Region 14 and Region 15 Education Service Center

2023-2024

Head Start/Early Head Start

Annual Report to the Public



~ Giving Children a Head Start on Life ~

Introduction

This report has been prepared in order to comply with the Head Start Reauthorization Act of 2007. The Act states that:

"Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

(A) The total amount of public and private funds received and the amount from each source……..**4-5**

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year……....**4-5**

(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served…….**7-13**

(D) The results of the most recent review by the Secretary and the financial audit……**13**

(E) The percentage of enrolled children that received medical and dental exams……...**14**

(F) Information about parent involvement activities……...**15-14**

(G) The agency's efforts to prepare children for kindergarten……...…….**16-25**

(H) Any other information required by the Secretary…….....**26**



Region 14 Education Service Center (ESC) – Grantee

&

Region 15 Education Service Center (ESC) – Delegate

Region 14 ESC manages three (3) grants: Region 14 ESC Head Start; Region 14 ESC Early Head Start; including Region 15 ESC as a Delegate

Region 14 Head Start - 369	**EAST / ESC 15** -248 HS 40 EHS	**Region 14 Early Head Start -** 144
Albany	Cisco	Colorado City x 3
Anson x 2	Clyde	Comanche x 4
Breckenridge x 2	Comanche x 2	Sweetwater x 9
Colorado City x 2	De Leon	De Leon
Hamlin x 3	Eastland	Hamlin
Merkel	Ranger	
Stamford	Ballinger	
Sweetwater: Head Start x 5	Brady x 2	
	Brownwood: Head Start x 7 & Early Head Start x 5	
	Coleman x 2 Winters	

(A) The total amount of public and private funds received and the amount from each source.

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

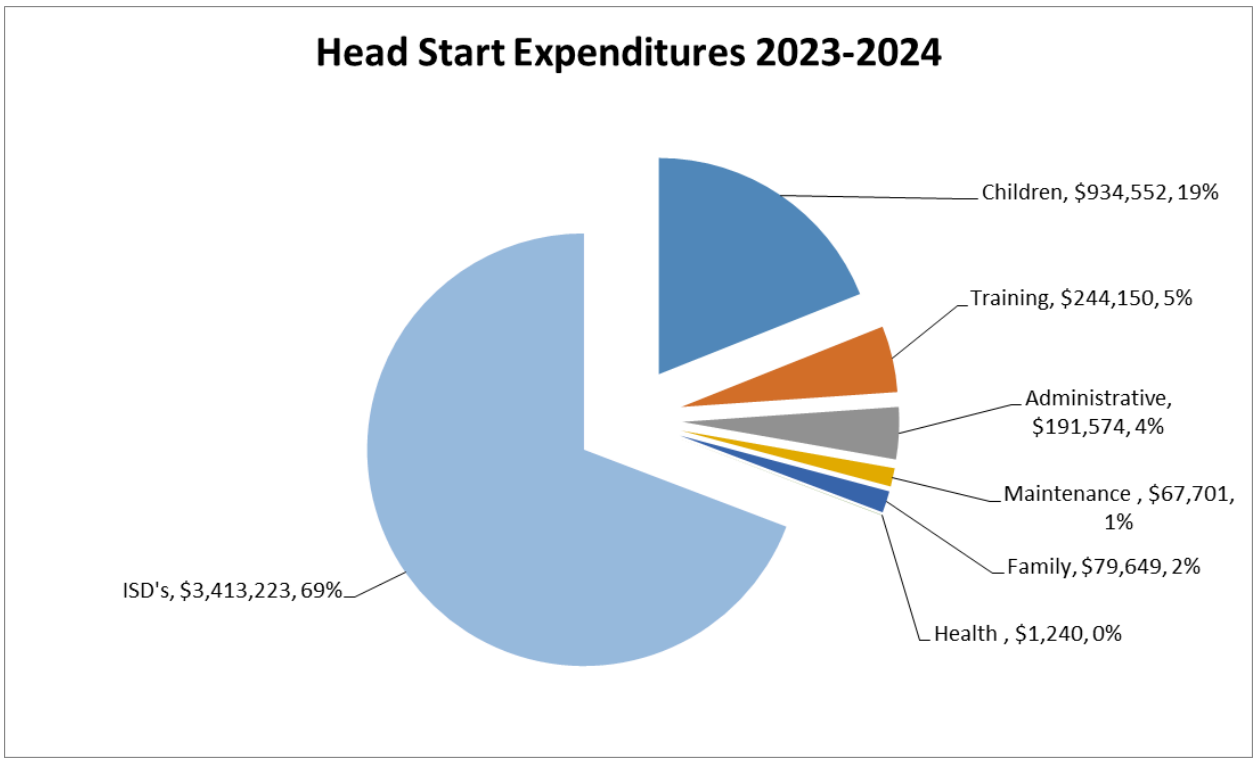
Region 14 Education Service Center Head Start does not possess tax levying or bonding authority and relies on federal grant funding.

The required annual financial audit was performed and completed by Edgin, Parkman, Fleming & Fleming, PC.

Head Start

$4,932,090 was received for the 2023-2024 Head Start Program. The following diagram represents how the dollars were spent.

