

# Region 14 and Region 15 Education Service Center

2016-2017

## 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.....4-6

(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

<b>WEST - 276 HS 48 EHS</b>	<b>EAST / ESC 15 -384 HS 40 EHS</b>	<b>EHS EXPANSION- 72</b>
Albany	Cisco	Colorado City x 2
Anson	Clyde	Comanche x 4
Breckenridge	Comanche	Sweetwater x 3
Colorado	De Leon	
Hamlin	Eastland	
Haskell	Ranger	
Merkel	Ballinger	
Rotan	Brady	
Stamford	Brownwood: Head Start & Early Head Start	
Sweetwater: Head Start & Early Head Start	Coleman 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.*

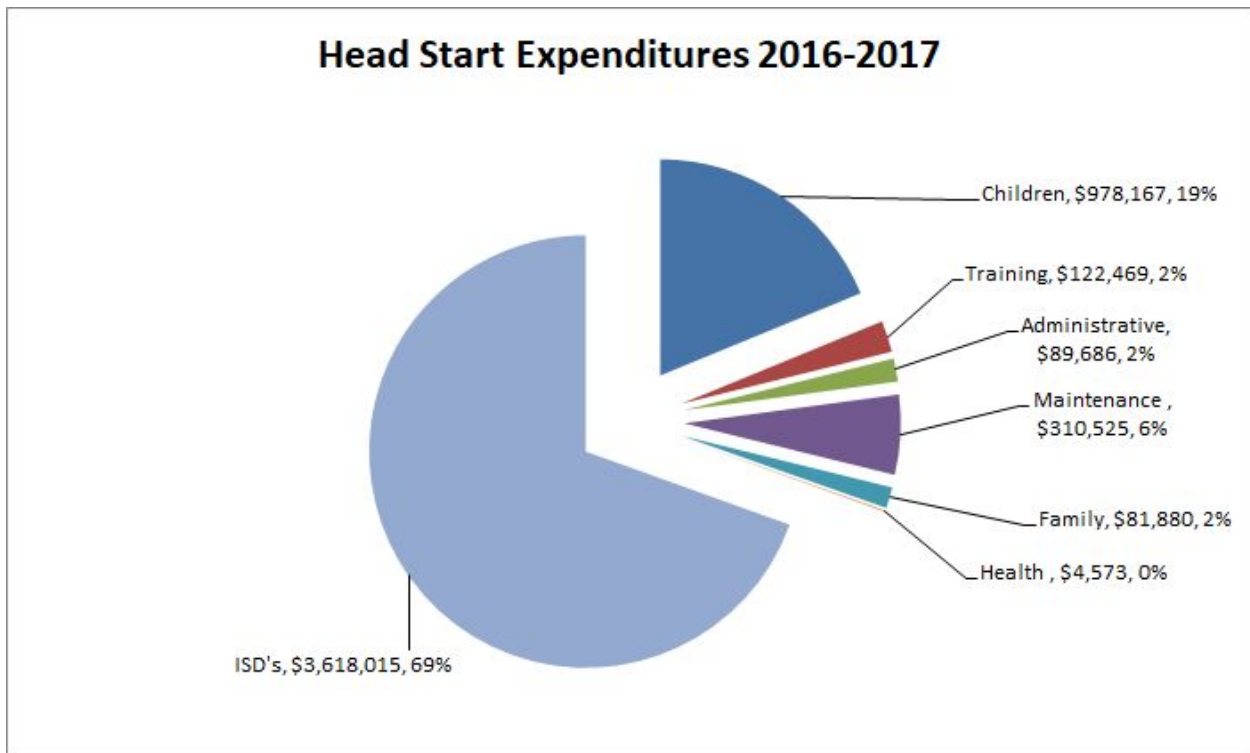
Region 14 Education Service Center Head Start does not possess tax levying or bonding authority and relies on federal grant funding.

The required annual financial audit was performed and completed by Davis Kinard & Co, PC.

### Head Start

**\$5,205,315** was received for the 2016-2017 Head Start Program. The following diagram represents how the dollars were spent.

