Region 14 and Region 15 Education Service Center

2024 - 2025

Head Start & Early Head Start

Annual Report to the Public



~ Giving Children a Head Start on Life ~

Introduction

This report has been prepared to comply with the Head Start Reauthorization Act of 2007. Section 642. of 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 most 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……..**4-7**

(B) An explanation of budgetary expenditures and proposed budget for the fiscal year……....**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……...**16-17**

(G) The agency's efforts to prepare children for kindergarten……..……**18-24**

(H) Any other information required by the Secretary…….....**25**



Region 14 Education Service Center (ESC) – Grant Recipient

&

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, and Region 15 ESC as a Delegate.

Region 14 Head Start - 312	**ESC 15** 128 HS 40 EHS	**Region 14 Early Head Start -** 128
Albany	Ballinger	Colorado City x 3
Anson x 2	Brady x 3	Comanche x 4
Breckenridge x 2	Brownwood: EHS x 5	De Leon
Cisco	Coleman x 2	Hamlin
Clyde	Winters	Sweetwater x 9
Colorado City x 2		
Comanche		
De Leon		
Hamlin		
Eastland		
Merkel		
Stamford x 2		
Sweetwater x 5		

Section 642 (d)(2)(A) The total amount of public and private funds received and the amount from each source.

Section 642 (d)(2)(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.

Region 14/15 Education Service Center Head Start does not possess tax levying or bonding authority and relies on federal grant funding.

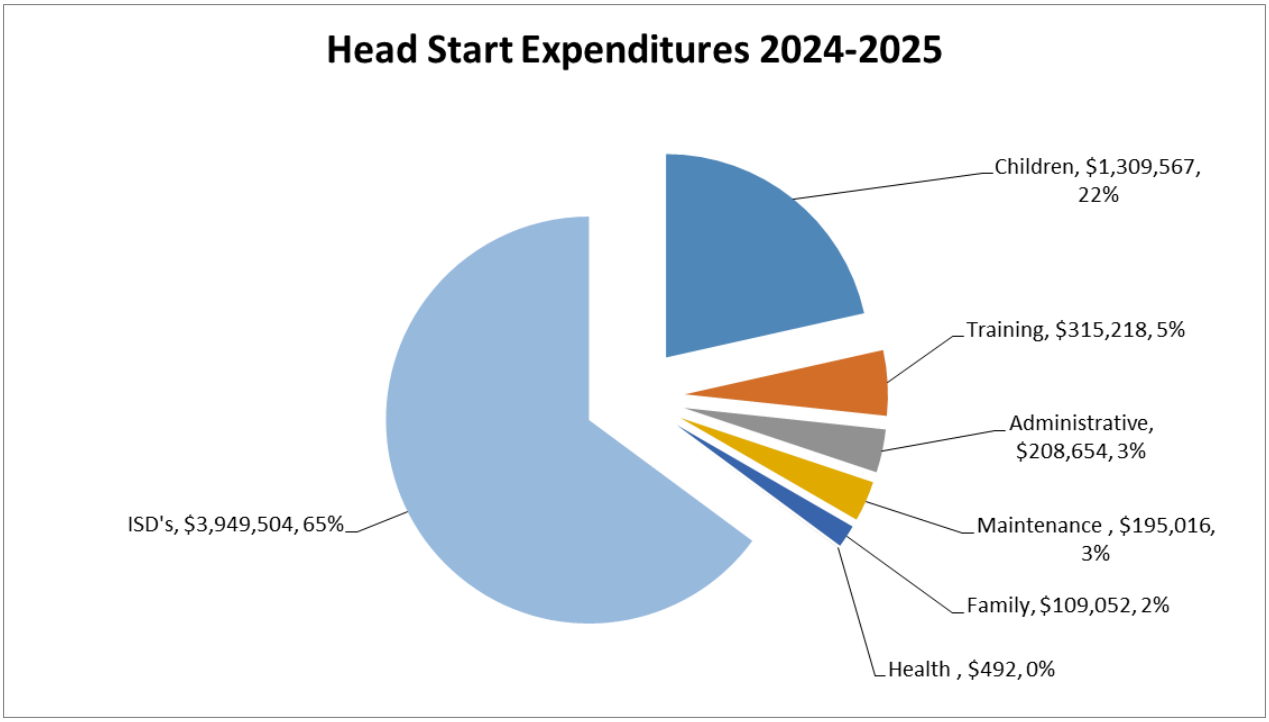
The required annual financial audit was performed and completed by Edgin, Parkman, Fleming & Fleming, PC.