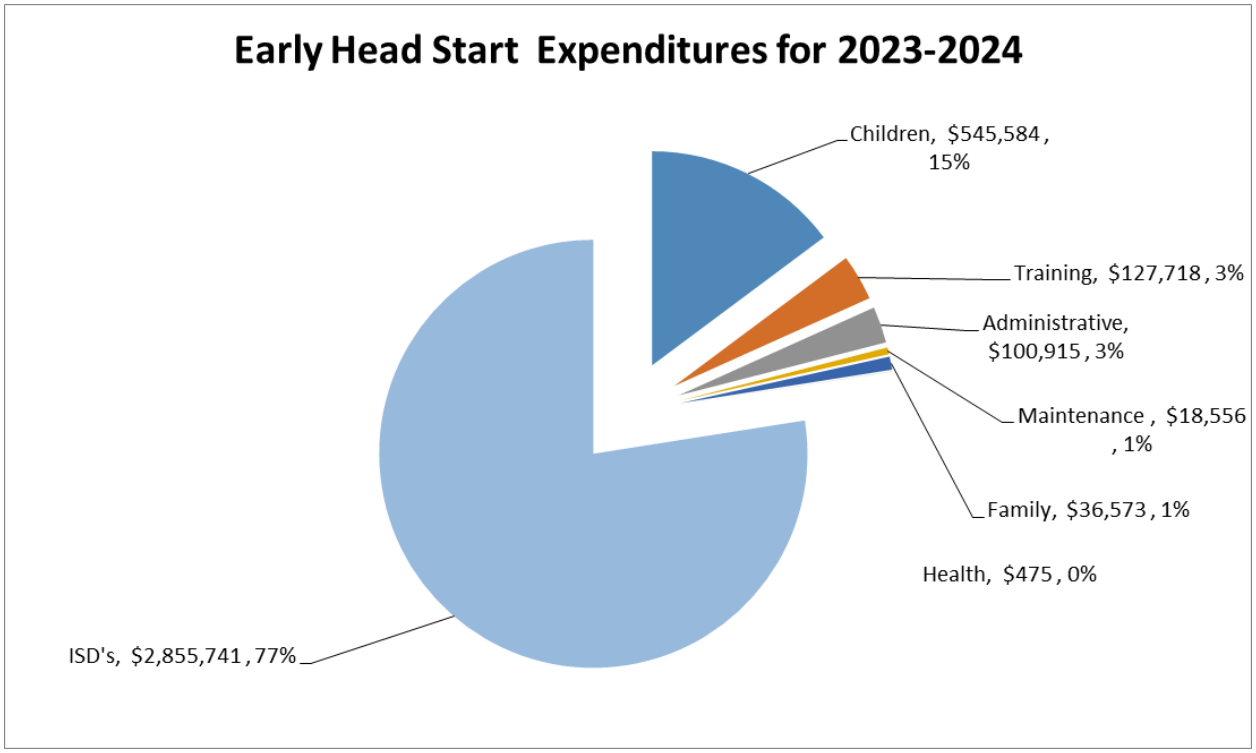
Schools that receive Head Start Funds: Albany, Anson, Breckenridge, Cisco, Clyde, Colorado City, Comanche, De Leon, Eastland, Hamlin, Merkel, Stamford, Sweetwater, Ballinger, Brady, Coleman, Winters



Early Head Start Grant

$3,685,562 was received for the 2023-2024 Early Head Start Program. The following diagram represents how those dollars were spent.

Schools that receive Early Head Start Funds: Colorado City, Comanche, De Leon, Hamlin, Sweetwater, Brownwood



Non-Federal Share ~ Head Start/Early Head Start In-Kind

For every 80 cents of Head Start/Early Head Start funds received 20 cents must be matched. The federal government also limits administrative costs to be no more than 15% of the total funds received. For 2023-2024, $2,154,413 was required for matching with a maximum of $1,615,810 allowable administrative costs. The school districts reported more matching than was required and administrative costs of 11.20%. The following chart demonstrates the amount of matching and administrative costs reported.

2023-2024 IN-KIND/ADMINISTRATIVE COST REPORT

TOTAL EHS/HS FUNDING	$	8,617,652
IN-KIND REQUIRED	$	2,154,413
ADMINISTRATIVE COST ALLOWED	$	1,615,810

Categories	Total In-Kind	Total Administrative Cost
ISD Salaries	$ 1,635,274	$ 475,823
Contracted Services	$ 456,886	$ 179,919
Utilities	$ 216,665	$ 10,833
Supplies	$ 192,105	$ 164,881
Rental of Classroom Space	$ 607,576	$ 30,379
TOTAL PROVIDED BY PARTICIPATING ISD'S	$ 3,108,506	$ 861,835
ESC PORTION		
Indirect Cost		$ 163,208
Administrative Costs		$ 181,222
TOTALS	$ 3,108,506	$ 1,206,266



(C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.

Enrollment

Region 14 ESC Head Start is funded to serve 369 Head Start children and 144 Early Head Start children.

Region 14 ESC Head Start Delegate Region 15 ESC is funded to serve 248 Head Start children and 40 Early Head Start children.

Head Start partners with the Independent School Districts – any additional children are funded through the school district.