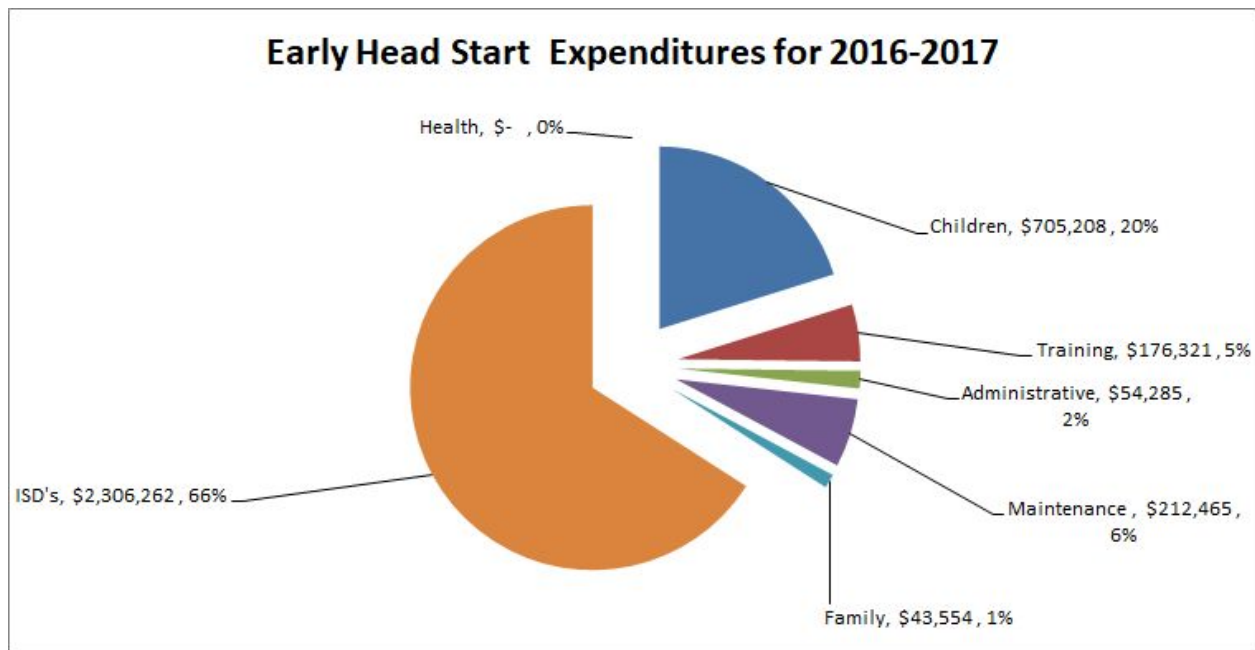
**Schools that receive Head Start Funds:** Albany, Anson, Breckenridge, Cisco, Clyde, Colorado City, Comanche, De Leon, Eastland, Hamlin, Haskell, Merkel, Ranger, Rotan, Stamford, Sweetwater, Ballinger, Brady, Brownwood, Coleman, Winters



## Early Head Start Expansion Grant

**\$3,498,095** was received for the 2016-2017 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 cost to be no more than 15% of the total funds received. For 2016-2017, \$2,175,853 was required for matching with a maximum of \$1,631,889 allowable administrative costs. The school districts reported more matching than was required and administrative costs of 8.57%. The following chart demonstrates the amount of matching and administrative costs reported.

<b>2016-2017 IN-KIND/ADMINISTRATIVE COST REPORT</b>		
TOTAL EHS/HS FUNDING	\$	8,703,410.00
IN-KIND REQUIRED	\$	2,175,853.00
ADMINISTRATIVE COST ALLOWED	\$	1,631,889
Categories	Total In-Kind	Total Administrative Cost
ISD Salaries	\$ 1,326,037	\$ 305,637
Contracted Services	\$ 159,858	\$ 139,099
Utilities	\$ 218,771	\$ 10,293
Supplies	\$ 188,352	\$ 93,502
Rental of Classroom Space	\$ 462,675	\$ 11,673
<b>TOTAL PROVIDED BY PARTICIPATING ISD'S</b>	<b>\$ 2,355,693</b>	<b>\$ 560,205</b>
<b>ESC PORTION</b>		
Indirect Cost		\$ 131,748
Administrative Costs		\$ 54,285
<b>TOTALS</b>	<b>\$ 2,355,693</b>	<b>\$ 746,238</b>



## 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 136 Head Start children.**

**Region 14 ESC Early Head Start Expansion is 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	2016-2017 Funded Enrollment	2016-2017 Total Served	2016-2017 # of Classes	2016-2017 Avg. Monthly Enrollment
<b>West</b>				
Albany	17	19	1	100%
Anson	17	18	1	100%
Breckenridge	32	46	2	100%