Head Start

The Head Start program received **$6,087,504** for the 2024-2025 program year. The following diagram represents how the dollars were allocated.

Region 14 schools that received Head Start funds: Albany, Anson, Breckenridge, Cisco, Clyde, Colorado City, Comanche, De Leon, Eastland, Hamlin, Merkel, Stamford, and Sweetwater.

Region 15 schools that received Head Start funds: Ballinger, Brady, Coleman, and Winters.



Proposed Head Start Budget for the 2025-2026 Program Year

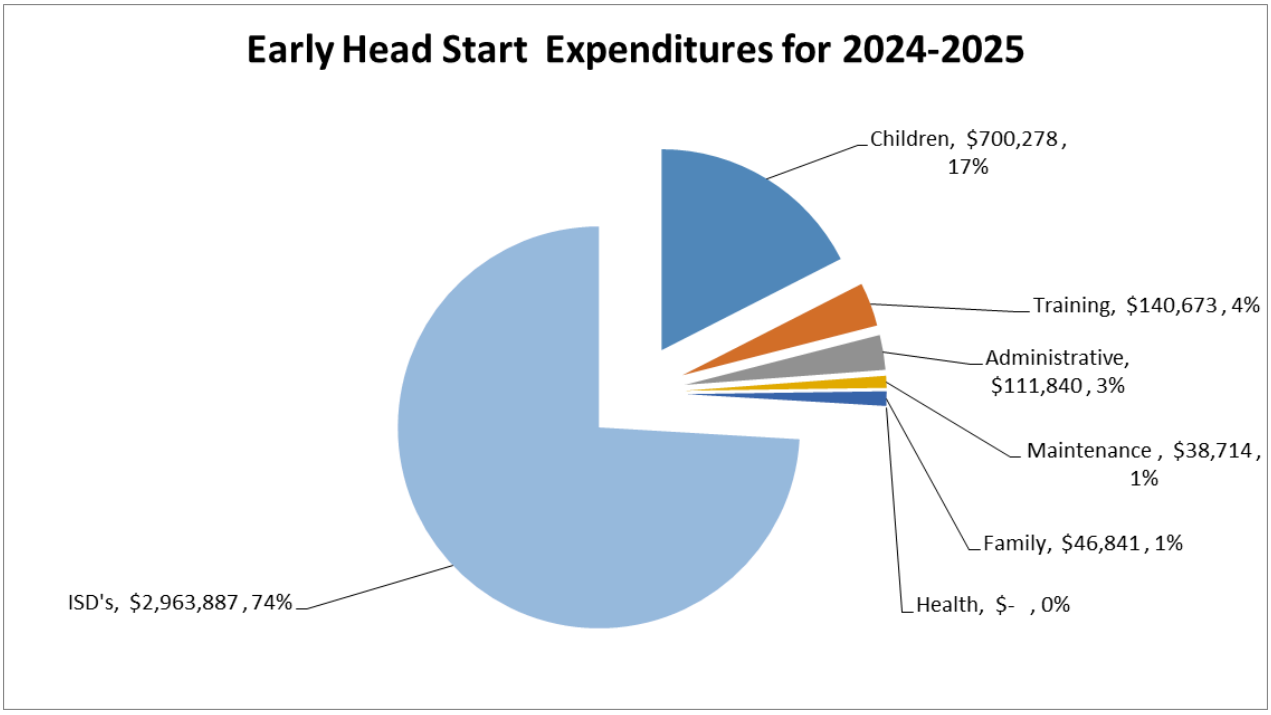
Head Start Budget for 2025-2026		Percent
Children	$ 1,133,411	17.89%
Training	288,797	4.56%
Administrative	224,284	3.54%
Maintenance	142,650	2.25%
Family	108,708	1.72%
Health	4,000	0.06%
ISDs	4,433,581	69.98%
TOTAL	**$ 6,335,431**	100.00%

