

DDI Vantage Early Head Start Annual Report

2022



Discover. Develop. Impact.

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Funded enrollment levels support 148 total home-based enrollment slots and 66 EHS-CC slots, in the catchment areas of Salt Lake County, Tooele and Grantsville.

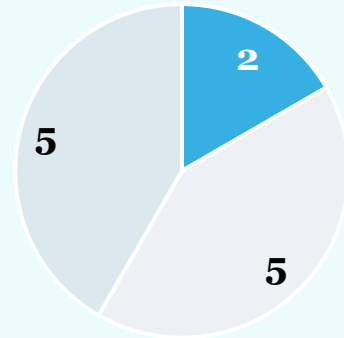
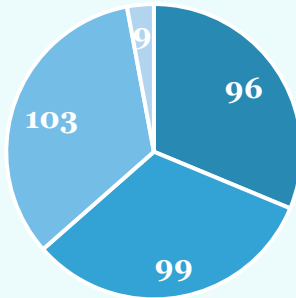
Shared program knowledge and effective mutual referrals between DDIV EHS and DDIV Early Intervention (EI) improve program efficiency and child/family outcomes.



Enrollment

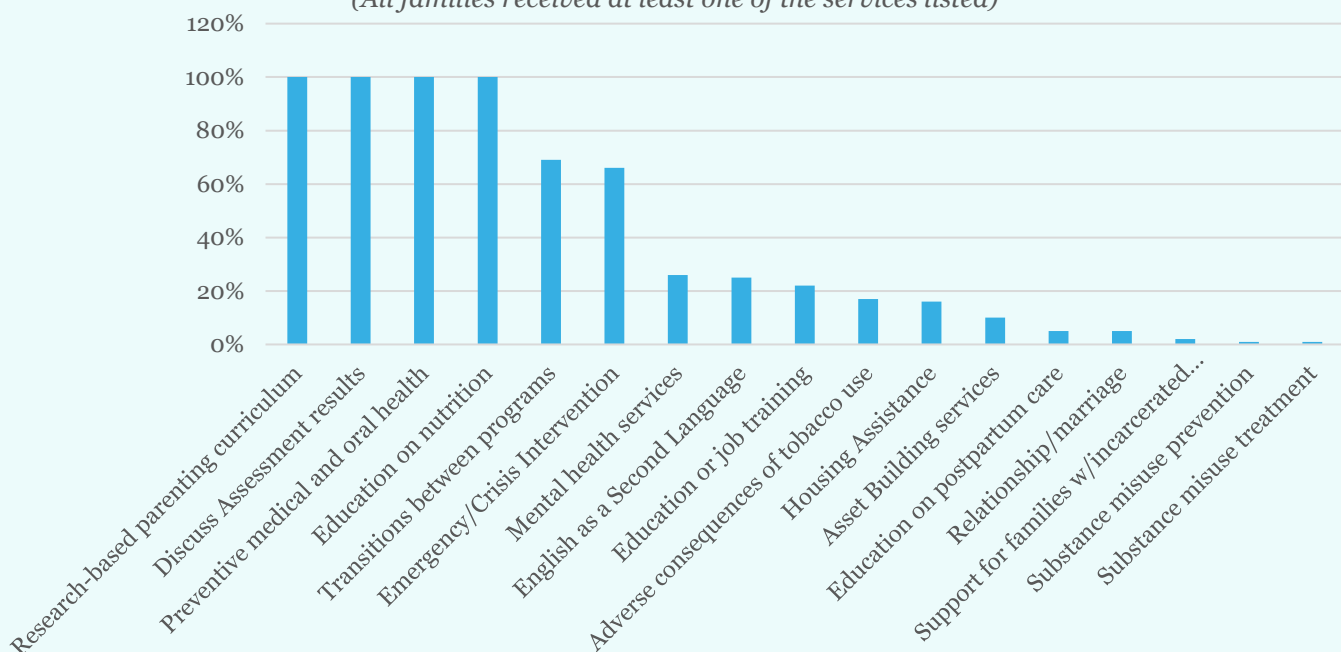
Total cumulative Enrollment = 307

Enrollment of expectant mothers
3 of which were considered high risk pregnancies



■ Under 1 year old ■ 1 year old ■ 2 years old ■ 3 years old ■ 1st trimester ■ 2nd trimester ■ 3rd trimester

% of families that received the following education and/or service during the program year
(All families received at least one of the services listed)



DDI Vantage Mission Statement

Empowering vulnerable children, adults and families to reach their full potential.

