



2013-2014 Annual Report

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

Table of Contents

PROGRAM OVERVIEW	2
FUNDING	3
ENROLLMENT	5
DEMOGRAPHICS	7
HEALTH	9
ORAL HEALTH.....	10
FAMILY ENGAGEMENT	11
SCHOOL READINESS	17
TRANSITIONS.....	24
REVIEW RESULTS	25

**DRAKE UNIVERSITY HEAD START
3206 UNIVERSITY AVENUE
DES MOINES, IA 50315
(515) 271-1854 / (800) 44-DRAKE (37253) x 1854
www.drakeheadstart.org**

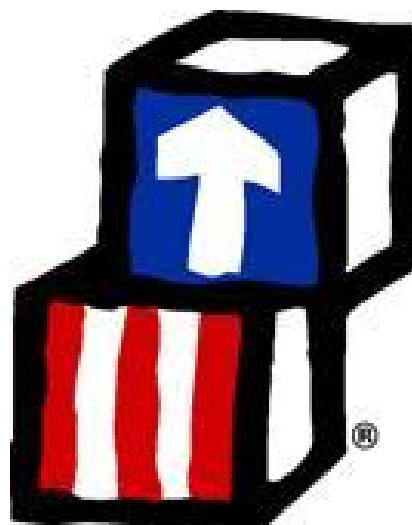
PROGRAM OVERVIEW

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 services and education to prepare families to advocate for themselves and their children through parent education and the provision of resources.

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.

In the 2013-2014 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.

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 only.



FUNDING

Drake University Head Start operates using Federal funding from the United States Department of Health and Human Services. The award was \$6,319,987 for the program year.

2013-2014 Drake University Head Start Funding Allocation	
Head Start Programming	\$ 5,187,742*
Head Start Training	\$ 72,415
Early Head Start Programming	\$ 1,032,579
Early Head Start Training	\$ 27,251
<i>*Includes \$1,566,758 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 provides home-based Early Head Start programming to high-risk children and their families.

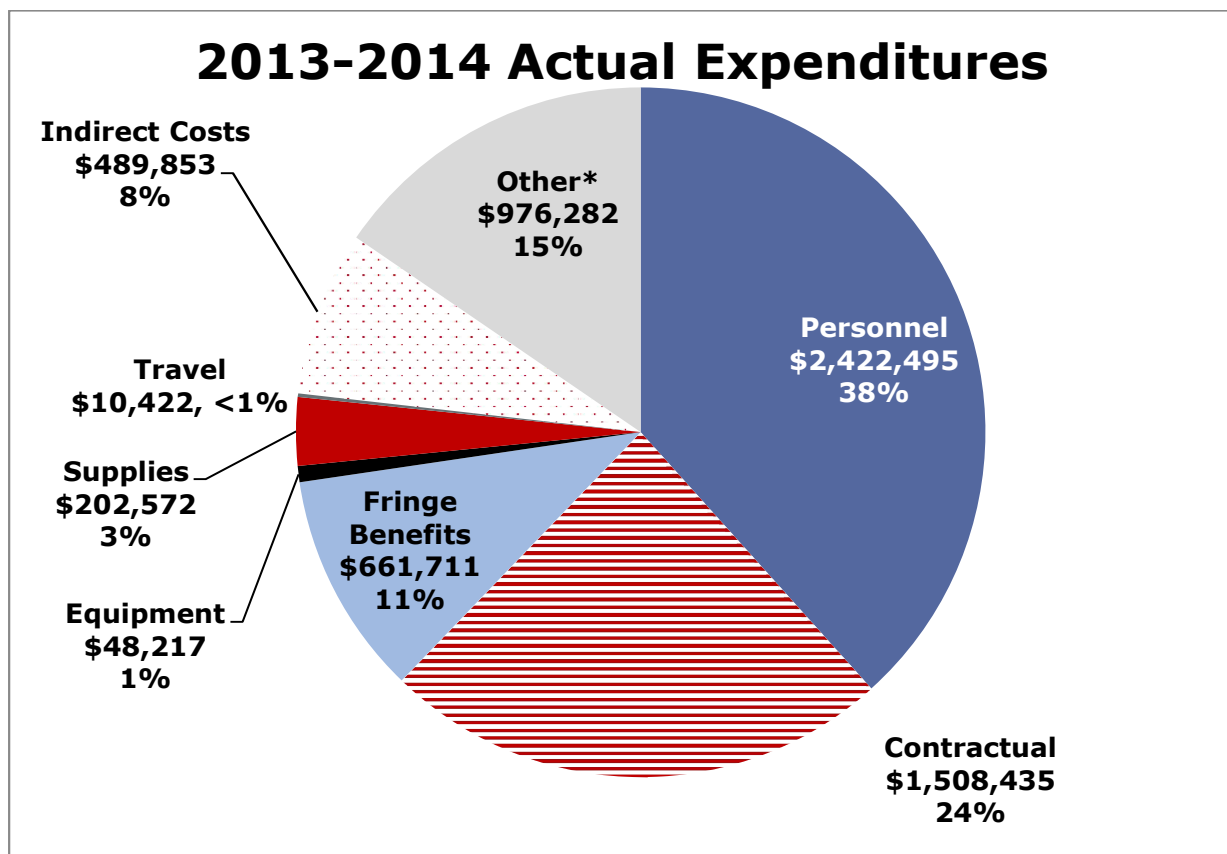
Sequestration

On April 26, 2013, the Office of Head Start released a Program Instruction announcing that the final FY 2013 funding level for all Head Start and Early Head Start grants would be reduced by 5.27% in response to the Federal government's sequestration plan. These spending cuts created significant hardship for Head Start agencies nationwide. In some cases, agencies were forced to lay off staff or reduce the number of children they serve.

Drake University Head Start, as the Grantee, and Des Moines Public Schools, as the Delegate, employed a variety of cost-saving measures to manage sequestration. Though the impact of sequestration was felt throughout the program, excellence in programming and family services was constantly maintained. Total enrollment remained unchanged as did the quality instruction and service to which our families are accustomed.

FUNDING (cont.)