Early Head Start Grant

The Early Head Start program received **$4,002,233** for the 2024-2025 program year. The following diagram represents how those dollars were allocated.

Region 14 schools that received Early Head Start funds: Colorado City, Comanche, De Leon, Hamlin, and Sweetwater.

Region 15 school that received Early Head Start funds: Brownwood.



Proposed Early Head Start Budget for the 2025-2026 Program Year

Early Head Start Budget for 2025-2026		Percent
Children	$ 715,208	16.38%
Training	207,963	4.76%
Administrative	218,985	5.01%
Maintenance	87,566	2.01%
Family	66,728	1.53%
Health	4,000	0.09%
ISDs	3,066,643	70.22%
TOTAL	**$ 4,367,093**	100.00%

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 the 2024-2025 program year, $2,522,434 was required for matching with a maximum of $1,891,826 for allowable administrative costs. The school districts reported 9.81% of funds were utilized for administrative costs. The following chart demonstrates the amount of matching and administrative costs reported.

2024-2025 IN-KIND/ADMINISTRATIVE COST REPORT

TOTAL EHS/HS FUNDING	$	10,089,737
IN-KIND REQUIRED	$	2,522,434
ADMINISTRATIVE COST ALLOWED	$	1,891,826

Categories	Total In-Kind	Total Administrative Cost
ISD Salaries	$ 1,556,696	$ 477,184
Contracted Services	$ 423,902	$ 149,754
Utilities	$ 123,082	$ 6,154
Supplies	$ 181,358	$ 172,896
Rental of Classroom Space	$ 653,671	$ 32,684
TOTAL PROVIDED BY PARTICIPATING ISD'S	$ 2,938,710	$ 838,671
ESC PORTION		
Indirect Cost		$ 195,889
Administrative Costs		$ 202,180
TOTALS	$ 2,938,710	$ 1,236,740



Section 642 (d)(2)(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 312 Head Start children and 112 Early Head Start children.

Region 14 ESC Head Start Delegate, Region 15 ESC, is funded to serve 128 Head Start children and 40 Early Head Start children.

Head Start partners with Independent School Districts within the service area. The partnering school district would provide funding for additional children.
Source: Web-based data system (GoEngage)

Site	2024-2025 Funded Enrollment	2024-2025 Total Served	2024-2025 # of Classes
Region 14 Head Start			
Albany	14	13	1
Anson	34	30	2
Breckenridge	17	35	2
Cisco	17	21	1
Clyde	15	16	1
Colorado City	32	34	2
Comanche	0	20	1
De Leon	16	20	1
Eastland	15	17	1
Hamlin	15	17	1
Merkel	17	20	1
Stamford	30	34	2
Sweetwater HS	90	105	5
Total	**312**	**382**	**21**
Region 14 Early Head Start			
Colorado City	24	25	3
Comanche	0	33	4
De Leon	8	10	1
Hamlin	8	12	1
Sweetwater	72	83	9
Total	**112**	**163**	**18**
Region 15 Delegate			
Ballinger	17	19	1
Brady	54	66	3
Brownwood EHS	40	51	5
Coleman	40	45	2
Winters	17	19	1
Total	**168**	**200**	**12**