Colorado City	32	41	2	100%
Hamlin	17	23	1	100%
Haskell	17	19	1	100%
Merkel	17	21	1	100%
Rotan	17	18	1	100%
<b>Site</b>	<b>2016-2017 Funded Enrollment</b>	<b>2016-2017 Total Served</b>	<b>2016-2017 # of Classes</b>	<b>2016-2017 Avg. Monthly Enrollment</b>
Stamford	17	19	1	100%
Sweetwater HS	93	116	5	100%
Sweetwater EHS	48	79	6	100%
<b>Total</b>	<b>324</b>	<b>416</b>	<b>22</b>	<b>100%</b>
<b>East</b>				
Cisco	17	22	1	100%
Clyde	17	22	1	100%
Comanche	51	51	3	95%
DeLeon	17	19	1	100%
Eastland	17	27	1	100%
Ranger	17	19	1	100%
<b>Total</b>	<b>136</b>	<b>160</b>	<b>8</b>	<b>99%</b>
<b>Region 15 East Delegate</b>				
Ballinger	17	23	1	100%
Brady	40	51	2	100%
Brownwood HS	134	165	5	100%
Brownwood EHS	40	50	5	100%
Coleman	40	47	2	100%
Winters	17	20	1	100%
<b>Total</b>	<b>248</b>	<b>356</b>	<b>16</b>	<b>100%</b>
<b>EHS Expansion</b>				
Colorado City	32	28	2	100%
Comanche	64	56	4	100%
Sweetwater	24	27	3	100%
<b>Total</b>	<b>72</b>	<b>83</b>	<b>9</b>	<b>100%</b>

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



	Total Number by Ethnicity	Hispanic or Latino Origin	Non-Hispanic/ Non-Latino
Early Head Start	79	49	30
Head Start	337	189	148
Head Start-East	158	53	105
Early Head Start-East (Delegate)	50	19	31
Head Start-East (Delegate)	303	128	175
Early Head Start-Expansion	107	70	37

Source: PROMIS/PIR

	Black	White	Native American	Pacific Islander	Asian	Biracial/ Multi-racial	Other
Early Head Start	15	62	1	0	0	1	0
Head Start	45	270	3	0	1	16	2
Head Start-East	5	145	1	0	0	6	1
Early Head Start-East (Delegate)	7	43	0	0	0	0	0
Head Start-East (Delegate)	21	275	0	0	1	6	0
Early Head Start-Expansion	14	85	1	1	0	2	4

Source: PROMIS/PIR

### Languages Spoken by Children

	Total	English	Spanish	Asian	Other
Early Head Start	79	77	2	0	0
Head Start	337	311	26	0	0
Head Start-East	158	146	12	0	0
Early Head Start-East (Delegate)	50	49	1	0	0
Head Start-East (Delegate)	303	299	4	0	0
Early Head Start-Expansion	107	98	9	0	0

Source: PROMIS/PIR

### **Gender of Students**

	<u>Male</u>	<u>Female</u>
Early Head Start	50	45
Head Start	169	180
Head Start-East	77	86
Early Head Start-East (Delegate)	20	30
Head Start-East (Delegate)	152	151
Early Head Start-Expansion	65	44

Source: PROMIS

### **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	337	52	15%	0	4	1	0	41	1	0
Head Start-East	158	20	13%	0	2	0	1	15	0	1
Head Start-East (Delegate)	303	34	11%	0	4	0	0	30	0	0

Source: PROMIS/PIR

### **Early Head Start Disabilities**

	Total Enrolled	Total with Disabilities	Percentage Served with Disabilities	Developmental Delay	Atypical Development
Early Head Start	48	16	33%	16	0
Early Head Start-East (Delegate)	50	9	18%	9	0
Early Head Start-Expansion	107	16	15%	16	

Source: PROMIS/PIR



# Family Structure

## Parental Status

	Number of Families	One Parent	Two Parents
Early Head Start	73	56	17
Head Start	300	201	99
Head Start-East	143	77	66
Early Head Start-East (Delegate)	47	35	12
Head Start-East (Delegate)	288	179	109
Early Head Start-Expansion	97	64	33

Source: PROMIS/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	6	11	0	41	15
Head Start	37	52	14	149	65
Head Start-East	20	41	5	49	28
Early Head Start-East (Delegate)	6	5	1	30	5
Head Start-East (Delegate)	37	61	11	130	49
Early Head Start-Expansion	13	15	5	54	10

Source: PROMIS/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	12	39	19	3	15
Head Start	56	148	97	16	37
Head Start-East	24	68	44	7	17
Early Head Start-East (Delegate)	3	22	19	3	1
Head Start-East (Delegate)	30	162	88	8	10
Early Head Start-Expansion	17	44	31	5	16

Source: PROMIS/PIR

### Public Assistance

	TANF/ Former TANF	SSI	WIC
Early Head Start	1	2	44
Head Start	8	16	141
Head Start-East	3	6	49
Early Head Start-East (Delegate)	0	1	23
Head Start-East (Delegate)	6	11	88
Early Head Start-Expansion	2	3	54