2013-2014 Proposed Budget	
Personnel	\$2,470,048
Contractual	\$1,508,435
Fringe Benefits	\$ 769,761
Indirect Costs	\$ 485,768
Supplies	\$ 117,113
Equipment	\$ 44,712
Travel	\$ 7,932
Other*	\$ 916,218

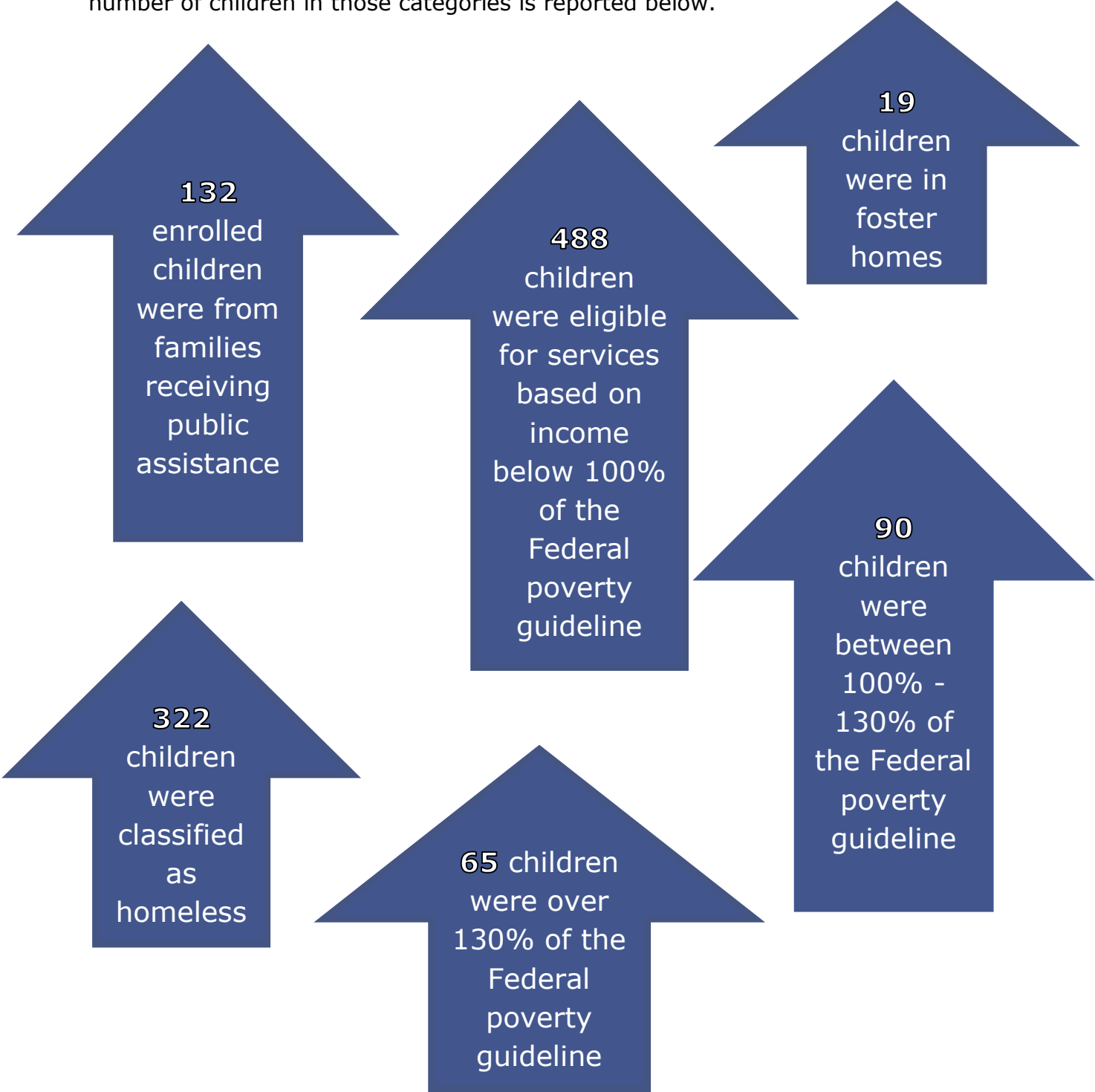


*Other includes expenditures such as repair/maintenance, space costs, translation, software, etc.

ENROLLMENT

Selection Criteria

Drake University Head Start uses a set of internally developed selection criteria for enrolling all children in the program. Many families served by the program are eligible in more than one category. We report only one eligibility category to the U.S. Department of Health and Human Services as depicted on this page. The number of children in those categories is reported below.



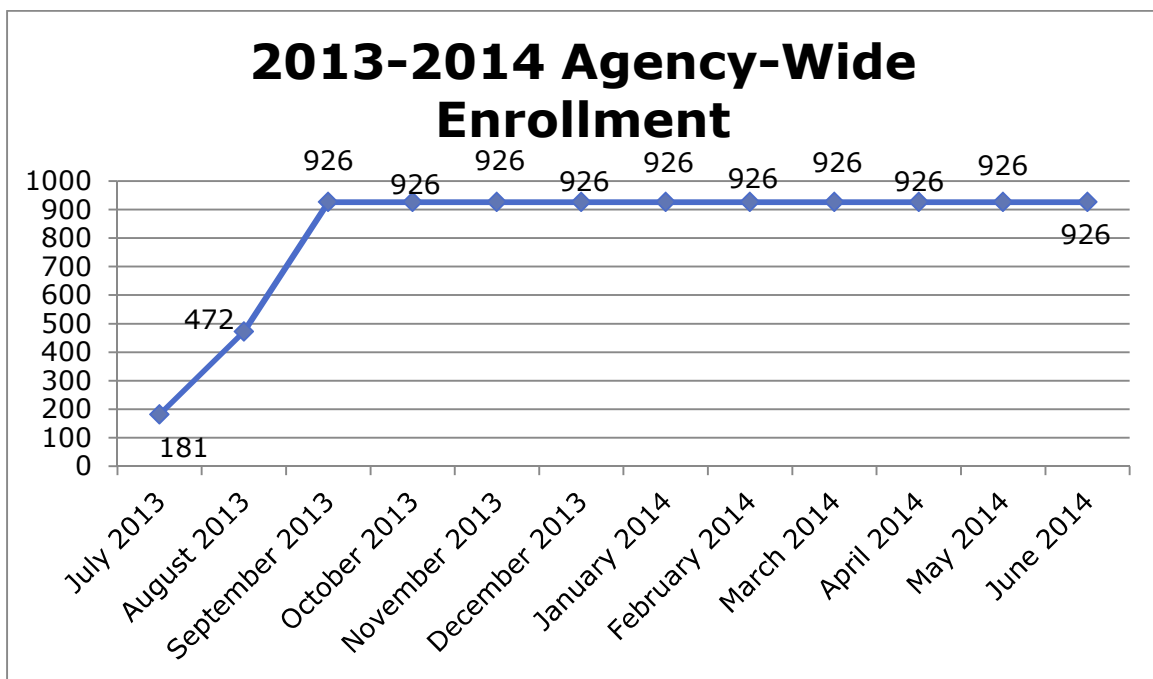
ENROLLMENT (cont.)