Ethnicity

	Total Number by Ethnicity	Hispanic or Latino Origin	Non-Hispanic/ Non-Latino	Unspecified
Early Head Start	163	115	48	0
Head Start	382	216	166	0
Early Head Start (Delegate)	51	27	24	0
Head Start (Delegate)	149	90	59	0

Source: GoEngage/PIR

	Black	White	Native American	Pacific Islander	Asian	Biracial/ Multi-racial	Other
Early Head Start	14	132	0	0	1	16	0
Head Start	29	331	2	1	1	15	0
Early Head Start (Delegate)	5	40	0	0	0	6	0
Head Start (Delegate)	10	133	2	1	0	3	0

Source: GoEngage/PIR

Languages Spoken by Children

	Total	English	Spanish	Asian	Other	Unspecified
Early Head Start	163	155	8	0	0	0
Head Start	382	355	26	1	0	0
Early Head Start (Delegate)	51	51	0	0	0	0
Head Start (Delegate)	149	140	9	0	0	0

Source: GoEngage/PIR

Gender of Students

	Male	Female
Early Head Start	86	77
Head Start	190	192
Early Head Start (Delegate)	34	17
Head Start (Delegate)	70	79

Source: GoEngage

Head Start Disabilities

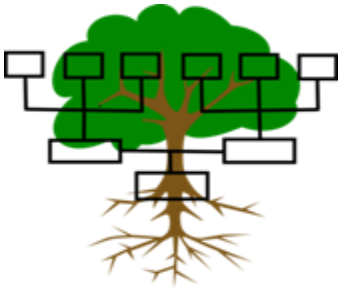
	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities	Cerebral Palsy	NCEC	Autism	Orthopedic Impairment	Speech Language	Visual/ Blindness	Other Health Impaired	Emotional Disturbance
Head Start	382	71	19%	0	16	4	0	48	1	2	0
Head Start (Delegate)	149	33	22%	0	3	1	0	29	0	0	0

Source: GoEngage/PIR

Early Head Start Disabilities

	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities
Early Head Start	163	6	4%
Early Head Start (Delegate)	51	5	6%

Source: GoEngage/PIR



Family Structure

Parental Status

	Number of Families	Single Parent Families	Two-Parent Families
Early Head Start	147	103	44
Head Start	358	239	119
Early Head Start (Delegate)	45	33	12
Head Start (Delegate)	138	78	60

Source: GoEngage/PIR

Employment

	At least one parent/guardian is employed, in 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, in 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	123	24	130	17
Head Start	292	66	296	62
Early Head Start (Delegate)	35	10	36	9
Head Start (Delegate)	111	27	123	15

Source: GoEngage/PIR



Education Level of Parents

	<HS Graduate	HS Graduate/ GED	Some College/ Associates	Bachelor's Degree or Higher	Number in Job Training or School
Early Head Start	14	81	48	4	9
Head Start	38	167	133	20	17
Early Head Start (Delegate)	7	25	11	2	4
Head Start (Delegate)	15	69	50	4	5

Source: GoEngage/PIR

Public Assistance

	TANF at enrollment/ end of enrollment	SSI at enrollment/ end of enrollment	WIC at enrollment/ end of enrollment	SNAP at enrollment/ end of enrollment
Early Head Start	4/5	4/3	94/91	103/102
Head Start	6/6	8/7	133/132	214/212
Early Head Start (Delegate)	1/1	0/0	34/34	36/36
Head Start (Delegate)	3/3	5/5	61/60	75/74

Source: GoEngage/PIR

Family Services during 2024-2025

Services	Early Head Start	Head Start	Early Head Start (Delegate)	Head Start (Delegate)
Emergency/Crisis Intervention	0	12	0	17
Housing Assistance (subsidies, utilities, repairs)	0	0	12	1
Asset Building Services (financial education, debt counseling)	0	0	1	0
Mental Health Services	19	86	3	19
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
Education Enrollment Assistance	0	0	2	5
Research-Based Parenting Curriculum	135	261	41	138
Child Screening and Assessment Collaboration	140	336	38	128
Transition Support (EHS to HS, HS to Kindergarten)	61	167	22	72
Education on Preventive Healthcare	0	0	0	0
Education on Developmental Consequences of Tobacco Product Use	0	0	0	0