Source: PROMIS/PIR

### Family Services during 2016-2017

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	3	36	17	3	25	1
Housing Assistance (subsidies, utilities, repairs)	3	24	27	14	25	6
Transportation Assistance	N/A	N/A	N/A	N/A	N/A	N/A
Mental Health Services	3	43	11	4	11	37
English as a Second Language Training	0	5	1	0	7	1
Adult Education (GED, college selection)	17	55	24	8	32	10
Job Training	5	18	16	11	26	3
Substance Abuse Prevention/Treatment	0	0	0	0	0	0
Child Abuse/Neglect Services	0	0	1	1	39	0
Domestic Violence Services	0	0	0	0	0	0
Child Support Assistance	0	5	1	0	6	1
Health Education (including prenatal)	2	4	5	8	135	0
Assistance to Families of Incarcerated Individuals	1	0	1	4	1	0
Parenting Education	60	264	126	4	135	83
Marriage Education Services	0	0	1	1	4	0
Fatherhood	62	193	49	10	96	45
Number of Parent Meetings at HS Sites	9	9	9	9	9	9
Total Number of Families Receiving Services	53	293	133	38	284	93
Number of Homeless Families Served	5	8	9	1	19	9
Percentage of Families that we provided services for	100%	100%	100%	100%	100%	100%

Source: PROMIS/PIR

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

All Head Start programs undergo an on-site reviews every 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's 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 desk top 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	67	85%	56	71%
Head Start-West	307	90%	293	94%
Head Start-East	153	97%	143	91%
Early Head Start-East (Delegate)	50	100%	48	96%
Head Start-East (Delegate)	284	94%	272	90%
Early Head Start-Expansion	96	90%	81	76%

Source: PROMIS/PIR

**Children having Primary Health Coverage**

	CHIP and/or Medicaid	Private	Other	None
Early Head Start	73	2	0	4
Head Start-West	300	27	1	9
Head Start-East	145	6	1	6
Early Head Start-East (Delegate)	44	5	0	1
Head Start-East (Delegate)	275	24	1	3
Early Head Start-Expansion	98	5	0	4

Source: PROMIS/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	45	35
Head Start	278	216
Head Start-East	74	49
Early Head Start-East (Delegate)	43	22
Head Start-East (Delegate)	213	172
Early Head Start-Expansion	55	37

Source: PROMIS/PIR

## Parent Engagement Opportunities

<b>Activity</b>	<b>Details</b>
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
Socializations for Early Head Start Home Base Program (Playgroup Activities)	Each month parents have an opportunity to participate in socialization 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"> <li>● Pedestrian Safety</li> <li>● Emergency Preparedness/Fire Safety</li> <li>● Nutrition – food prep, meal planning</li> <li>● Mental Health: child and family</li> <li>● Parenting Skills</li> <li>● Child Development</li> <li>● Child Abuse/Neglect</li> <li>● Behavior Management</li> <li>● Financial Literacy</li> <li>● Parent Building Blocks</li> <li>● Ready Rosie</li> </ul>
Home Visit/Conferences	Staff conducts two educational home visits and two parent/teacher conferences each program year to discuss 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 Assessment Tool and Curriculum***

**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 provides 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 for seamless support of student progress as they transition to Head Start. 72 more children were served in EHS to provide an even larger impact on the school readiness of children in three communities. EHS children also received services during the summer through the home visiting program. This ensured that parents received support and children continued to progress during the summer months when regression often happens.

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 Kindergarten is the child assessment system used by Region 14 ESC Head Start and 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 are reviewed and applied to checkpoints on the GOLD™ online system that assesses HS students three times per school year and EHS 4 times per year. Reports were generated on program progress, class progress, and individual child progress measuring skills that support School Readiness Goals. 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. 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, results were used in monitoring lesson plans, providing individualized coaching for teachers and in purchasing resources needed for instruction and learning.

Teachers were monitored regularly by ESC 14 education and disability coordinators. In EHS, coordinators used the Infant/Toddler Environment Rating Scale (ITERS) which uses a broad definition of environment including organization of space, interaction, activities, schedule and provisions for parents and staff. 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 contains early childhood best practice elements, Conscious Discipline resources, health and safety practices and teacher child interactions. CLASS® reliable coordinators used the Classroom Assessment Scoring System (CLASS)® to assess teacher-child interactions, to provide teacher feedback for growth and improvement. A contracted CLASS® certified consultant conducted observations to provide data for program improvement. Teachers received written reports 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:**