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).

In addition to home-based services, Drake University Head Start operated Head Start and Early Head Start centers in the following locations during the 2013-2014 program year:

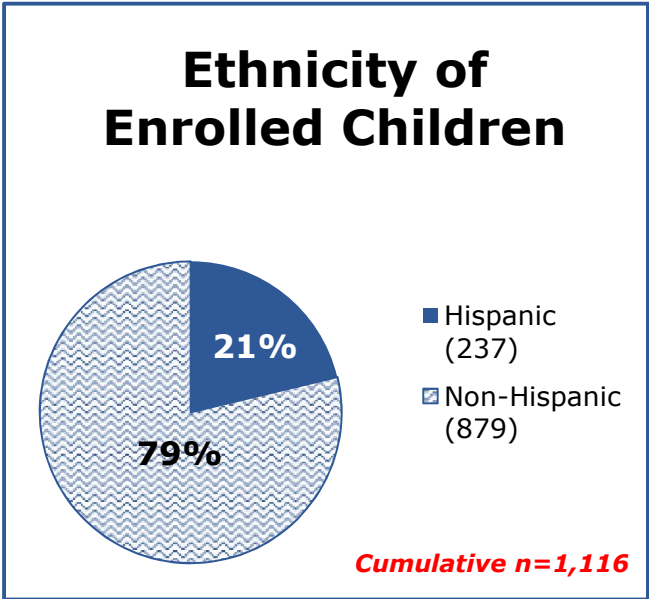
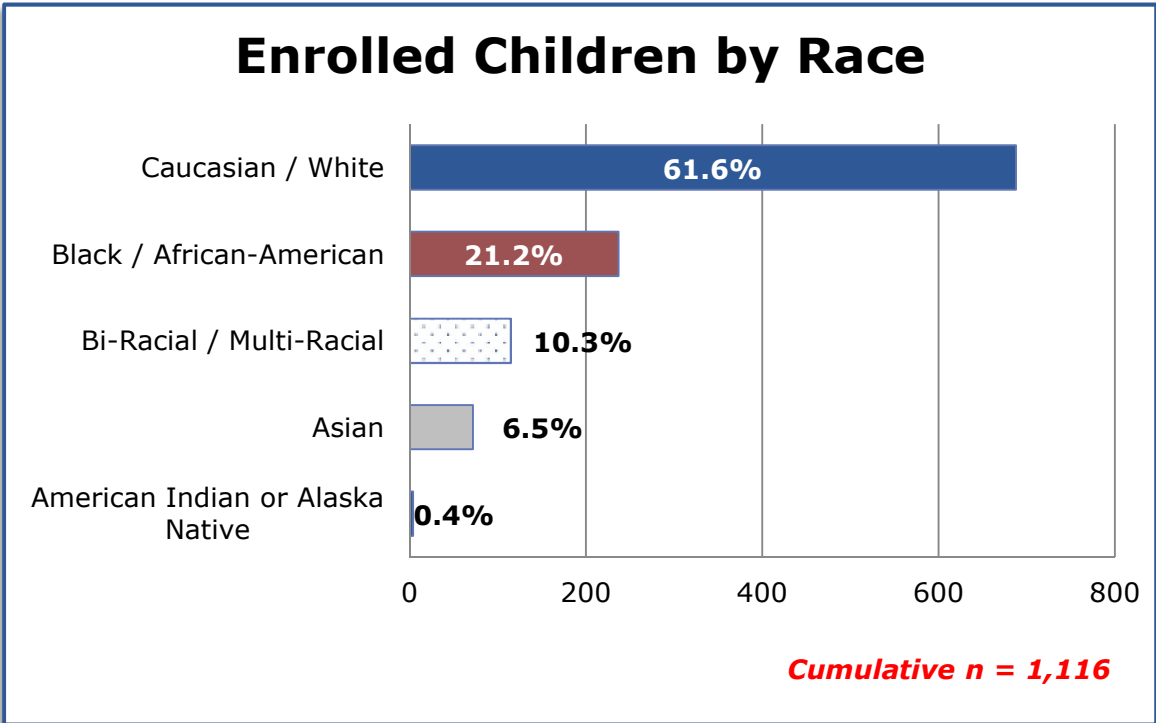
- Ames
- Ankeny
- Boone
- Des Moines
- Indianola
- Knoxville
- Madrid
- Newton
- Urbandale
- West Des Moines

Des Moines Public Schools is the Delegate that provides Head Start services for 424 out of 838 preschool children in the Des Moines Schools attendance area.



DEMOGRAPHICS

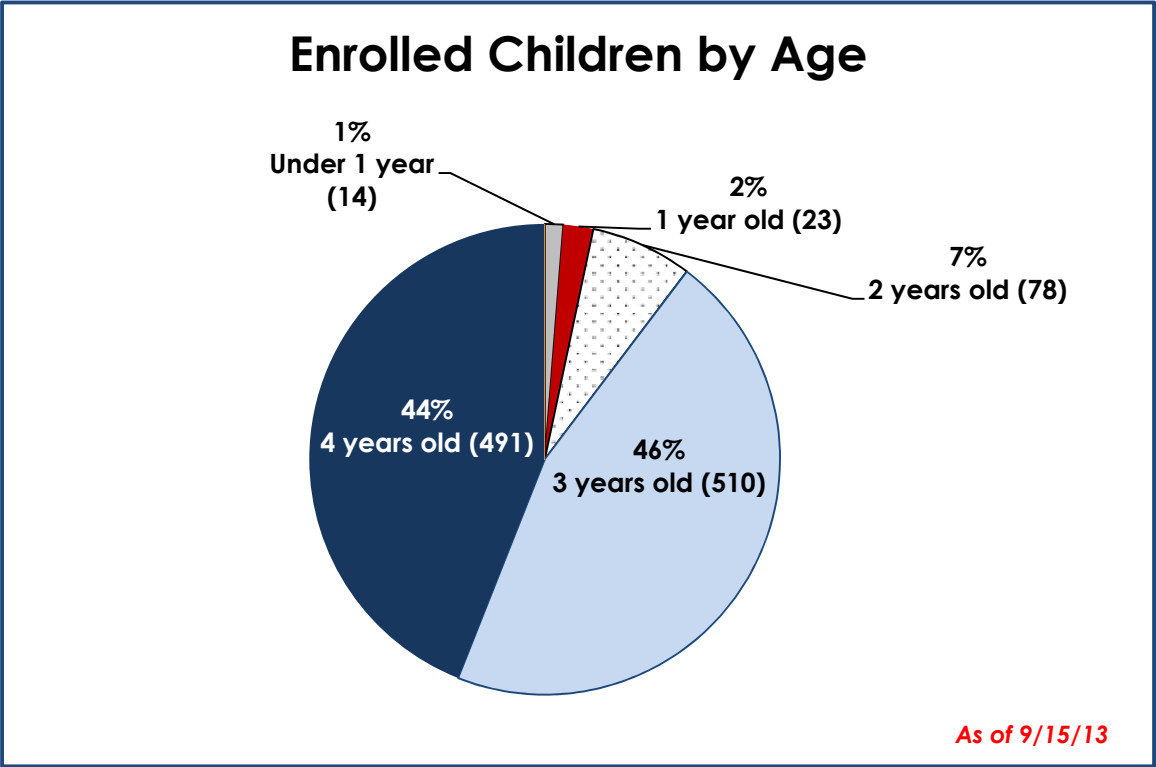
All families are welcome at Drake University Head Start. Drake University Head Start reports demographic data, such as race, ethnicity, child age, and disability to the Federal government on an annual basis.