Nutrition Education	0	0	0	0
Postpartum Education (breastfeeding support)	0	0	0	0
Relationship/Marriage Education	0	0	0	0
Assistance to Families of Incarcerated Individuals	0	0	0	0
Number of Families Who Received at Least One Service	145	345	44	138
Fatherhood Collaboration	58	176	14	59
Number of Homeless Families Served	4	16	13	22
Number of Foster Children Served	7	6	3	5
Percentage of Families That Received Services	89%	90%	86%	93%

Source: GoEngage/PIR

Section 642 (d)(2)(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 Head Start Performance Standards and other federal regulations. Region 14/15 Education Service Center Head Start & Early Head Start's last on-site review was November 2022 conducted by the Administration for Children and Families.

Based on the information gathered from the onsite review and desktop review, it was established that the Head Start and Early Head Start Programs were in compliance. However, there was one area of concern regarding teacher qualifications, a corrective action plan was submitted and accepted.

Section 642 (d)(2)(E) The percentage of enrolled children that received medical and dental exams.



Children Receiving Medical & Dental Services

	Medical at enrollment/ at the end of enrollment	Percentage at the end of enrollment	Dental at enrollment/ at the end of enrollment	Percentage at the end of enrollment
Early Head Start	158/160	99%	154/159	98%
Head Start	372/378	99%	371/379	99%
Early Head Start (Delegate)	51/51	100%	49/51	100%
Head Start (Delegate)	147/149	100%	138/149	100%

Source: GoEngage/PIR

Children having Primary Health Coverage

	CHIP and/or Medicaid at enrollment/ at the end of enrollment	**Private** at enrollment/ at the end of enrollment	**Other**	None at enrollment/ at the end of enrollment
Early Head Start	146/147	16/15	0	1/1
Head Start	296/298	70/71	0	16/13
Early Head Start (Delegate)	47/48	2/3	0	2/0
Head Start (Delegate)	131/134	10/12	0	8/3

Source: GoEngage/PIR

Section 642 (d)(2)(F) Information about parent involvement activities.



Volunteer Opportunities: in the classroom, during mealtimes, at field trips, enrollment recruitment events, socials and outings, or start a parent wellness group or walk club.

Volunteer Information

	Total Number of Volunteers	Volunteers who are Former/ Current Parents
Early Head Start	42	28
Head Start	62	35
Early Head Start (Delegate)	7	2
Head Start (Delegate)	102	77

Source: GoEngage/PIR

Parent Engagement Opportunities

Activity	Details
Opportunity to develop partnership agreement and family goals	Offered to all enrolled families
Health & Mental Health Services Advisory Committee	Parent representatives attend meetings twice a year that include community agencies
Policy Council/Policy Committee 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 standard 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) *Parent University *Mental Health Day

Section 642 (d)(2)(G) The agency's efforts to prepare children for kindergarten.



Head Start School Readiness Plan for Student Success

Region 14/15 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 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 partnering school district selected their choice of state-approved curriculum, with most selecting the Frog Street Pre-K (FSPK) curriculum. All ages utilized Conscious Discipline® strategies to support social and emotional intelligence and improve cognitive performance.