Site	2023-2024 Funded Enrollment	2023-2024 Total Served	2023-2024 # of Classes
Region 14 Head Start			
Albany	17	16	1
Anson	28	38	2
Breckenridge	37	39	2
Cisco	16	24	1
Clyde	17	18	1
Colorado City	34	35	2
Comanche	42	42	2
DeLeon	16	24	1
Eastland	17	24	1
Hamlin	19	22	3
Merkel	18	24	1
Stamford	18	19	1
Sweetwater HS	90	107	5
Total	**369**	**432**	**23**
Region 14 Early Head Start			
Colorado City	24	29	3
Comanche	32	34	4
De Leon	8	10	1
Hamlin	8	11	1
Sweetwater	72	92	9
Total	**144**	**176**	**18**
Region 15 East Delegate			
Ballinger	17	18	1
Brady	60	73	3
Brownwood HS	114	0	7
Brownwood EHS	40	43	5
Coleman	40	47	2
Winters	17	21	1
Total	**288**	**202**	**19**

Source: Go Engage

Ethnicity

	Total Number by Ethnicity	Hispanic or Latino Origin	Non-Hispanic/ Non-Latino	Unspecified
Early Head Start	167	117	50	0
Head Start	423	221	198	4
Early Head Start-East (Delegate)	42	22	20	0
Head Start-East (Delegate)	148	77	71	0

Source: Go Engage/PIR

	Black	White	Native American	Pacific Islander	Asian	Biracial/ Multi-racial	Other
Early Head Start	18	133	2	0	1	13	0
Head Start	39	361	2	2	1	14	0
Early Head Start-East (Delegate)	3	32	0	0	0	7	0
Head Start-East (Delegate)	10	130	3	0	1	4	0

Source: Go Engage/PIR

Languages Spoken by Children

	Total	English	Spanish	Asian	Other	Unspecified
Early Head Start	167	158	9	0	0	0
Head Start	423	392	29	1	0	1
Early Head Start-East (Delegate)	42	41	1	0	0	0
Head Start-East (Delegate)	148	140	7	1	0	0

Source: goEngage/PIR

Gender of Students

	Male	Female
Early Head Start	88	84
Head Start	212	213
Early Head Start-East (Delegate)	26	17
Head Start-East (Delegate)	73	82

Source: goEngage

Head Start Disabilities

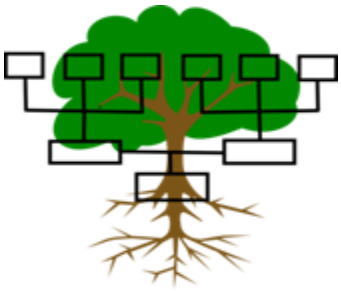
	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities	Cerebral Palsy	NCEC	Autism	Orthopedic Impairment	Speech Language	Visual/ Blindness	Other Health Impaired	Emotional Disturbance
Head Start	423	84	20%	0	11	3	0	67	2	0	1
Head Start-East (Delegate)	148	25	17%	0	1	1	0	23	0	0	0

Source: goEngage/PIR

Early Head Start Disabilities

	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities
Early Head Start	167	35	21%
Early Head Start-East (Delegate)	42	10	24%

Source: goEngage/PIR



Family Structure

Parental Status

	Number of Families	One Parent	Two Parents
Early Head Start	140	106	34
Head Start	401	251	150
Early Head Start-East (Delegate)	39	27	12
Head Start-East (Delegate)	136	74	62

Source: goEngage/PIR

Employment

	At least one parent/guardian is employed, job training, or in school at enrollment.	Neither/No parent/guardian is employed, in job training, or in school at enrollment	At least one parent/guardian is employed, job training, or in school at the end of enrollment.	Neither/No parent/guardian is employed, in job training, or in school at the end of enrollment.
Early Head Start	111	29	117	23
Head Start	318	83	328	73
Early Head Start-East (Delegate)	32	6	34	4
Head Start-East (Delegate)	109	27	109	27

Source: goEngage/PIR



Education Level of Parents

	<HS Graduate	HS Graduate/ GED	Some College/ Associates	Bachelors Degree or Higher	Number in Job Training or School
Early Head Start	16	70	48	4	3
Head Start	46	182	143	28	2
Early Head Start-East (Delegate)	4	19	10	5	1
Head Start-East (Delegate)	14	66	48	7	1

Source: goEngage/PIR

Public Assistance

	TANF enrollment/ end of enrollment	SSI enrollment/ end of enrollment	WIC enrollment/ end of enrollment	SNAP enrollment/ end of enrollment
Early Head Start	7/4	3/5	84/79	100/96
Head Start	7/6	18/18	140/142	235/236
Early Head Start-East (Delegate)	0/0	1/1	32/32	31/31
Head Start-East (Delegate)	3/3	2/2	44/47	67/65

Source: goEngage/PIR

Family Services during 2022-2023

Services	Early Head Start	Head Start West	Early Head Start-East (Delegate)	Head Start-East (Delegate)
Emergency/Crisis Intervention	27	59	0	1
Housing Assistance (subsidies, utilities, repairs)	0	3	12	3
Asset Building services (e.g. financial education, debt counseling)	0	0	0	0
Mental Health Services	12	61	13	39
Substance misuse prevention	0	0	0	0
Substance misuse treatment	0	0	0	0
English as a Second Language (ESL) training	0	0	0	0
Assistance in enrolling into an education or job training program	4	4	1	3
Research-based parenting curriculum	108	152	38	130
Involvement in discussing their child's screening and assessment results and their child's progress	135	372	38	103
Supporting transitions between programs (i.e. EHS to HS, HS to Kindergarten)	59	151	15	38