DEMOGRAPHICS (cont.)

During the 2013-2014 program year, Drake University Head Start collected data to identify languages spoken by the families we serve. Our 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	799	72%
Spanish	188	17%
African Languages	59	5%
Middle Eastern/South Asian Languages	51	5%
East Asian Languages	12	1%
European/Slavic Languages	5	<1%
Pacific Island Languages	2	<1%



HEALTH

Health Overview

Head Start agencies serve children not only by providing educational services, but by ensuring the provision of health services as well. Drake University Head Start Grantee and Delegate programs partner with the following agencies for nursing and other health services.

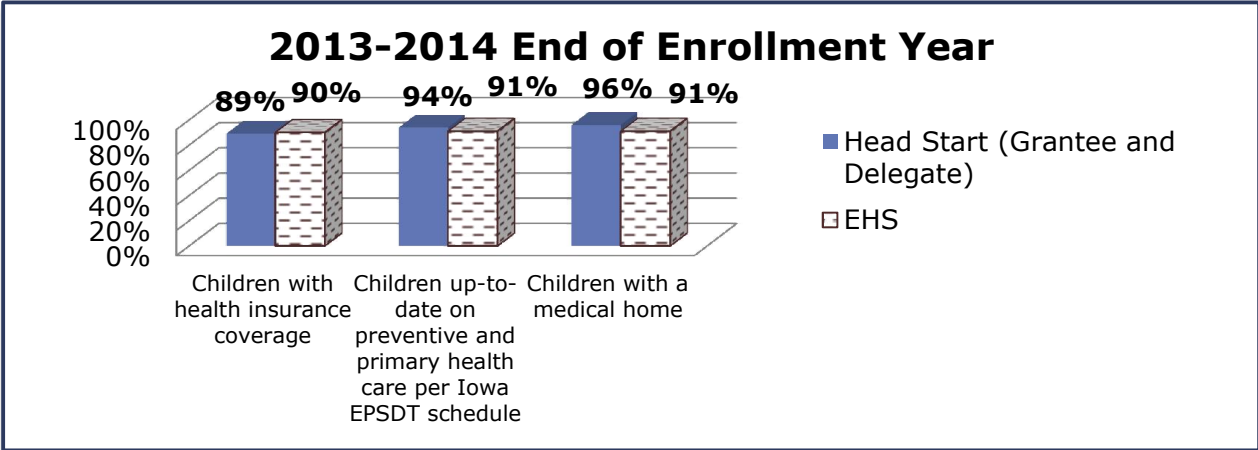
- Visiting Nurse Services of Iowa
- Marion County Public Health Department
- Des Moines Health Center
- Iowa Home Health Care
- Madrid Health Services
- West Des Moines Health Services

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. Family Advocates and nurses work with families to set health goals for enrolled children such as improving nutrition, obtaining health insurance, securing a regular doctor or dentist (medical/dental “home”), and getting regular screenings. Both Drake University Head Start and Des Moines Public Schools invite families to participate in an educational event called “What to Do When Your Child Gets Sick”. The event is very well attended and parents respond favorably.

As required by the Head Start Program Performance Standards, the Health Advisory Board Committee (HABC) 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 each Head Start program. Each HABC determines how to best meet the needs of children and families in its community.

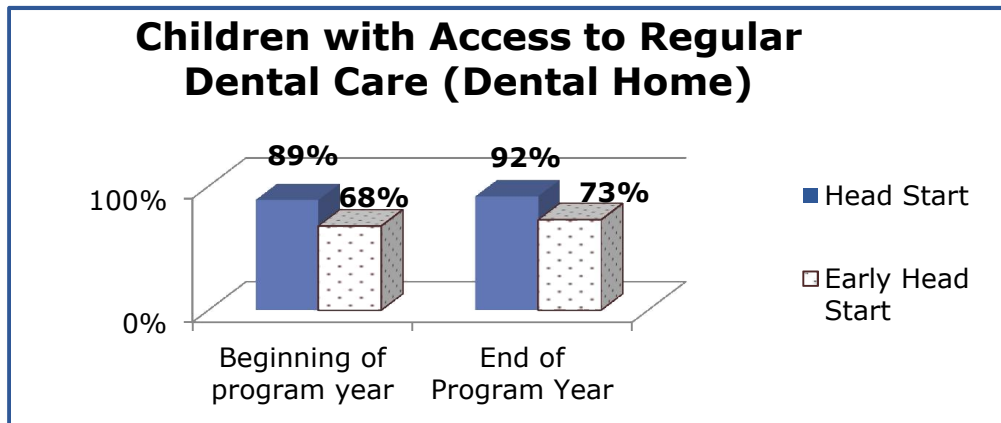
Insurance Coverage, Well Child Visits, and Medical Home

By the end of the 2013-2014 program year, 90% of Early Head Start and 89% 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 oral health habits. Development of family goals and follow-up on referrals to appropriate providers, 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 treatments to all enrolled 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 designed to illustrate the impact healthy foods have on teeth. Hygienists who volunteer in a professional capacity have their time counted as in-kind at a professional rate. This type of activity is very popular with children and families and generates necessary non-Federal share dollars our program needs as a stipulation of grant funding.

FAMILY ENGAGEMENT

Family engagement at Drake University Head Start begins with the warm, welcoming voice on the phone or the friendly face at the front desk and continues through interactions with families throughout the program year. Drake University Head Start engages families in their child's education through parent education and parent/child activities and events.