The EHS curriculum guided teachers in creating intentional learning opportunities, while maintaining the flexibility to respond to changing interests and abilities of children. This curriculum was implemented with fidelity to support instruction designed for infants and toddlers to meet individual needs and is culturally and socially appropriate. The Frog Street Curriculum provided a smooth transition from EHS to HS where most programs are utilizing FSPK. Curriculum for infants and toddlers is focused on building responsive relationships, and provides a concrete framework to accomplish this. It equipped the teachers with information about child development to guide planning and individualization to promote each child's success. The curriculum offered teachers a broad range of caring and teaching strategies, making learning meaningful and engaging for all children. Texas Early Learning Guidelines are aligned with Texas Pre-K Guidelines and the Head Start Early Learning Outcomes Framework (HSELOF) ensuring developmental appropriateness and a sequential plan for individualized instruction. This ensured seamless support of student progress as they transition to Head Start. Early Head Start served 160 children providing an even larger impact on the school readiness of children in five communities.

All curricula that are used by the Region 14/15 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 and building connections among all disciplines. FSPK features distinct home, school, and community connections linked to thematic units, 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 14/15 ESC Early Head Start. The system is organized into 10 areas of development and learning with 38 objectives. Parent insights from home visits and conferences, teacher observation notes, teacher checklists, and child work samples were reviewed and applied to checkpoints on the GOLD™ online system. The system 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 five domains of the Head Start Early Learning Outcomes Framework. These domains include: Approaches to Learning, Social and Emotional Development, Language and Literacy, and Cognition and Perceptual Motor and Physical Development. The CLI Engage platform is both a direct and observation-based assessment tool that meets the annual data collection and analysis requirements established by the Texas Education Agency. It measures the knowledge, skills, and behaviors that are most predictive of school readiness. The objectives are aligned with the Head Start Early Learning Outcomes Framework, Little Texans-Big Futures, and the Texas Prekindergarten Guidelines. The CLI Engage platform assessed Head Start students 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 education staff and parents. Additionally, the results were used in monitoring lesson plans, providing individualized coaching for teachers, and in purchasing resources needed for instruction and learning. The analysis results are used to inform parents, Policy Council, boards and community members 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.

Teachers were monitored regularly by ESC 14/15 Education/Disabilities Consultants. In EHS, consultants used the Program Quality Assessment (PQA) tool to evaluate 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/Disabilities Consultants using a program-designed environmental checklist to monitor for developmentally appropriate practices. 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 the 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 recommendations for strengthening Emotional Support, Classroom Organization and Instructional Support to enhance 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.