Health Services

Health Care

- Number and % of children with a Medical Home
 - 296 (96%)
- Children who are up to date on the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Services
 - 108 (35%)
- Pregnant mothers with health insurance coverage
 - 11 (92%)
- Children with health insurance coverage
 - 296 (96%)

Dental/Oral Care

- Number and % of children with a Dental Home
 - 156 (51%)
- Children who are up to date on EPSDT
 - 90 (29%)

Immunizations

- Children who are up to date
 - 239 (78%)



Many Head Start children and families experience factors such as poverty and cultural & linguistic diversity that may lead to health disparities. Head Start health services may increase protective factors that lessen these negative effects by modeling healthy behaviors, strengthening health literacy and connecting families to the services and resources they need.

[NATIONAL CENTER ON EARLY CHILDHOOD HEALTH & WELLNESS]

EHS-CC Grant: School Readiness

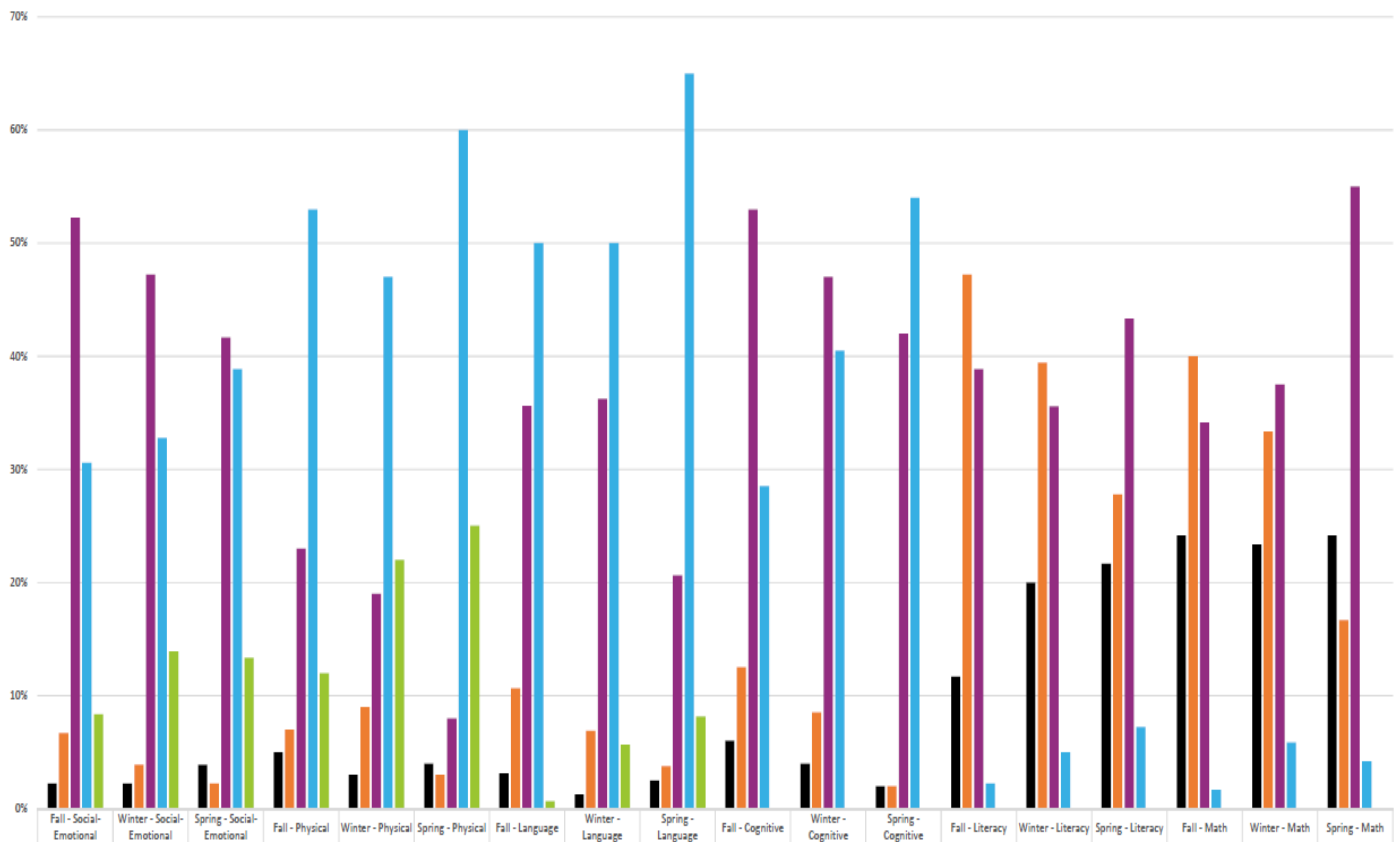
The Teaching Strategies GOLD® assessment tool has 38 research-based objectives in 10 different areas (social-emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition). This tool provides a method for observing the development of children functioning in the birth to 36-month age range. These domain indicators correspond with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF).