Parent Education

The Grantee offered ongoing parent education through quarterly home visits by Family Advocates. Parents were provided information on health, nutrition, positive parenting strategies, and community resources. They received one-on-one guidance on how to obtain more information and/or necessary services. This service was supplemented with:

- Monthly newsletters to families
- Monthly subscriptions of *Parent and Child* magazines for each Grantee center
- Monthly Kid Food and Smart Food bulletins, and
- Education on health, nutrition, and other topics provided during monthly Grantee Advisory Board meetings.

Des Moines Public Schools offered parent education classes to parents of children enrolled in the Delegate Head Start program. 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.

Both 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 make materials available to families through lending libraries.



FAMILY ENGAGEMENT (cont.)

Program Governance

Drake University Head Start values the voices of parents. Feedback from parents in the program allows the Head Start Leadership Team 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 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 talk about what is going well in their child's classroom, what could be improved, and to plan Parent/Child events for their centers.
- ***Grantee Advisory Board*** In the fall, Grantee parents from each center elect two parents to the agency's Grantee Advisory Board. The Grantee Advisory Board (GAB) meets monthly October through May to discuss issues brought forth during Parent Committee meetings as well as concerns and kudos shared with GAB representatives by other parents at the center. Additionally, the GAB participates in parent education about health, curriculum, and school readiness.
- ***Delegate Policy Committee*** Des Moines Public Schools convenes its parent-driven Policy Committee on a monthly basis. This group effectively serves as the Delegate Policy Council.
- ***Health Advisory Board Committee*** The Health Advisory Board Committee (HABC) 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 each Head Start program. Through semi-annual meetings, the HABC determines how to best meet the needs of children and families in its community. Recommendations of the Health Advisory Board Committee are brought forward to the Policy Council.

FAMILY ENGAGEMENT (cont.)

Program Governance

- ***Policy Council*** Eight parents from the Grantee Advisory Board and six parents from the Delegate’s Policy Committee have the opportunity to sit on the agency’s Policy Council, which meets monthly throughout the year. 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.
- ***Drake University Head Start Advisory Committee*** The Drake University Head Start Advisory Committee is the next level of oversight between the program and the Drake University Board of Trustees (the Drake University Head Start governing body). Four to six parents from Policy Council along with members from the community attend Drake University Head Start Advisory Committee meetings five times per year.

FAMILY ENGAGEMENT (cont.)

Parent/Child Events

Parent/Child events are another way Drake University Head Start promotes family engagement. Family Engagement activities vary in size and scope – from classroom events to agency-wide activities, dedicated to promoting parent involvement in their child’s education, attachment within families, parent education, and father-focused interactions.

Grantee centers hold two Parent/Child events per year at a center-level. On occasion, Grantee centers collaborate to hold joint events. Event themes range from safety to nature and include activities planned by parents to promote movement, such as a track and field day. Parents are involved in the organization and coordination of these events. Center-level events at Drake University Head Start happen because of the dedication of parents.

The Des Moines Public Schools Delegate 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 (usually at drop off or pick up) each week. Teachers are trained and 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 multiple district-wide events for all Early Childhood families. 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.

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, Grantee Advisory Board, and Policy Council meetings.

FAMILY ENGAGEMENT (cont.)

Agency-Wide Parent/Child Events



Drake University Head Start Day at the Zoo

Now in its seventh year, Drake University Head Start held its annual "Head Start Day at the Zoo" on Saturday, September 21, 2013. The event was attended by over 1,300 people, comprised of Head Start and Early Head Start children and their families, generating over \$28,000 of in-kind for the program.

Evening at the Science Center of Iowa

With the help of nearly 50 volunteers, Drake University Head Start sponsored "An Evening at the Science Center of Iowa" on February 8, 2014. The National Geographic Explorer traveling exhibit gave families the opportunity to discover more about the regions of the Earth, from the polar ice caps to the depths of the sea. This enriching event drew over 550 people comprised of Drake University Head Start and Early Head Start children and their families and generating over \$8,000 of in-kind for the program.



FAMILY ENGAGEMENT (cont.)

Agency-Wide Parent/Child Events

Living History Farms

In the spring of 2014, Drake University Head Start introduced a new Parent/Child event. The first annual "Head Start Afternoon at Living History Farms" was held on May 4, 2014. 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 Ioway Indian Farm, an 1850s Pioneer Farm, and a working 1900 Horse-Powered Farm, complete with livestock. This first-year event drew approximately 750 people comprised of enrolled children and their families, generating in \$11,645 of in-kind.

Week of the Young Child

For the second 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. Dan

Wardell, from the Iowa Public Television (a PBS affiliate), visited the Drake University campus to kick off the Week of the Young Child with Adventure and Story Time with special guest Martha from "Martha Speaks". Professional development on the use of technology in early childhood education immediately followed the event at Meredith Hall on the Drake campus.



SCHOOL READINESS

School Readiness Goals

The Grantee and Delegate programs each have a set of 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.

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 Specialists enter anecdotal and media evidence into the GOLD system and complete 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

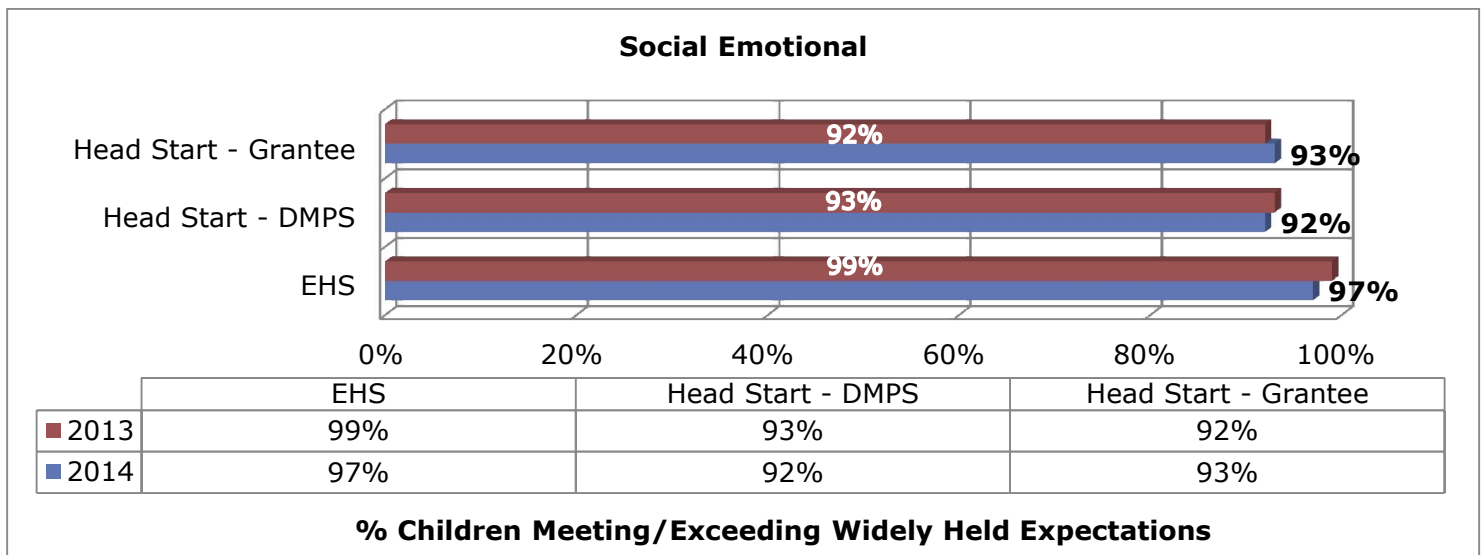
School Readiness Goals for Grantee and Delegate programs are outlined in the following pages, accompanied by data reflecting the percentage of children meeting or exceeding Widely Held Expectations for each goal area. Each chart depicts a comparison of spring 2013 and spring 2014.