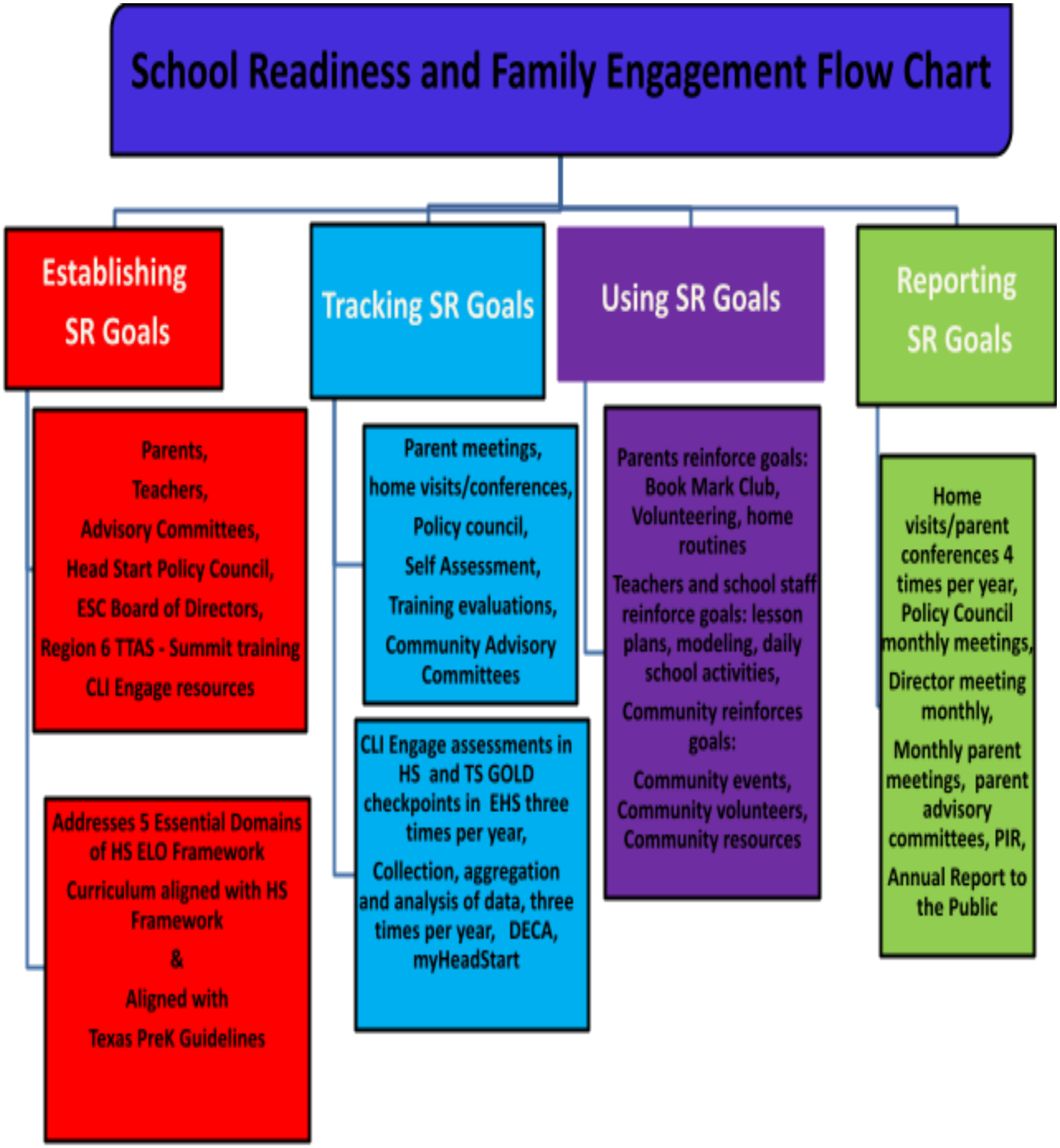
Children will use scientific inquiry skills such as observation, prediction, and investigation to make conclusions.

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

Most Head Start children experience a seamless transition to Kindergarten, as the Head Start classroom is in the same elementary building. 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 aligned with the HSELOF and Texas Pre-K Guidelines to guide children to complete prerequisites for state Kindergarten guidelines. The Head Start Get Ready for Kindergarten Activity Calendars were provided to parents of four-year-olds in September to offer year long kindergarten readiness strategies. Parents were encouraged to engage in activities at home to meet School Readiness Goals (from DECA, CLI Engage, Brigance, Curriculum). Parents were also encouraged to establish a habit of attendance at school, parent conferences, and meetings. Head Start promoted participation in all school activities such as school carnivals, community read nights and PTA.

Training took place during the transition interview to empower families to advocate for their child during the transition process. 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 14/15 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 seamless.



"What About Kindergarten?" Flyer

The "What About Kindergarten?" flyer, seen below, provided general information to families of transitioning Head Start students. It was created to guide families through the transition process.



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 everyday.

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 good-bye 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 child know how proud you are of him. Let him know you believe that he will succeed. Always be enthusiastic and ask them to share what happened at school each day.

What About Kindergarten?

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.



