

Region 14 and Region 15 Education Service Center

2019-2020

Head Start/Early Head Start Annual Report to the Public



~ Giving Children a Head Start on Life ~

~1~

Region 14 Education Service Center: Head Start/Early Head Start

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.....**4-6**
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.....**4-6**
- (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**
- (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**
- (G) The agency’s efforts to prepare children for kindergarten.....**17-25**
- (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: Head Start WEST; Head Start EAST including Region 15 ESC as a Delegate; and Early Head Start Expansion

WEST - 276 HS 48 EHS	EAST / ESC 15 -384 HS 40 EHS	EHS EXPANSION- 72
Albany	Cisco	Colorado City x 2
Anson	Clyde	Comanche x 4
Breckenridge x 2	Comanche x 2	Sweetwater x 3
Colorado x 2	De Leon	
Hamlin	Eastland	
Haskell	Ranger	
Merkel	Ballinger	

~3~

Region 14 Education Service Center: Head Start/Early Head Start

Stamford	Brady x 2	
Sweetwater: Head Start x 5 & Early Head Start x 6	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.

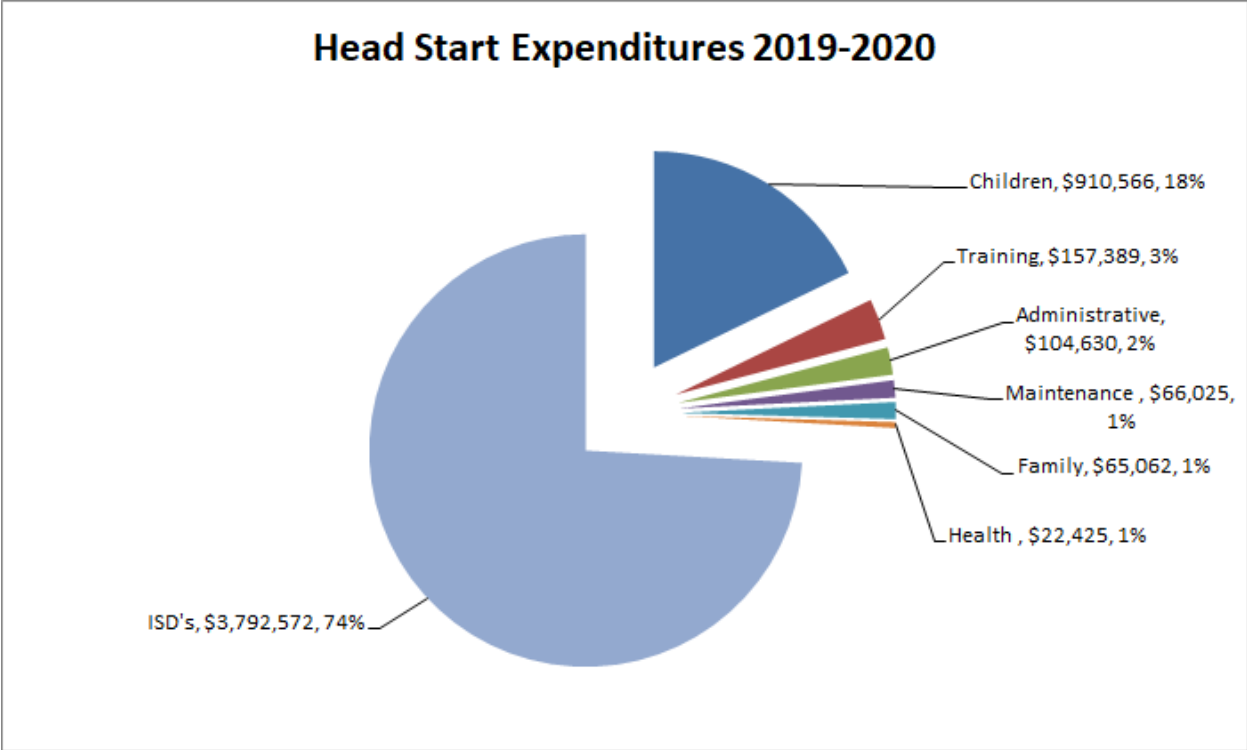
Region 14 Education Service Center Head Start does not possess tax levying or bonding authority and relies on federal grant funding.

The required annual financial audit was performed and completed by Eide Bailly LLP.

Head Start

\$5,118,669 was received for the 2019-2020 Head Start Program. The following diagram represents how the dollars were spent.