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.

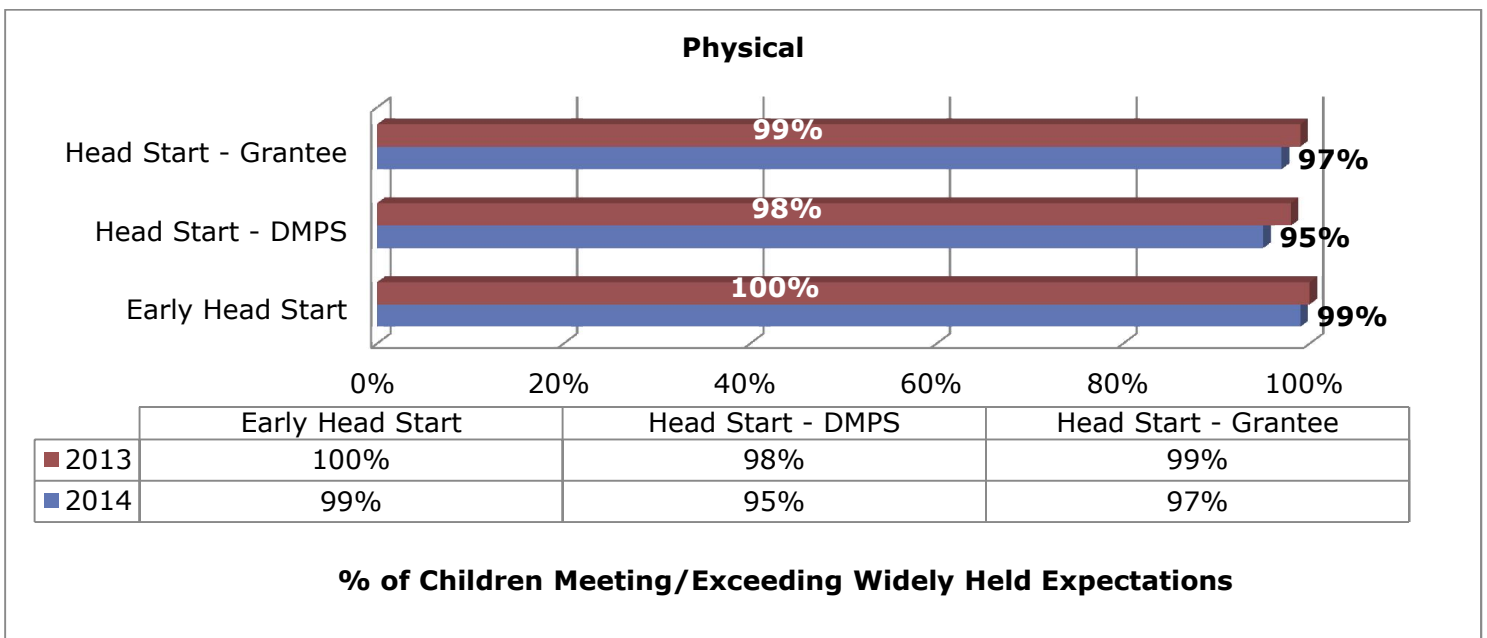
Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domain
Social and Emotional Development	1 Regulates own emotions and behaviors 2 Establishes and sustains positive relationships 3 Participates cooperatively and constructively in 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.

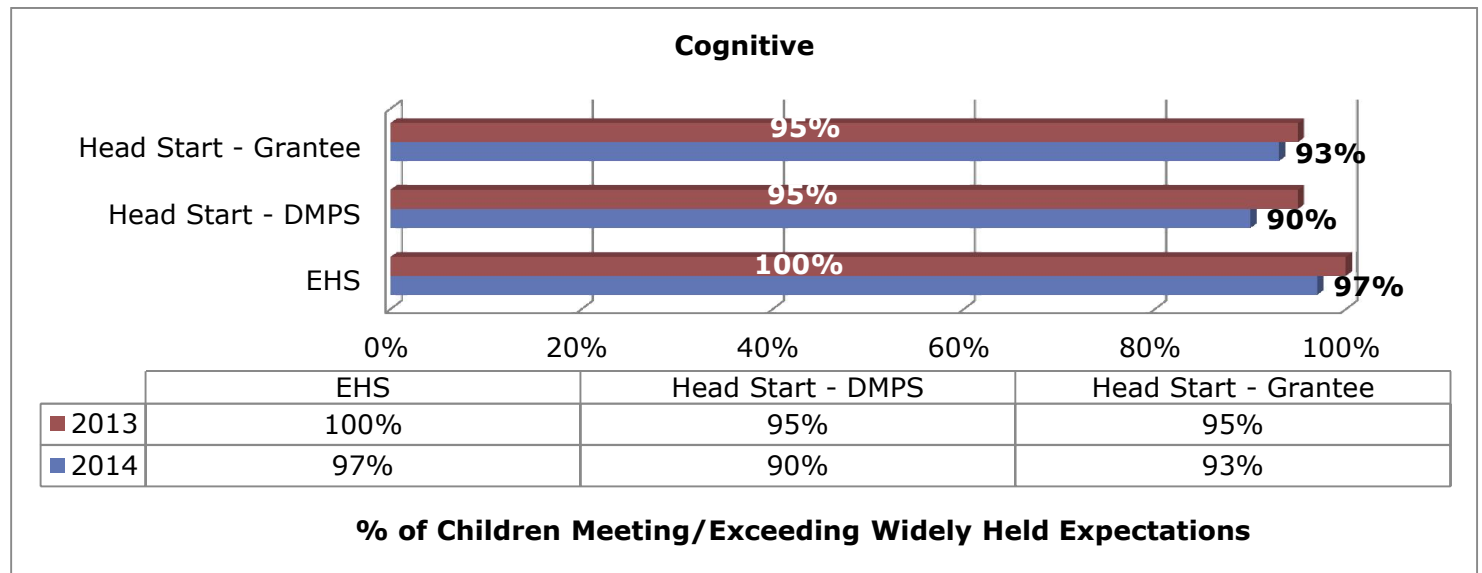
Essential Domain of School Readiness	GOLD Assessment Objectives	Iowa Early Learning Standards - Revised 2012		Head Start Domain
Physical Development and Health	4 Demonstrates traveling skills 5 Demonstrates balancing skills 6 Demonstrates gross-motor manipulative skills 7 Demonstrates fine-motor strength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



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 & Approaches to 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.	