General 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:

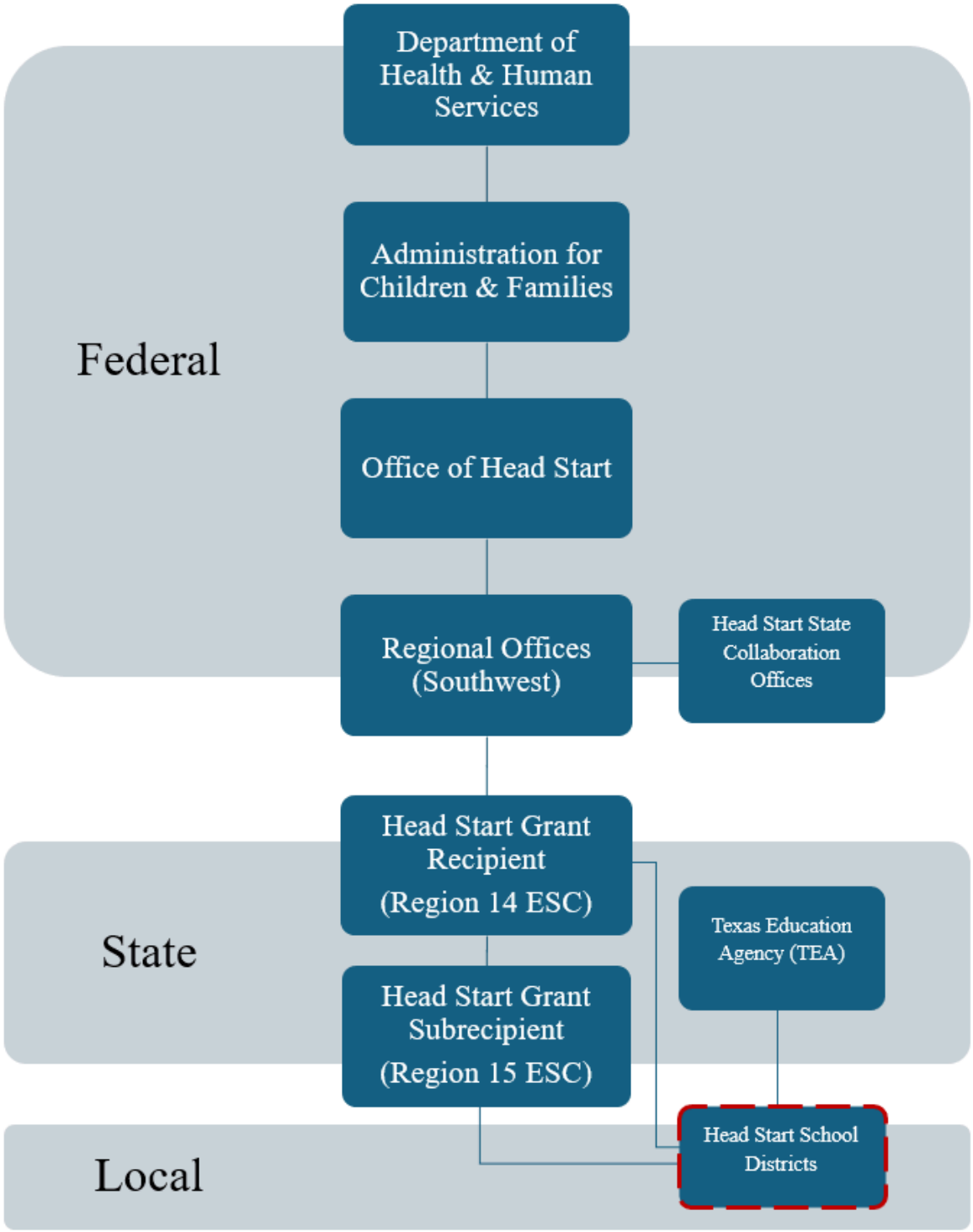
✓ Is learning to be confident enoug to explore and try new things.
✓ Is learning to work well alone and to do many tasks for himself.
✓ Has opportunities to be with other children and is learning to cooperate with them.
✓ Is curious and motivated to learn.
✓ Is learning to finish tasks.
✓ Is learning 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, numerals and letters.
✓ Has his/her television viewing limited and 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).

Section 642 (d)(2)H) Any other information required by the Secretary

Head Start Organization Chart



Region 14 & 15 Education Service Center

Proudly *Giving Children a Head Start on Life*