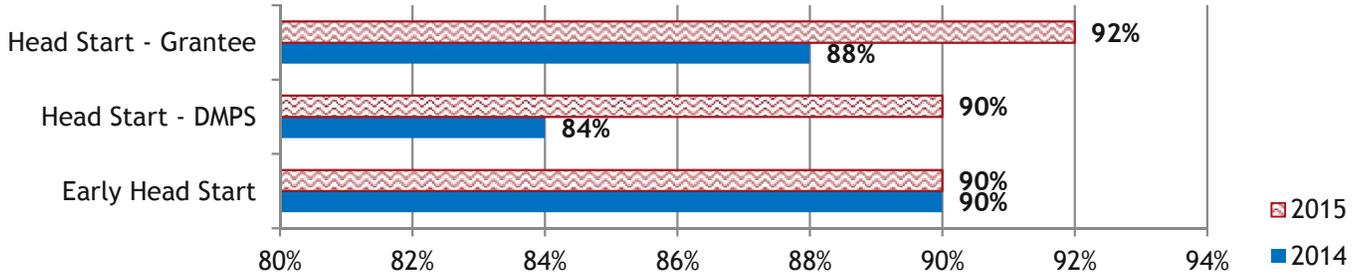
GRANTEE Goal IV - Children will progress in the domain of **Language and Literacy** as documented through observation and assessment.

DELEGATE Goal III - 89% of students or more will meet or exceed widely held expectations in the area of **Language Development** as documented through observation and assessment.

DELEGATE Goal V - 95% of students or more will meet or exceed widely held expectations in the area of **Literacy Development** as documented through observation and assessment.

Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domains
Language and Literacy	8 Listens to and understands increasingly complex language	Area 4 Communication, Language, and Literacy	Area 11 Communication, Language, and Literacy	Language Development Literacy Knowledge & Skills
	9 Uses language to express thoughts and needs		11.1 Children understand and use communication and language for a variety of purposes.	
	10 Uses appropriate conversational and other communication skills	4.1 Infants and toddlers understand and use communication and language for a variety of purposes.		
	15 Demonstrates phonological awareness	4.2 Infants and toddlers engage in early reading experiences.	11.2 Children engage in early reading experiences.	
	16 Demonstrates knowledge of the alphabet		4.3 Infants and toddlers engage in early writing experiences.	
	17 Demonstrates knowledge of print and its uses			
	18 Comprehends and responds to books and other texts			
	19 Demonstrates emergent writing skills			
	37 Demonstrates progress in listening to and understanding English <i>(DLL only)</i>			
38 Demonstrates progress in speaking English <i>(DLL only)</i>				

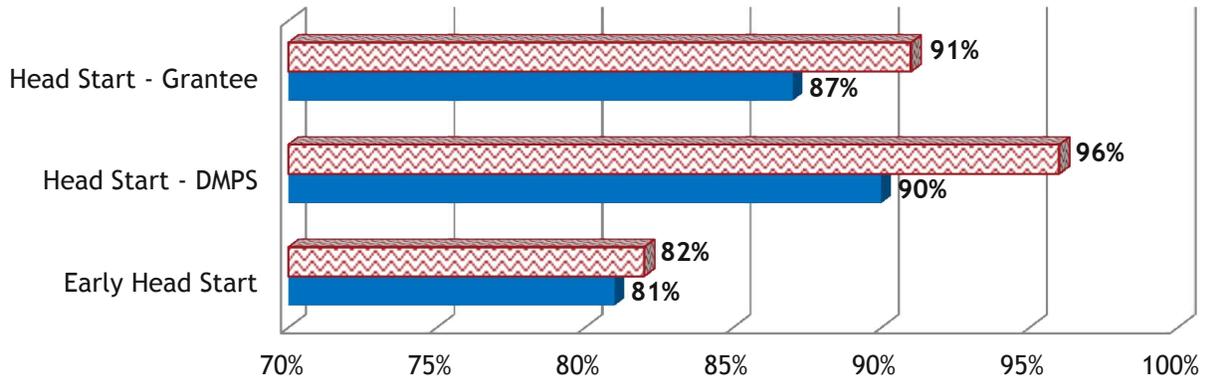
Language



	Early Head Start	Head Start - DMPS	Head Start - Grantee
2015	90%	90%	92%
2014	90%	84%	88%