Education on preventive medical and oral health	0	1	0	1
Education on health and developmental consequences of tobacco product use	0	0	0	0
Education on nutrition	3	2	0	0
Education on postpartum care (e.g. breastfeeding support)	1	0	0	0
Education on relationship/marriage	0	0	0	1
Assistance to families of incarcerated individuals	0	1	0	0
Number of families who received at least one service	138	385	38	132
Fatherhood	34	187	15	64
Number of Homeless Families Served	5	20	5	23
Number of Foster Children Served	4	9	6	5
Percentage of Families that we provided services for	83%	91%	90%	89%

Source: goEngage/PIR

(D) The results of the most recent review by the Secretary and the financial audit.

All Head Start programs undergo an on-site review to see how well the program is complying with the Federal Head Start Performance Standards and other regulations. Region 14 Education Service Center Head Start/Early Head Start last on-site review was November 2022 conducted by the Administration for Children and Families.

There was one area of concern regarding the teacher qualifications. A corrective action plan was submitted and accepted.

Based on the information gathered on the onsite review and desktop review, it was established that the Head Start and Early Head Start Programs were in compliance.

(E) The percentage of enrolled children that received medical and dental exams.



Student Receiving Medical & Dental Services

	Medical enrollment/ end of enrollment	Percentage	Dental enrollment/ end of enrollment	Percentage
Early Head Start	162/163	99%	158/161	98%
Head Start	403/407	99%	405/415	98%
Early Head Start-East (Delegate)	42/42	100%	46/48	96%
Head Start-East (Delegate)	133/140	95%	136/148	92%

Source: goEngage/PIR

Children having Primary Health Coverage

	CHIP and/or Medicaid enrollment/ end of enrollment	Private enrollment/ end of enrollment	Other	None enrollment/ end of enrollment
Early Head Start	150/146	12/17	0	2/1
Head Start	344/342	59/64	0	20/16
Early Head Start-East (Delegate)	42/42	0/0	0	0/0
Head Start-East (Delegate)	117/124	16/16	0	15/8

Source: goEngage/PIR

(F) Information about parent involvement activities.



Volunteer Activities: In the Classroom, Mealtime, Field Trips, Enrollment & Recruiting, Socials & Outings, Start a Parent Exercise or Walk Club

Volunteer Information

	Total Number of Volunteers	Volunteers who are Former/ Current Parents
Early Head Start	47	34
Head Start	151	68
Early Head Start-East (Delegate)	8	6
Head Start-East (Delegate)	153	96

Source: goEngage/PIR

Parent Engagement Opportunities

Activity	Details
Opportunity to develop partnership agreement and family goals	Offered to all enrolled families
Health Advisory Committee	Parent representatives attend meetings twice a year that include community agencies
Policy Council Meetings	Parent representatives from each site attend monthly Policy Council meetings
Self-Assessment	Parents participate in program Self-Assessment activities, including completing site health and safety checklist and parent satisfaction survey
Volunteer Opportunities	Parents are invited and trained to be volunteers in the program service areas
Male Involvement	Fatherhood – Sites offer male involvement activities
Language Facilitator	Language Facilitator positions are available to parents, giving them an opportunity to work in the classroom up to 16 hours per month. These parents will be trained by ESC Head Start Staff
Monthly Parent Meetings/Parent Trainings	Parents are offered training opportunities based on parent request and federal performance standards topics, such as: ● Pedestrian Safety ● Emergency Preparedness/Fire Safety ● Nutrition – food prep, healthy meals, meal planning ● Mental Health: child, family, and staff ● Parenting Skills ● Child Development ● Child Abuse/Neglect ● Behavior Management ● Financial Literacy ● Parent Building Blocks ● Ready Rosie ● Conscious Discipline
Home Visit/Conferences	Staff conducts two educational home visits and two parent/teacher conferences each program year to discuss the child's developmental progress and set new learning goals.
Seasonal/Yearly Activities	*Fall Festivals *F.A.M.I.L.Y. Day (Families Achieving Milestones In Learning Years) *Summer Festivals: Peach and Melon Festival *Parent University *WOW Conference at the Abilene Convention Center *Car Seat Check-up Car Event

(G) The agency's efforts to prepare children for kindergarten.



Head Start School Readiness Plan for Student Success

Region 14 Head Start (HS) and Early Head Start (EHS) implemented a high quality, developmentally appropriate, comprehensive program designed to help children achieve early learning and development outcomes to promote their school readiness. The curriculum used in EHS was Frog Street Curriculum for Infants and Frog Street Curriculum for Toddlers with Creative Curriculum® for Infants, Toddlers and Twos as an additional resource. In HS, each school district partner chose the state approved curriculum it desired with most using the Frog Street Pre-K (FSPK) curriculum. All ages utilized Conscious Discipline® strategies to support social and emotional intelligence and, in turn, cognitive performance.