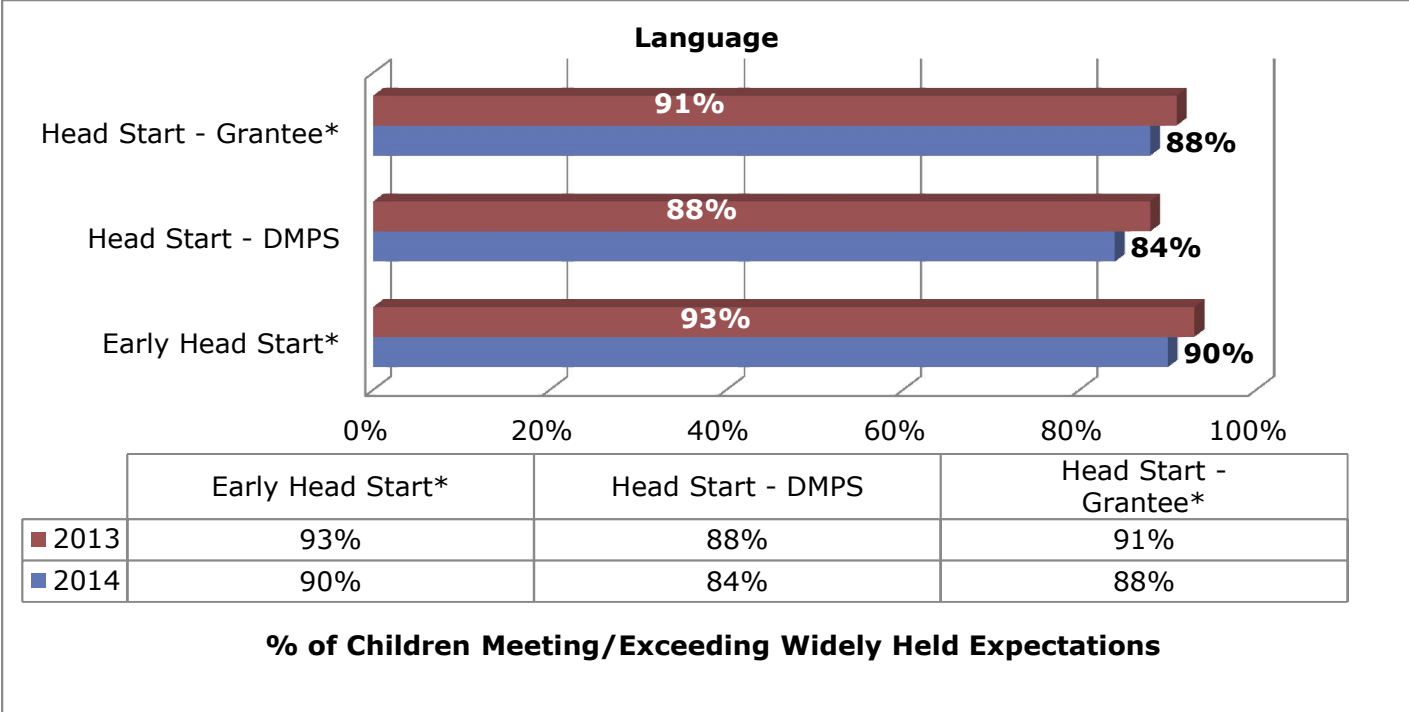


GRANTEE Goal IV – Children will progress in the domain of **Language and Literacy** as documented through observation and assessment.

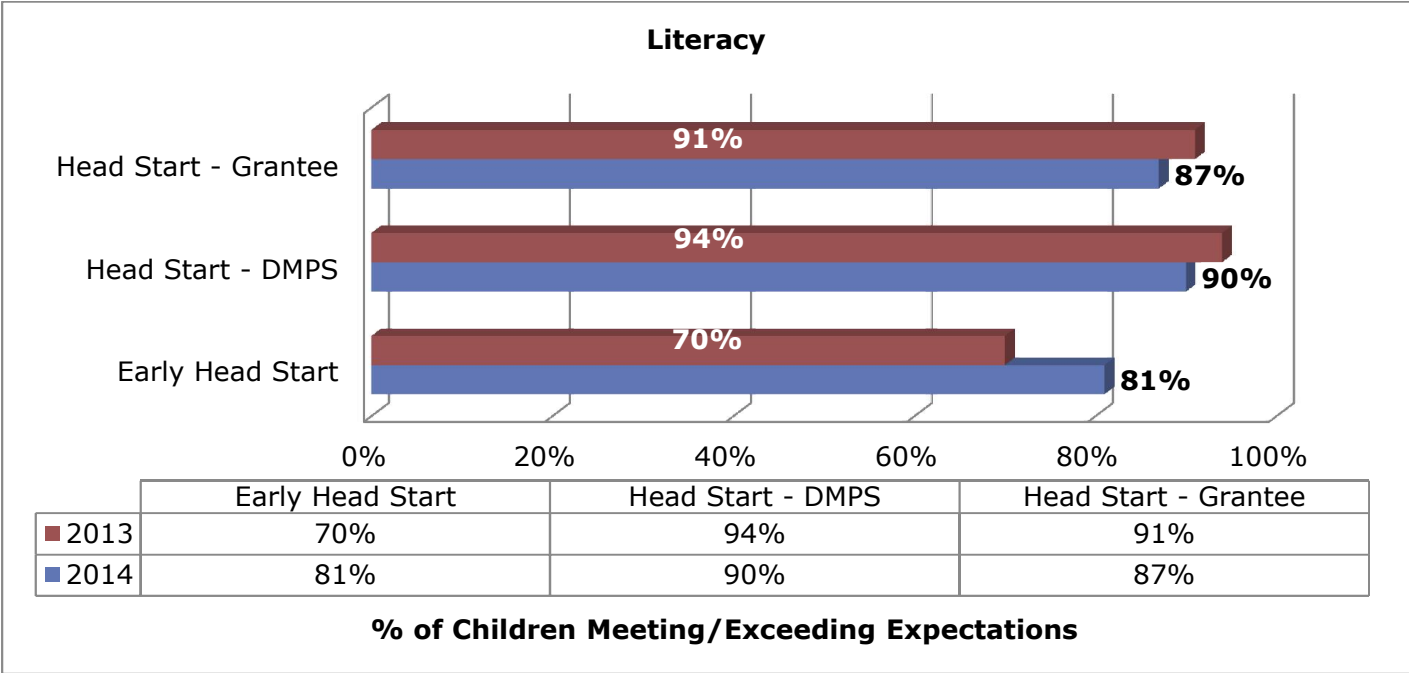
DELEGATE Goal III - 89% of students or more will meet or exceed widely held expectations in the area of **Language** Development as documented through observation and assessment.