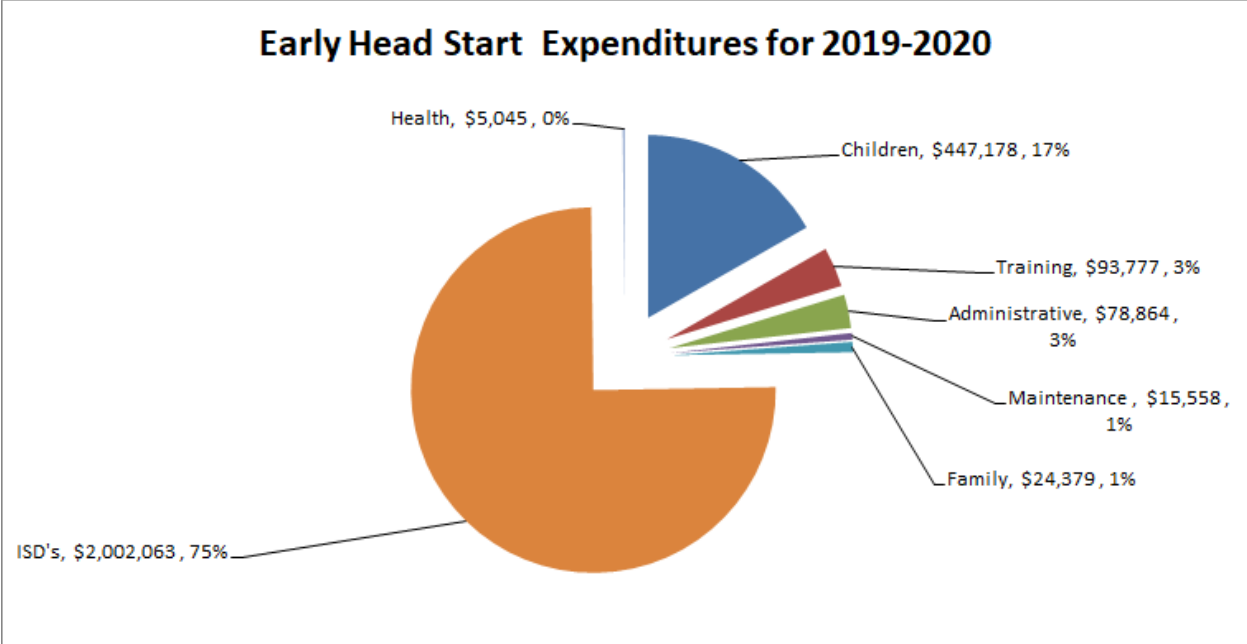
Schools that receive Head Start Funds: Albany, Anson, Breckenridge, Cisco, Clyde, Colorado City, Comanche, De Leon, Eastland, Hamlin, Haskell, Merkel, Ranger, Stamford, Sweetwater, Ballinger, Brady, Brownwood, Coleman, Winters



Early Head Start Expansion Grant

\$2,666,864 was received for the 2019-2020 Early Head Start Program. The following diagram represents how those dollars were spent.

Schools that receive Early Head Start Funds: Colorado City, Comanche, 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 2019-2020, \$1,946,383 was required for matching with a maximum of \$1,459,787 allowable administrative costs. The school districts reported more matching than was required and administrative costs of 11.13%. The following chart demonstrates the amount of matching and administrative costs reported.

2019-2020 IN-KIND/ADMINISTRATIVE COST REPORT		
TOTAL EHS/HS FUNDING	\$	7,785,533.00
IN-KIND REQUIRED	\$	1,946,383.00
ADMINISTRATIVE COST ALLOWED	\$	1,459,787
Categories	Total In-Kind	Total Administrative Cost
ISD Salaries	\$ 1,508,158	\$ 345,142
Contracted Services	\$ 161,702	\$ 161,702
Utilities	\$ 192,638	\$ 9,632
Supplies	\$ 118,429	\$ 111,557
Rental of Classroom Space	\$ 552,879	\$ 27,854
TOTAL PROVIDED BY PARTICIPATING ISD'S	\$ 2,533,806	\$ 655,887
ESC PORTION		
Indirect Cost		\$ 131,679
Administrative Costs		\$ 78,864
TOTALS	\$ 2,533,806	\$ 866,429



Child Demographics



(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/Early Head Start is funded to serve 276 Head Start children and 48 Early Head Start children.

Region 14 ESC Head Start-East is funded to serve 116 Head Start children.