The EHS curriculum helped teachers be intentional about experiences offered while having the flexibility to respond to the changing interests and abilities of the children. This curriculum was implemented because it supports instruction that is designed for infants and toddlers, meets individual needs and is culturally and socially appropriate. Teachers are using the curriculum with fidelity. The Frog Street Curriculum provided a smooth transition to HS where most programs use FSPK making the curriculum continuous for children ages birth to 5. Curriculum for infants and toddlers is essentially about building responsive relationships, and the EHS curriculum provided a concrete framework to accomplish this. It equipped the teacher with information about child development in order to guide planning and individualizing to help each child succeed. It offered teachers a broad range of caring and teaching strategies making learning meaningful and engaging for each child. Texas Early Learning Guidelines have been aligned with Texas Pre-K Guidelines and with the Head Start Early Learning Outcomes Framework (HSELOF) ensuring developmental appropriateness and a sequential plan for individualized instruction; this assured a seamless support of student progress as they transition to Head Start. 160 children were served in EHS to provide an even larger impact on the school readiness of children in four communities.

All curricula that are used by the Region 14 Head Start/Early Head Start program have been aligned with the HSELOF. Frog Street Pre-K (FSPK) is a high quality, research-based curriculum organized into ten skill domains that support integration of curriculum which builds connections between and among all disciplines. FSPK features distinct home/school/community connections linked to thematic units and the scope and sequence. Family Connections resources include newsletters, extension activities for the home, parent participation ideas and more.

Teaching Strategies GOLD ™: Objectives for Development & Learning: Birth Through Third Grade was the child assessment system used by Region 14 ESC Early Head Start. The system is

organized into 10 areas of development and learning with 38 objectives. Parent insights from home visits/conferences, teacher observation notes, teacher checklists and child work samples were reviewed and applied to checkpoints on the GOLD™ online system that assessed EHS students three times per school year. Parents were provided with Teaching Strategies GOLD Family Conference forms which facilitated explanations of progress and promoted parental input for modified instruction for their child.

In Head Start teachers used the Children's Learning Institute (CLI) Engage platform to assess children using CIRCLE Progress Monitoring. The assessments were grouped into the five domains of the Head Start Early Learning Outcomes Framework. These are Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition and Perceptual Motor and Physical Development. CLI Engage is both a direct and observation based assessment that is approved by the school systems in Texas for the required annual data collection and analysis by the Texas Education Agency. It measures the knowledge, skills and behaviors that are most predictive of school success. The objectives are aligned with the Head Start Early Learning Outcomes Framework, Little Texans-Big Futures and the Texas Prekindergarten Guidelines. The program assessed children three times per year.

Both assessments have the capability of running a range of reports on program progress, class progress, and individual child progress measuring skills that support School Readiness Goals.Teachers used the assessment outcomes to individualize instruction for all students, as well as groups of students, including English language learners and children with disabilities. The program used the assessment results and analyses of patterns of progress to plan training and technical assistance for teaching staff and parents. In addition, the results were used in monitoring lesson plans, providing individualized coaching for teachers and in purchasing resources needed for instruction and learning.The analysis is also used to inform parents, policy council, boards and community and serve as a basis of reflection during self-assessment and program design. Training on CLI Engage/GOLD documentation, developmental expectations and child individualization was provided annually with regular monitoring. Teachers generate Family Conference Forms using GOLD or the CLI Engage Parent Report which identify strengths, challenges and parent goals/activities for intentional instruction. Both assessments gave parents suggestions for home activities to support growth and progress toward goals. Activities were chosen based on areas of need identified by the assessments. Reports were generated on specific child progress, classroom progress, program progress toward child outcomes, and progress toward each school readiness domain.

Teachers were monitored regularly by ESC 14 education and disability coordinators. In EHS, coordinators used the Program Quality Assessment (PQA) which evaluates EHS programs in Learning Environment, Schedules and Routines, Adult/Child Interaction and Curriculum Planning and Child Observation. Monitoring included file reviews, classroom observations, and training resources with feedback consisting of goal setting to improve teacher-child interactions. HS classrooms were evaluated by education coordinators using a program designed environmental checklist to monitor the environment for developmentally appropriate practice. The checklist contained early childhood best practice elements, Conscious Discipline resources,

health and safety practices and teacher/child interactions. The Classroom Assessment Scoring System (CLASS) was used by both EHS and HS to assess teacher-child interactions, and to provide teacher feedback for growth and improvement. Contracted CLASS® certified consultants conducted observations to provide data for program improvement. Teachers received written reports and coaching with ideas for strengthening Emotional Support, Classroom Organization and Instructional Support to improve quality teaching for child growth. Monitoring results were used to plan, track and support professional growth.

Region 14/15 ESC Early Head Start and Head Start School Readiness Goals

Approaches to Learning:

Children will express themselves creatively through arts, music, dance, and movement.

Children will demonstrate positive approaches to learning through persistence, problem solving, flexibility, and initiative and curiosity.

Social and Emotional Development:

Children will learn to recognize, express, and manage emotions with increasing independence.

Children will establish relationships, participate cooperatively with others, and develop

problem solving skills.