Assessment Instruments Aligning with Early Learning Outcomes Framework

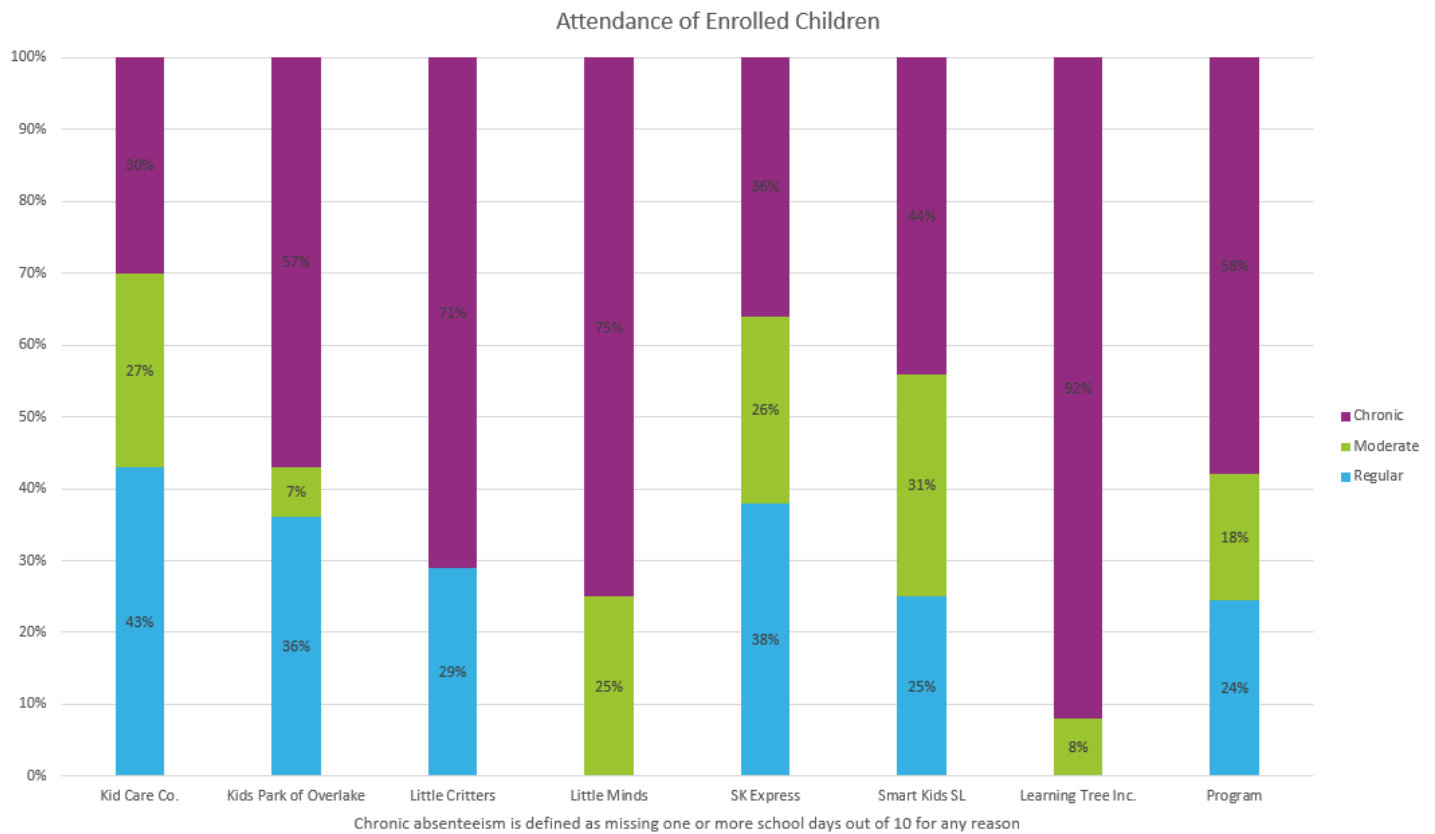
TS GOLD® Domain	ELOF
1. Physical	Physical Development and Health
2. Cognitive and Mathematics	Cognition and General Knowledge
3. Language and Literacy	Language and Literacy
4. Social/Emotional	Social and Emotional Development