Region 14 ESC Early Head Start Expansion funded to serve 72 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	2019-2020 Funded Enrollment	2019-2020 Total Served	2019-2020 # of Classes
West			
Albany	17	15	1

Anson	18	19	1
Breckenridge	38	44	2
Site	2019-2020 Funded Enrollment	2019-2020 Total Served	2019-2020 # of Classes
Colorado City	36	39	2
Hamlin	19	14	1
Haskell	18	20	1
Merkel	19	21	1
Stamford	18	20	1
Sweetwater HS	93	98	5
Sweetwater EHS	48	53	6
Total	324	343	21
East			
Cisco	17	23	1
Clyde	17	18	1
Comanche	34	48	2
DeLeon	16	21	1
Eastland	17	24	1
Ranger	15	18	1
Total	116	152	7
Region 15 East Delegate			
Ballinger	17	20	1
Brady	40	48	2
Brownwood HS	134	131	7
Brownwood EHS	40	46	5
Coleman	40	51	2
Winters	17	19	1
Total	288	315	16
EHS Expansion			
Colorado City	16	18	2
Comanche	32	36	4
Sweetwater	24	25	3
Total	72	79	9

*Average Monthly Enrollment – not listed as this was the first year for these classes/PIR Report

~9~

	Total Number by Ethnicity	Hispanic or Latino Origin	Non-Hispanic/ Non-Latino
Early Head Start	53	27	26
Head Start	290	147	137
Head Start-East	152	58	94
Early Head Start-East (Delegate)	46	16	30
Head Start-East (Delegate)	269	117	152
Early Head Start-Expansion	79	55	24

Source: myHeadStart/PIR

	Black	White	Native American	Pacific Islander	Asian	Biracial/ Multi-racial	Other
Early Head Start	13	38	0	0	0	2	0
Head Start	35	238	4	0	3	7	3
Head Start-East	2	147	1	0	0	2	0
Early Head Start-East (Delegate)	5	38	1	0	0	2	0
Head Start-East (Delegate)	26	229	0	1	4	7	2
Early Head Start-Expansion	10	63	0	0	1	3	2

Source: myHeadStart/PIR

Languages Spoken by Children

	Total	English	Spanish	Asian	Other
Early Head Start	53	52	1	0	0
Head Start	290	273	14	3	0
Head Start-East	152	135	17	0	0
Early Head Start-East (Delegate)	46	45	0	1	0
Head Start-East (Delegate)	269	259	5	1	3
Early Head Start-Expansion	79	76	2	1	0

Source: myHeadStart/PIR

Gender of Students

	<u>Male</u>	<u>Female</u>
Early Head Start	27	26
Head Start	137	153
Head Start-East	79	71
Early Head Start-East (Delegate)	20	26
Head Start-East (Delegate)	136	133
Early Head Start-Expansion	48	31

Source: myHeadStart

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
Head Start	345	60	17%	0	9	1	1	48	0	1
Head Start-East	150	28	19%	0	3	1	0	20	1	4
Head Start-East (Delegate)	317	28	9%	0	3	0	1	24	0	0

Source: myHeadStart/PIR

Early Head Start Disabilities

	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities	Developmental Delay	Atypical Development
Early Head Start	53	14	26%	14	0
Early Head Start-East (Delegate)	46	11	24%	11	0
Early Head Start-Expansion	79	20	25%	20	0

Source: myHeadStart/PIR



Family Structure

Parental Status

	Number of Families	One Parent	Two Parents
Early Head Start	51	34	17
Head Start	266	167	99
Head Start-East	143	84	59
Early Head Start-East (Delegate)	42	28	14
Head Start-East (Delegate)	248	154	94
Early Head Start-Expansion	72	55	17

Source: myHeadStart/PIR

Employment

	Two Parent Households Both Parents Employed	Two Parent Households One Parent Employed	Two Parent Households Both Parents Unemployed	One Parent Household One Parent Employed	One Parent Household Parent Unemployed
Early Head Start	8	6	2	27	7
Head Start	36	43	18	114	52
Head Start-East	18	36	5	60	23
Early Head Start-East (Delegate)	8	6	0	20	8
Head Start-East (Delegate)	33	48	13	109	44
Early Head Start-Expansion	5	9	3	30	17

Source: myHeadStart/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	8	30	13	0	15
Head Start	49	122	82	12	24
Head Start-East	23	62	55	3	7
Early Head Start-East (Delegate)	5	19	12	6	3
Head Start-East (Delegate)	33	119	84	11	1
Early Head Start-Expansion	7	51	12	2	11