Language and Literacy:

Language and Communication

Children will respond to books and other texts.

Children will listen to and understand increasingly complex language, and use language to express thoughts and needs in order to communicate and converse.

Dual language learners will demonstrate progress in listening to, understanding and speaking English.

Literacy

Children will demonstrate understanding that spoken language is composed of smaller segments of sound (phonological awareness).

Children will recognize letters of the alphabet and their sounds. (Head Start only)

Children will gain a knowledge of print and its uses.

Children will demonstrate emergent writing skills.

Cognition:

Mathematics

Children will develop mathematical knowledge using number concepts and operations, and will explore spatial relationships and shapes.

Children will recognize and extend patterns.

Science

Children will sort and classify objects by increasingly complex attributes such as color, sound, smell, weight, function and characteristics.

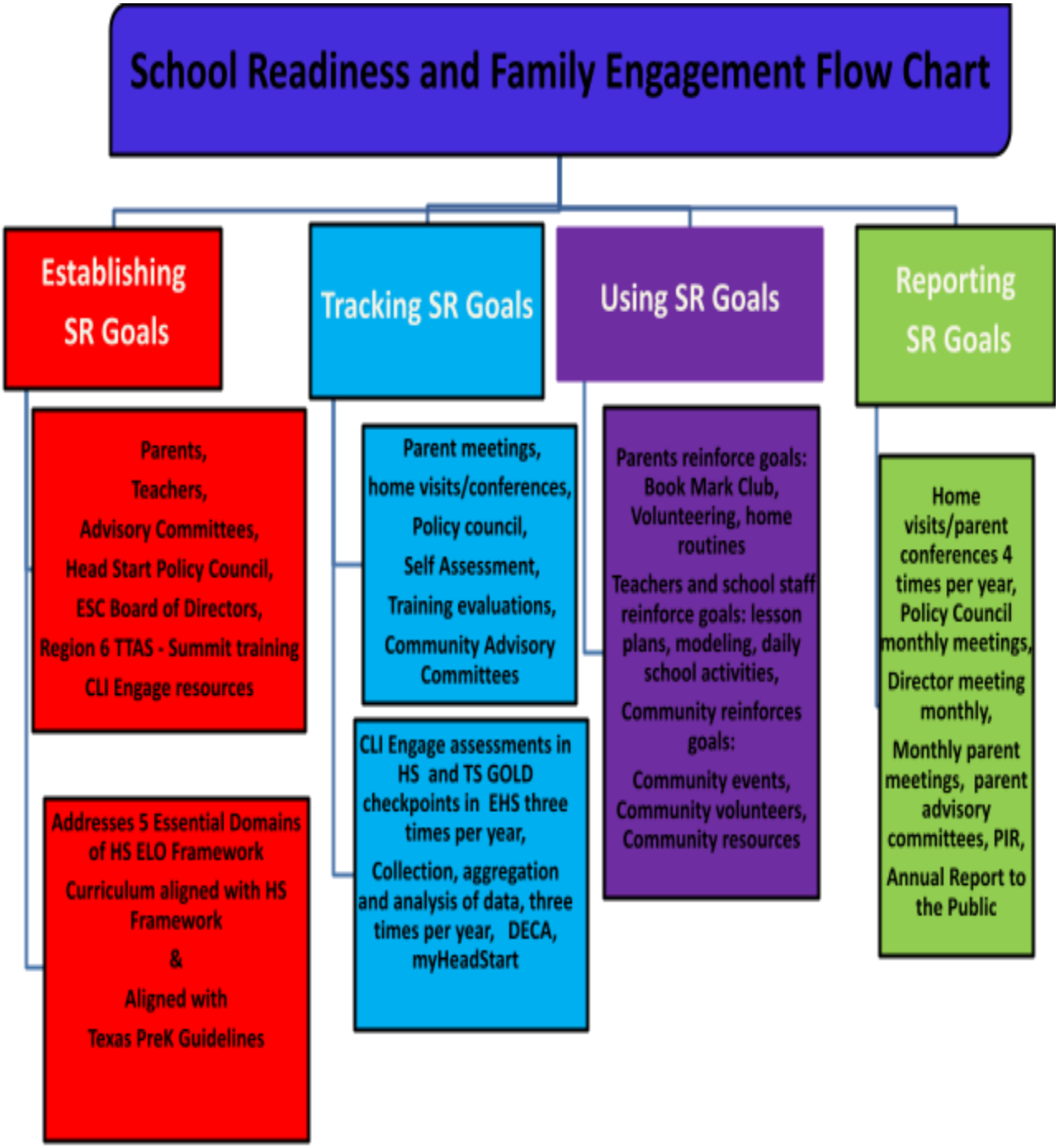
Children will use scientific inquiry skills such as observation, prediction, and investigation to make conclusions.

Perceptual, Motor, and Physical Development:

Children will demonstrate increasing gross motor control.

Children will demonstrate increasing fine motor control.

Children will demonstrate healthy behaviors as a part of their everyday routine.