The School Readiness Team's goal is that each child will become age appropriate in all areas of development by 36 months. Ages of enrolled children vary from 0 to 3 and are all included in this graph. The graph summarizes results of 20 children that completed an assessment in all three trimesters, Fall, Winter and Spring. The graph below includes children from 6 different child care partnership centers. Blue columns refer to children that are meeting expectations, purple columns refer to children below expectations, green are children who are exceeding expectations, orange refers children who are not required to meet that milestone, and black refers to children who were not observed in that area.

End of Year School Readiness Report
EHS-CC TS GOLD 2021-2022



EHS-CC Grant: Attendance



The above data is of 4/30/22 and the centers were returning to in-person services from the COVID-19 pandemic

Children from low-income families are more likely to be chronically absent in the early grades and less likely to have access to needed resources to make up for missed time in school. Establishing good early attendance habits supports children's learning and leads to success in school and in life.

[ATTENDANCEWORKS.ORG]

The program is required to follow-up on every absence on the day of the occurrence. Based on the needs of the family, Family Advocates provide support or introduce an attendance plan to remove any attendance barriers.

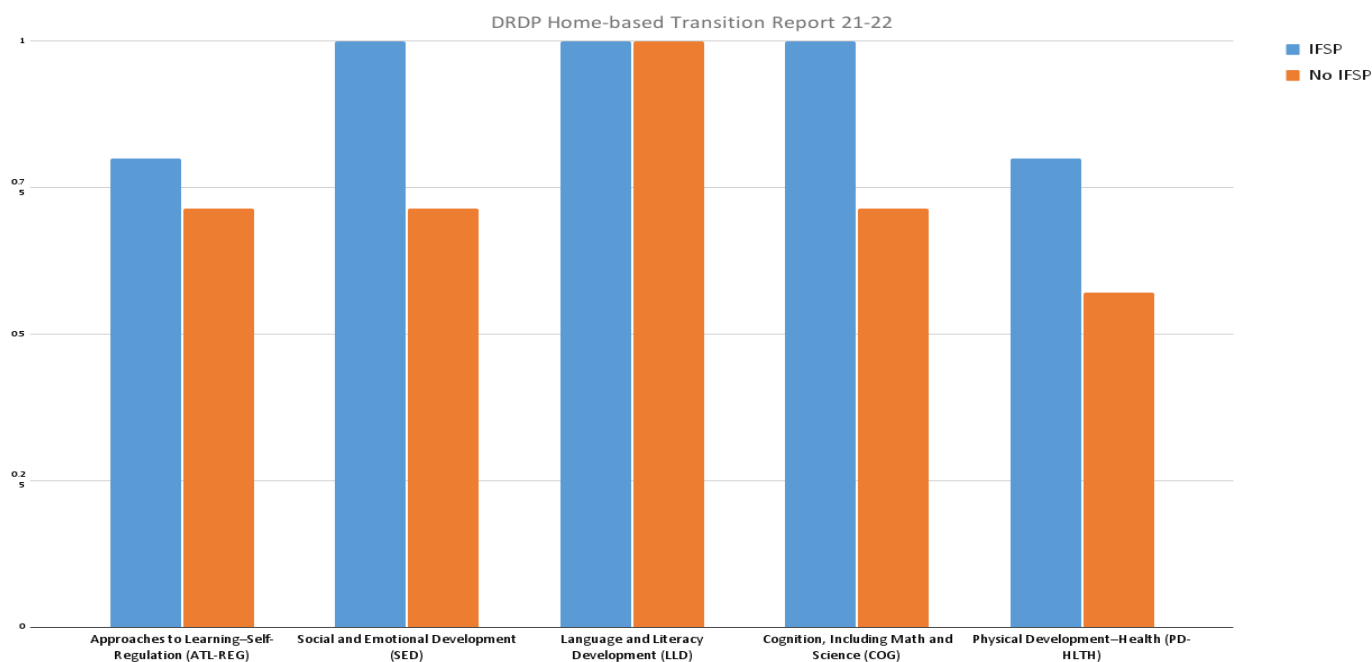


Home-based Grant: School Readiness

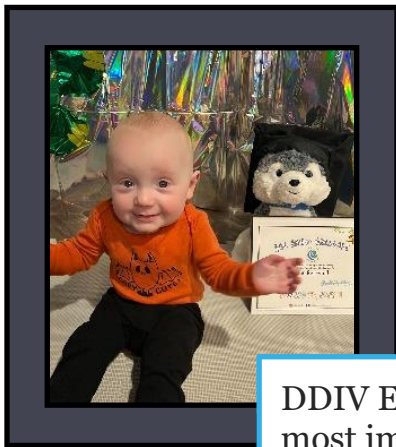
The Desired Results Developmental Profile (DRDP (2015)) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment. The DRDP (2015) represents a full continuum of development from early infancy up to kindergarten entry. The Infant/Toddler Views are for use with children in infant/ toddler programs, and the Preschool Views, for children in preschool programs. The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework. The DRDP (2015) was developed with the goal of ensuring that *all* children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed. The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family

The program began using the DRDP during this program year. Each trimester's data generated a standalone report as staff were becoming accustomed to the new process. Those reports were used by staff and coaches to support children and monitor the consistency of implementation. The program focused on ensuring that the data is valid and reliable. For this program year, the program did not create an End of Year report that compared the same children throughout each trimester as we are ensuring that our data is valid and reliable.

The School Readiness Team's goal is that each child will become age appropriate in all areas of development by 36 months. Ages of enrolled children vary from 0 to 3. The graph below includes data from the home-based slots.