Source: myHeadStart/PIR

Public Assistance

	TANF/ Former TANF	SSI	WIC
Early Head Start	3	0	25
Head Start	2	11	77
Head Start-East	0	7	47
Early Head Start-East (Delegate)	0	2	15
Head Start-East (Delegate)	4	12	34
Early Head Start-Expansion	3	2	31

Source: myHeadStart/PIR

Family Services during 2019-2020

Services	Early Head Start West	Head Start West	Head Start-East	Early Head Start-East (Delegate)	Head Start-East (Delegate)	Early Head Start-Expansion
Emergency/Crisis Intervention	23	71	0	0	5	18
Housing Assistance (subsidies, utilities, repairs)	2	18	5	2	30	4
Transportation Assistance	N/A	N/A	N/A	N/A	N/A	N/A
Mental Health Services	1	5	43	1	12	2
English as a Second Language Training	0	4	1	0	0	0
Adult Education (GED, college selection)	0	18	18	2	23	15
Job Training	0	6	5	3	26	4
Substance Abuse Prevention/Treatment	0	0	0	0	0	0
Child Abuse/Neglect Services	0	0	1	0	0	0
Domestic Violence Services	0	1	0	0	0	0
Child Support Assistance	0	3	0	0	0	2
Health Education (including prenatal)	0	3	19	0	20	0
Assistance to Families of Incarcerated Individuals	0	2	0	0	0	0
Parenting Education	49	205	131	21	197	64
Marriage Education Services	0	0	0	0	3	1
Fatherhood	4	39	34	0	25	9
Number of Parent Meetings at HS Sites	9	9	9	9	9	9
Total Number of Families Receiving Services	51	252	138	23	211	68
Number of Homeless Families Served	1	10	3	4	19	1
Number of Foster Children Served	2	12	11	4	26	8
Percentage of Families that we provided services for	100%	94%	100%	67%	95%	97%

Source: myHeadStart/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 February 3-8, 2016; conducted by the Administration for Children and Families.

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	Percentage	Dental	Percentage
Early Head Start	53	100%	53	100%
Head Start-West	287	83%	287	83%
Head Start-East	151	100%	149	99%
Early Head Start-East (Delegate)	45	98%	44	96%
Head Start-East (Delegate)	262	83%	258	81%
Early Head Start-Expansion	79	100%	78	99%

Source: myHeadStart/PIR

Children having Primary Health Coverage

	CHIP and/or Medicaid	Private	Other	None
Early Head Start	49	4	0	0
Head Start-West	260	22	0	8
Head Start-East	136	7	0	9
Early Head Start-East (Delegate)	43	2	0	1
Head Start-East (Delegate)	240	23	0	6
Early Head Start-Expansion	75	4	0	0

Source: myHeadStart/PIR

(F) Information about parent involvement activities.



Volunteer Activities: In the Classroom, Mealtimes, 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	4	4
Head Start	271	151
Head Start-East	185	74
Early Head Start-East (Delegate)	8	8
Head Start-East (Delegate)	56	52
Early Head Start-Expansion	31	22

Source: myHeadStart/PIR

Parent Engagement Opportunities

~16~

Region 14 Education Service Center: Head Start/Early Head Start

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: <ul style="list-style-type: none"> ● Pedestrian Safety ● Emergency Preparedness/Fire Safety ● Nutrition – food prep, meal planning ● Mental Health: child and family ● Parenting Skills ● Child Development ● Child Abuse/Neglect ● Behavior Management ● Financial Literacy ● Parent Building Blocks ● Ready Rosie
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

(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 trainings 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. This was especially important during school closures due to COVID 19. Teachers were able to share activities from both platforms through paper packets or digitally, whichever was easier for individual families to access. 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 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, and curiosity.

Social and Emotional Development:

Children will learn to regulate their own emotions and behavior.

Children will learn how to establish relationships, participate cooperatively and constructively in group situations.

Language and Literacy:

Children will demonstrate phonological awareness, knowledge of the alphabet, knowledge of print and its uses, and demonstrate emergent writing skills.

Children will respond to books and other texts.

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

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

Cognition:

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

Perceptual, Motor, and Physical Development:

Children will demonstrate increasing gross motor control.

Children will demonstrate healthy habits.