School Readiness and Family Engagement Flow Chart
Establishing SR Goals
Tracking SR Goals
Using SR Goals
Reporting SR Goals
Parents, Teachers, Advisory Committees, Head Start Policy Council, ESC Board of Directors, Region 6 TTAS - Summit training CLI Engage resources
Addresses 5 Essential Domains of HS ELO Framework
Curriculum aligned with HS Framework
&
Aligned with
Texas PreK Guidelines
Parent meetings, home visits/conferences, Policy council, Self Assessment, Training evaluations, Community Advisory Committees
CLI Engage assessments in HS and TS GOLD checkpoints in EHS three times per year,
Collection, aggregation and analysis of data, three times per year, DECA, myHeadStart
Parents reinforce goals: Book Mark Club, Volunteering, home routines
Teachers and school staff reinforce goals: lesson plans, modeling, daily school activities,
Community reinforces goals:
Community events, Community volunteers, Community resources
Home visits/parent conferences 4 times per year, Policy Council monthly meetings,
Director meeting monthly,
Monthly parent meetings, parent advisory committees, PIR,
Annual Report to the Public

Transitioning from Head Start to Kindergarten

In most cases, Head Start classrooms were on the same campus with the elementary classes and students were already enrolled in the ISD, so the transition was seamless. Teachers began preparing children for Kindergarten as soon as school began, by familiarizing them with procedures such as cafeteria and hallway expectations. Head Start used a state approved curriculum which was aligned with the HSELOF and Texas Pre-K Guidelines which were developed to guide children to complete prerequisites for state Kindergarten guidelines. The Head Start Get Ready for Kindergarten Activity Calendars were given to parents of four year olds in September to offer year long kindergarten readiness ideas to families. Throughout the year, parents were encouraged to do activities at home to meet School Readiness Goals (from DECA, CLI Engage, Brigance, Curriculum) and to establish a habit of attendance at school, parent conferences and meetings. Participation in all school activities such as school carnivals, community read nights and PTA was encouraged throughout the Head Start years.

Training to empower families to advocate for their child during the transition process took place during the transition interview. Families and teachers identified the individual needs of Head Start participants and worked to meet those needs. During Home Visits and Parent Conferences, Head Start staff shared child screening and assessment data with families throughout the year and provided a summary for families to share with Kindergarten teachers. Head Start staff assisted parents in obtaining a list of school supplies and offered ideas for acquiring them. Region 14 provided parents with information about Meet the Teacher and Kindergarten Roundup and the documentation they would need to complete enrollment. Information was shared on school bus schedules, procedures and organizations providing after school care.

Teachers communicated with elementary staff through email and/or at regular staff meetings on their campuses to ensure shared goals and objectives. Head Start teachers worked under the same administrators as the ISD teachers and participated in campus curriculum alignment meetings to ensure that the transition from Head Start to Kindergarten was a smooth one.

What about Kindergarten (flier provided to parents)

As the first day of Kindergarten approaches, you will want to do extra things to make the school seem a friendlier place for both you and your child. You will want to learn:

- The principal's name;
- The kindergarten teacher's name;
- When to register for kindergarten and what forms need to be filled out;
- What immunizations are required before the first day of school;
- A description of the kindergarten program;
- The kindergarten yearly calendar and daily schedule;
- Transportation procedures;
- Food service arrangements;
- How you can become involved in your child's education and in the school.

Visit the school with your child so your child can become familiar with it, and it won't seem scary. Walk up and down the hallways to learn where things are.

Talk with your child about school. During your visit, make positive comments about the school--your attitude will rub off! Tell the child about what they do when classes begin. Talk about the teachers, and how they will help your child learn new things. Encourage your child to look at the teacher as a wise friend toward whom children should be courteous. Take your child by the classroom to visit the teacher. You can do this during the preparation days right before school begins. Explain to your child how important it is to go to school every day.

If possible, **consider volunteering to help out in the school**. The staff will appreciate having an extra adult to help do everything from passing out paper and pencils in the classroom to supervising on the playground or in the lunchroom. Volunteering is a good way to learn more about the school and to meet its staff and other parents.

When the **first day of kindergarten arrives**, go to school with your child (but don't stay long). And, be patient. Many young children are overwhelmed at first, because they are facing a new situation. They may not immediately like school. Your child may cry or cling to you when you say goodbye each morning, but with support from you and the teacher, this can rapidly change.

As your child proceeds through school, you will need to continue your encouragement and involvement. (Remember to always discuss concerns you have about what is going on at school with the teacher.) Let your children know how proud you are of them. Let them know you believe that they will succeed. Always be enthusiastic and ask them to share what happened at school each day.

Good Health and Physical Well-Being

My child:

- ❖ Eats a balanced diet
- ❖ Receives regular medical and dental care and has had all the necessary immunizations.
- ❖ Gets plenty of rest
- ❖ Runs, jumps, plays outdoors, and does other activities that help develop large muscles and provide exercise.
- ❖ Works puzzles, scribbles, colors, paints, and does other activities that help develop small muscles.