% of Children Meeting/Exceeding Widely Held Expectations

Literacy



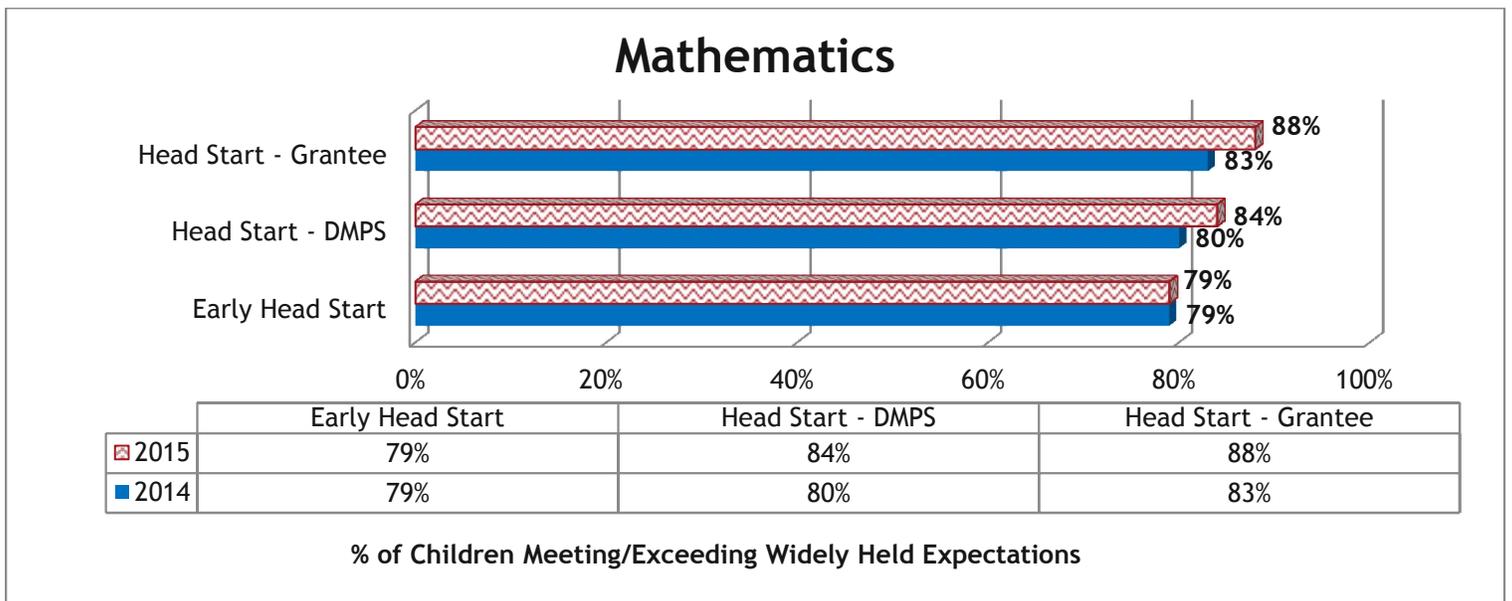
	Early Head Start	Head Start - DMPS	Head Start - Grantee
2015	82%	96%	91%
2014	81%	90%	87%

% of Children Meeting/Exceeding Expectations

GRANTEE Goal V - Children will progress in the domain of **Cognition and General Knowledge** as documented through observation and assessment.

DELEGATE Goal IV - 82% of students or more meet or exceed widely held expectations in the area of **Mathematics Development** as documented through observation and assessment.

Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domains
Cognition and General Knowledge	20 Uses number concepts and operations 21 Explores and describes spatial relationships and shapes 22 Compares and measures 23 Demonstrates knowledge of patterns	Area 5 Mathematics and Science	Area 12 Mathematics and Science	Logic & Reasoning & Mathematics Knowledge & Skills Science Knowledge and Skills & Social Studies Knowledge & Skills
		5.1 Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.	12.1 Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	
		5.2 Infants and toddlers begin to recognize patterns.	12.2 Children understand patterns.	
		5.3 Infants and toddlers show increasing understanding of spatial relationships.	12.3 Children understand shapes and spatial relationships.	
		5.4 Infants and toddlers observe, describe, predict, and explore the world around them.	12.4 Children observe, describe, and predict the world around them.	
			12.5 Children plan and carry out investigations to answer questions and test solutions to problems.	
			12.6 Children understand comparisons and measurement.	