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	4.1 Infants and toddlers understand and use communication and language for a variety of purposes.	11.1 Children understand and use communication and language for a variety of purposes.	
	10 Uses appropriate conversational and other communication skills		11.2 Children engage in early reading experiences.	
	15 Demonstrates phonological awareness	4.2 Infants and toddlers engage in early reading experiences.		
	16 Demonstrates knowledge of the alphabet			
	17 Demonstrates knowledge of print and its uses			
	18 Comprehends and responds to books and other texts			
	19 Demonstrates emergent writing skills	4.3 Infants and toddlers engage in early writing experiences.	11.3 Children engage in early writing experiences.	
	37 Demonstrates progress in listening to and understanding English (<u>DLL only</u>)			
38 Demonstrates progress in speaking English (<u>DLL only</u>)				



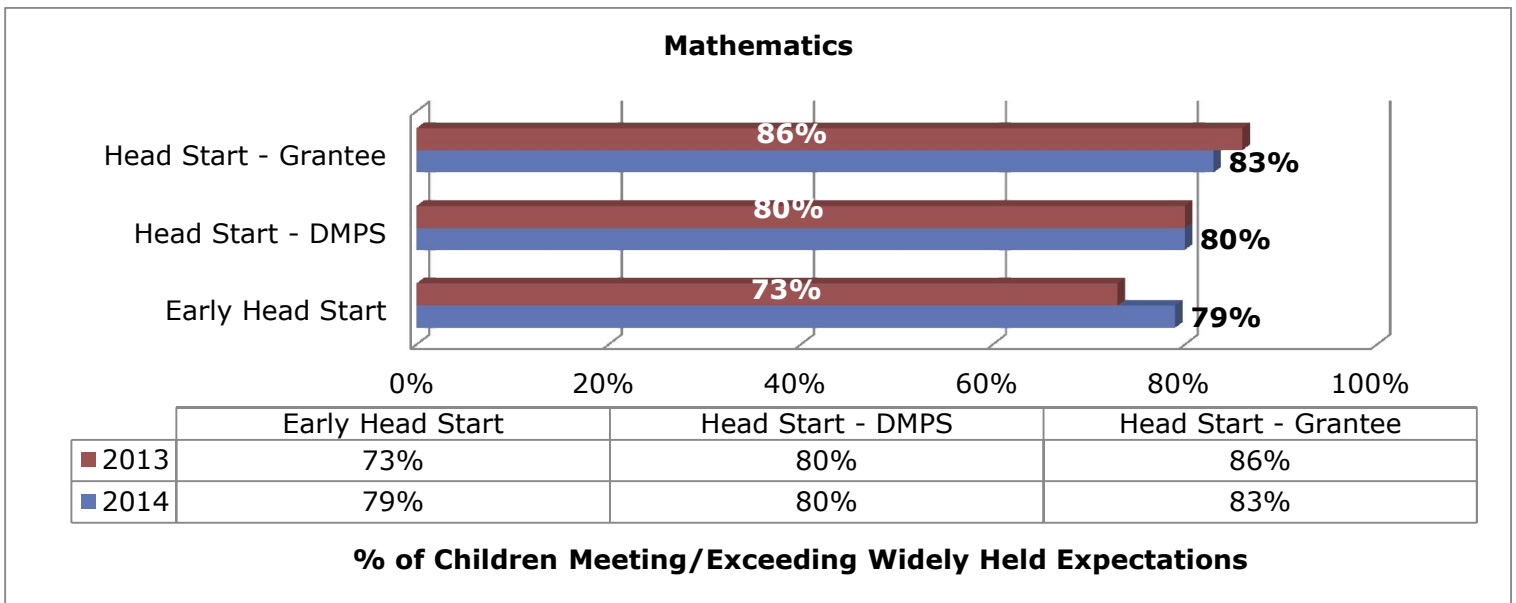
*Data review and analysis in April 2014 revealed a reporting error in the area of Language in the 2012-2013 Annual Report. The percentage of Grantee Head Start children Meeting and Exceeding Expectations in the area of Language was reported as 98% in the 2012-2013 Annual Report. Grantee Early Head Start was reported as 66%. The percentages in the chart above reflect the corrected figures.



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.	



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 family to determine their plans for the child's education for the next year, which may include continuing into the Head Start program. 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 its Delegate programs partner with families for a successful transition to kindergarten for their child. 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;
- ✎ Providing information to parents about their child's neighborhood school, including information on enrollment and registration processes for kindergarten such as Kindergarten Round Up;
- ✎ Discussing information about summer learning opportunities and summer safety tips for young children; and
- ✎ Sharing 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 containing school supplies.

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 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.

Results of the CLASS Observation

The CLASS tool is used to identify positive teacher-child interactions and rate these interactions on a 7-point scale. CLASS reviewers visited every classroom at least once. In addition, three Drake University Head Start classrooms and three Des Moines Public Schools' classrooms each received two observations. Grantees do not receive individual classroom scores on the CLASS, but rather the aggregated scores of all observations. If aggregate scores fall in the lowest 10% of CLASS scores for the year (reviews from October 1, 2013 through September 30, 2014), the Grantee is required to re compete for the grant. Final aggregate scores for Drake University Head Start were well above the lowest 10% of national scores from the Office of Head Start for 2013.

Domain	DUHS Review Scores	2013 Lowest 10% from OHS	2013 Median (50%) from OHS	2013 Highest 10% from OHS
Emotional Support	5.9766	5.5417	5.99	6.44
Classroom Organization	5.9844	5.0556	5.62	6.17
Instructional Support	3.2188	2.1061	2.71	3.35

Drake University Head Start's tireless efforts can be demonstrated through charts, graphs, scores, and reports. However, the true testament to our service is stronger, healthier families and children entering kindergarten, ready for success.

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/.