Social and Emotional Preparation

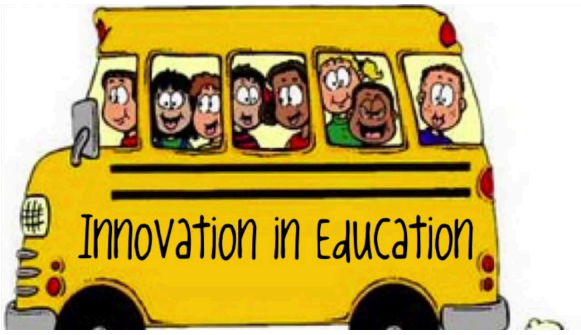
My child:

- ❖ Is learning to be confident enough to explore and try new things
- ❖ Is learning to work well alone and to do many tasks for himself
- ❖ Has opportunities to be with other children and is learning to cooperate with them.
- ❖ Is curious and motivated to learn
- ❖ Is learning to finish tasks
- ❖ Is learning to use self-control
- ❖ Can follow simple instructions
- ❖ Helps with family chores

Language and General Knowledge

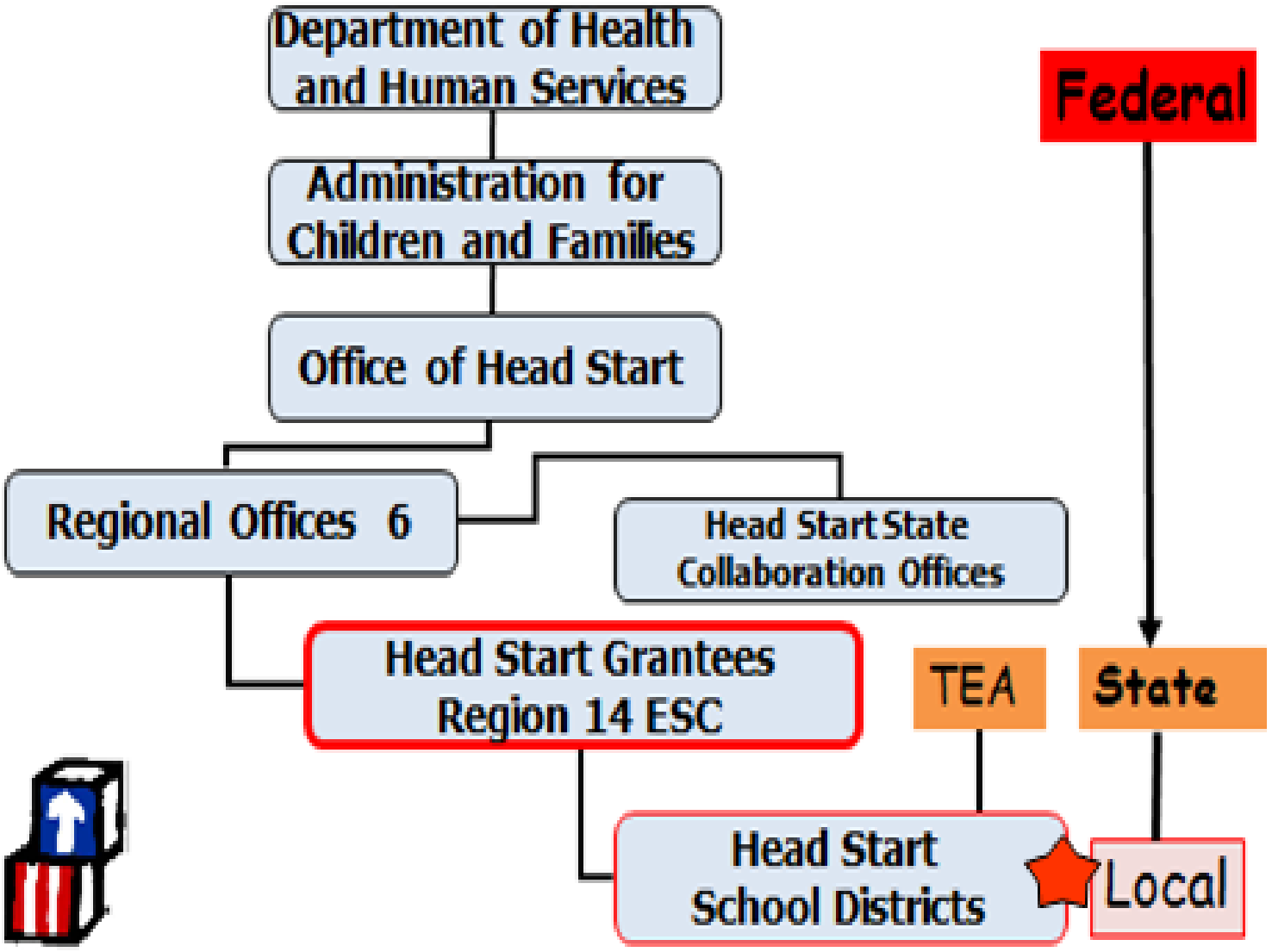
My child:

- ❖ Has many opportunities to play as well as get firsthand experiences--using the 5 senses.
- ❖ Is read to every day and has access to books.
- ❖ Is learning to write his/her name, to count, and to recognize some colors, shapes, number and letters.
- ❖ Has his/her television viewing monitored by an adult
- ❖ Encouraged to ask questions and to solve problems, to sort and classify things and to notice similarities and differences (for example looking for all the red cars as you are driving



H) Any other information required by the Secretary

Head Start Organization Chart



Region 14 Education Service Center

Head Start & Early Head Start

Proudly

"Giving Children a Head Start on Life"