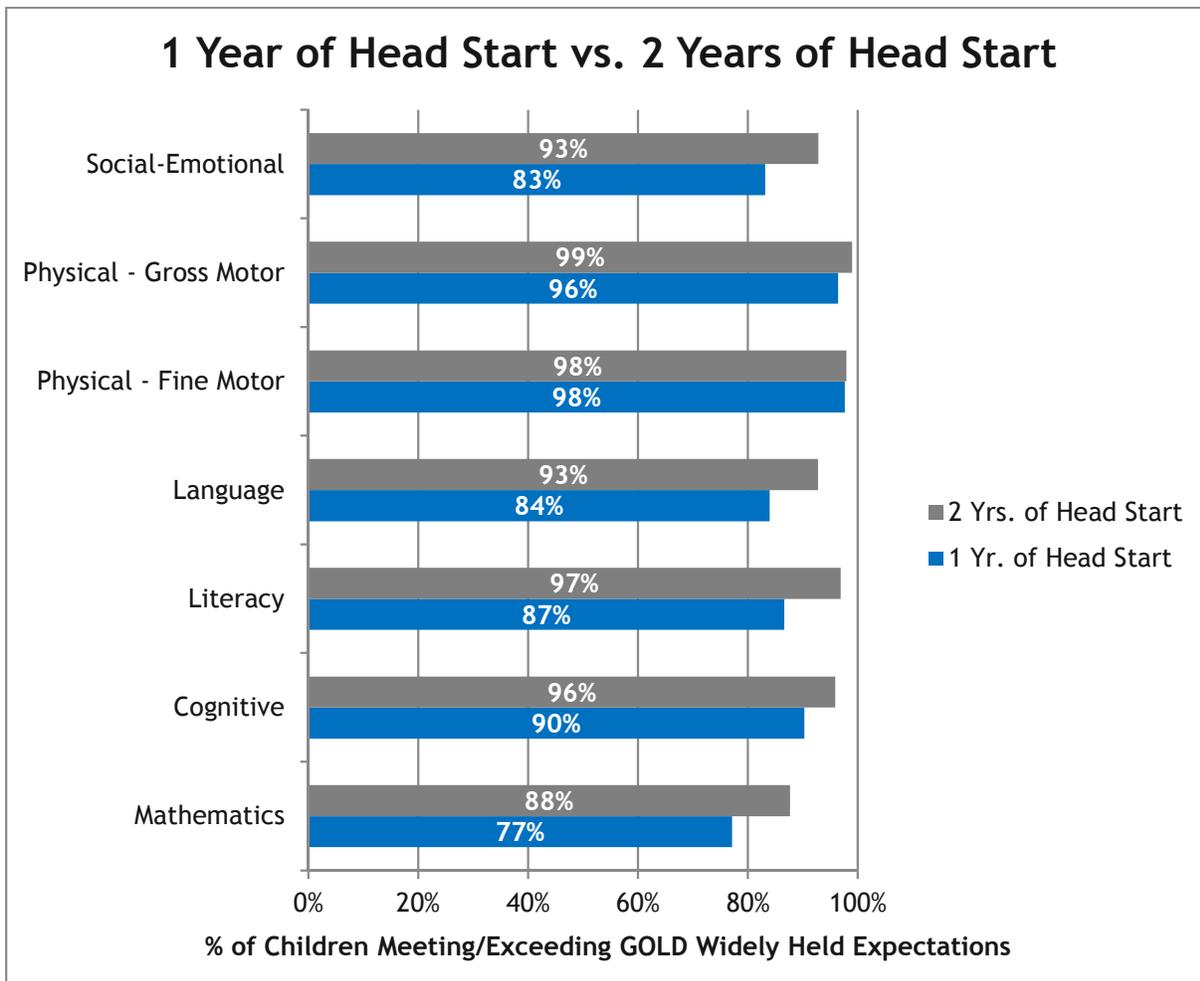


SCHOOL READINESS (cont.)

Why Head Start?

Drake University Head Start compared GOLD data for Grantee children who received only one year of Head Start programming (enrolled July 1, 2014 - January 15, 2015) compared with Grantee children who received two years of Head Start programming (enrolled July 1, 2013 - January 15, 2014).

In certain domains, collective scores for four year-olds in their first year with Drake University Head Start were 10% lower than scores for children participating in their second year of Head Start. Stronger skills in the domains of social-emotional, language, literacy, cognitive, and math help ensure that children are ready for kindergarten and beyond.



For more information about Head Start and the significant impact it has for families on a national level, please visit the Early Childhood Learning and Knowledge Center's website at eclkc.ohs.acf.hhs.gov/.