Home-based Grant: Socializations & Parent Activities



From August to December, 36 families turned in 52 reading cards for a total of 156 hours

Over 10% of children are supported through an IFSP

DDIV Early Head Start understands that parents are a child's first and most important teacher. Enrolled families participate in opportunities to build their skills through engagement in home visits, socializations, parenting curriculum lessons, and through take-home activities. Parents also take part in leadership and decision-making roles to ensure that DDIV EHS is providing exemplary services. Their voice directly impacts the themes, activities and direction the program takes as data reveals the program's strengths and potential areas for growth. Above, is a sample of the themes and activities that parents helped plan for the year. Many parents volunteered and provided their own books and skills to lead an activity during the socialization. Socializations provide opportunities for staff and parents to model how to engage their child in learning. Socialization activities include: music and movement, a developmental activity, arts and crafts, a family-style meal, and a book reading demonstration.

Home-based Grant o8CH010886: Fiscal

Results of the Annual Single Audit

The fiscal year 2022 annual single audit of DDI VANTAGE, Inc. and affiliated programs found the agency to be compliant with all requirements of the funding entities. The report contained no findings and all expenses were reasonable, allowable and allocable, with no questioned costs, exceptions, or comments. Internal controls were found to be in place and operations across all programs were sound.

Budget	Actual
Personnel • \$945,288	Personnel • \$ 992,187
Fringe Benefits • \$ 429,619	Fringe Benefits • \$ 450,974
Travel (out of state) • \$13,718	Travel (out of state) • \$ 15,738
Equipment • None	Equipment • None
Supplies • \$ 42,139	Supplies • \$ 44,808
Other • \$ 320,426	Other • \$ 244,067
Total Direct Cost • \$ 1,751,190	Total Direct Cost • \$ 1,747,773
Indirect Cost • \$195,184	Indirect Cost • \$ 198,601
Total Approved Budget • \$1,946,374	Total Approved Budget • \$ 1,946,374

25% Required Non-Federal Match Amount

■ \$ 358,146

EHS-CC Grant 08HP000282: Fiscal

Results of the Annual Single Audit

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Budget

Personnel
• \$384,984

Fringe Benefits
• \$ 183,845

Travel (out of state)
• \$1,898

Equipment
• None

Supplies
• \$ 74,396

Other
• \$ 730,272

Total Direct Cost
• \$ 1,375,395

Indirect Cost
• \$80,167

Total Approved Budget
• \$1,455,562

Actual

Personnel
• \$ 368,854

Fringe Benefits
• \$ 213,330

Travel (out of state)
• \$ 8,651

Equipment
• None

Supplies
• \$ 18,550

Other
• \$ 755,157

Total Direct Cost
• \$ 1,364,542

Indirect Cost
• \$ 91,020

Total Approved Budget
• \$ 1,455,562

25% Required Non-Federal Match Amount

☐ \$259,599