School Readiness and Family Engagement Flow Chart



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, Brigrance, 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 (flyer 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 supervise 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:

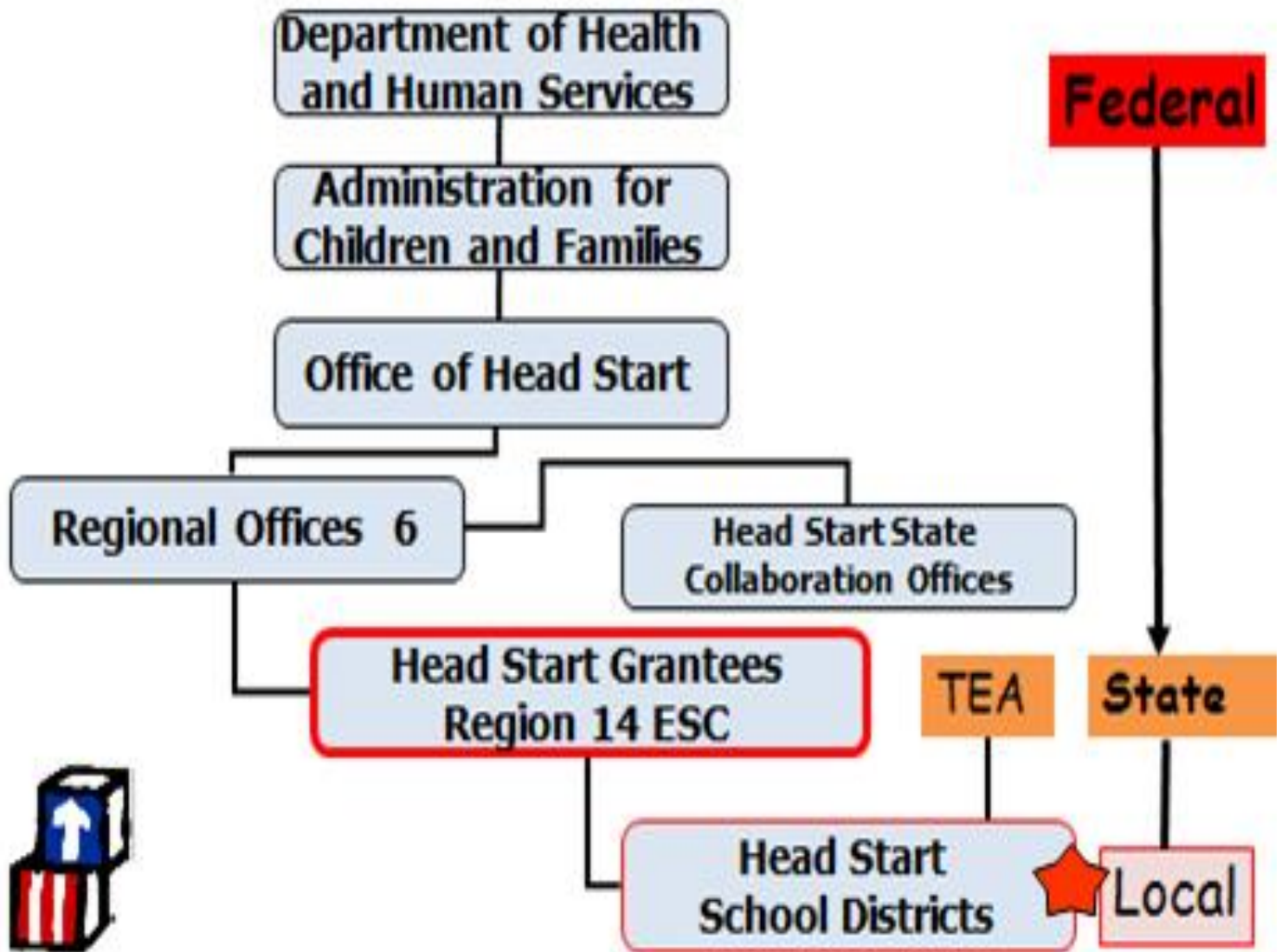
- ❖ Has many opportunities to play as well as get firsthand experiences--using the 5 senses.
- ❖ Is read to every day and has access to books.
- ❖ Is learning to write his/her name, to count, and to recognize some colors, shapes, number and letters.
- ❖ Has his/her television viewing monitored by an 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



In the spring, schools closed due to COVID 19, so transition interviews were conducted virtually. Transition ideas such as having virtual tours of kindergarten classrooms or having kindergarten teachers read a book online to students were implemented in some communities.

H) Any other information required by the Secretary

Head Start Organization Chart



Region 14 Education Service Center

~27~

Region 14 Education Service Center: Head Start/Early Head Start

Head Start & Early Head Start

Proudly

**“Giving Children a Head Start on
Life”**



~28~

Region 14 Education Service Center: Head Start/Early Head Start