SCHOOL READINESS (cont.) - CLASS

Results of the CLASS Observation

The federal monitoring review from the Office of Head Start includes an evaluation of Head Start classrooms using the Classroom Assessment Scoring System (CLASS). Reviewers use the CLASS tool to identify positive teacher-child interactions and rate these interactions on a 7-point scale. Grantees with CLASS scores that rank in the lowest 10% during their review years must re compete for the Head Start grant. Drake University Head Start and Des Moines Public Schools conduct internal CLASS assessments semi-annually to ensure quality programming.

The three Domain areas addressed by CLASS include:

- *Emotional Support* - assesses the degree to which teachers establish and promote a positive climate in their classrooms through their everyday interaction.
- *Classroom Organization* - assesses classroom routines and procedures related to the organization and management of children’s behavior, time, and attention in the classroom.
- *Instructional Support* - assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

	Drake Spring 15	DMPS Spring 15	Bottom 10% (Nationwide) 14-15	Bottom 10% (Nationwide) 13-14	Bottom 10% (Nationwide) 12-13
<i>Positive Climate</i>	5.700	6.000			
<i>Negative Climate</i>	7.000	7.000			
<i>Teacher Sensitivity</i>	5.550	5.768			
<i>Regard for Student Perspectives</i>	5.050	5.089			
Emotional Support	5.825	5.964	5.6562	5.7167	5.5417
<i>Behavior Management</i>	5.850	5.821			
<i>Productivity</i>	5.900	5.804			
<i>Instructional Learning Formats</i>	4.850	4.929			
Classroom Organization	5.533	5.518	5.2708	5.3646	5.0556
<i>Concept Development</i>	2.600	2.857			
<i>Quality of Feedback</i>	2.500	2.714			
<i>Language Modeling</i>	2.150	2.893			
Instructional Support	2.417	2.821	2.2261	2.2027	2.1061

*Includes Drake and DMPS scores

Score is actually 1 but needs to be 7 for accurate calculation.

TRANSITIONS

Early Head Start Transitions

For children in the Early Head Start program, transitions for the future begin at least six months before the child's third birthday. During this time, the Early Head Start staff meet with the child's family to discuss their plans for the child's education for the upcoming year. For some families, this may include transitioning into Head Start programming. Staff provide the family with information about Head Start as well as community resources for preschool and early care and education programs.

The Drake University Head Start Mission Statement reflects the agency's dedication to providing families with the tools they need for success.

“Better preparing young children and their families for life experiences now and in the future.”

Head Start Transitions to Kindergarten

Drake University Head Start and Des Moines Public Schools partner with families to facilitate a successful transition to kindergarten for the family. Head Start works closely with families, helping them plan for this change through:

-  Parent-teacher home visits and conferences throughout the program year;
-  Parent meetings throughout the year to provide information about district and community programs and resources;
-  Discussions about transition during fall and winter parent-teacher conferences;
-  Information to parents about their child's neighborhood school, including information on registration/enrollment processes for kindergarten such as Kindergarten Round Up;
-  Information to parents about summer learning opportunities and summer safety tips for young children; and
-  Exchange of pertinent information and student records with parents and between programs as appropriate.

At the end of the year, children who complete the Head Start program receive a certificate of attendance and a kit with materials and activities to support school readiness.

AUDIT REPORT

Drake University Head Start's 2014-2015 program year audit was completed by Deloitte & Touche, LLP on October 5, 2015. The agency had no findings.

REVIEW RESULTS

In April 2014, a Federal Monitoring Review Team conducted a triennial review with Drake University Head Start. Team members visited all Grantee and Delegate classrooms, observing daily operations for compliance with the Head Start Act of 2007 and Head Start Program Performance Standards.

Overview of Findings

The Overview of Findings is explicitly aligned with sections of the Head Start Program Performance Standards and Head Start Act of 2007. The Overview of Findings identifies of compliance, non-compliance, or concern for each section from the Head Start Monitoring Protocol. The agency was determined to be compliant in all areas.

Beginning in 2015-2016, the Drake University Head Start grant moves into a five-year project period. Goals for the five-year project have been developed and submitted with the 2015-2016 grant application. The change in project period precipitated changes in monitoring processes for Head Start and Early Head Start programs. The federal monitoring reviews are now conducted as an overall review of the Head Start Key Indicators for Compliance (HSKI-C) and component reviews for specific areas. Monitoring reviews for the project period are expected to begin in 2016-2017.