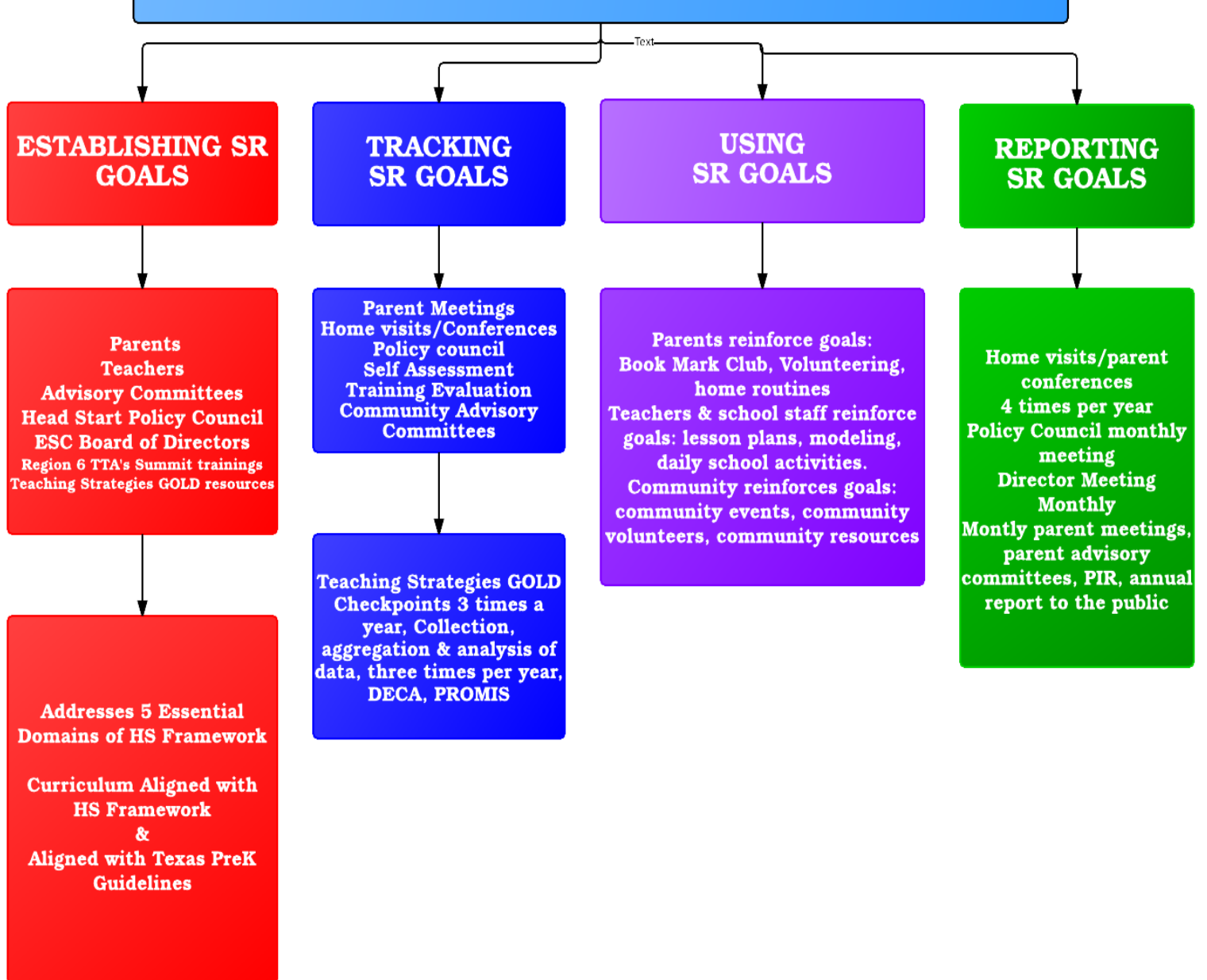
Children will develop mathematical knowledge using number concepts and operations, will explore spatial relationships and shapes, and will compare and measure.

### **Perceptual, Motor, and Physical Development:**

Children will demonstrate increasing gross motor control.

Children will demonstrate healthy habits.

# School Readiness & Family Engagement Flow Chart



## STEPS for Children Transitioning from Head Start to Kindergarten

For children transitioning to Kindergarten, Get Ready for Kindergarten Activity Calendars will be shared in September. Encourage parents to participate in all school activities such as carnivals and PTA to establish a habit of attendance at parent conferences and meetings. Teach school routines and expectations throughout the year.

### Final Parent/Teacher Conference

1. Look at the ***Parent Transition Interview*** form and consider what steps you will need to do for each child and what information to share.
2. Schedule the final parent/teacher conference.
3. Items needed at the final parent teacher conference:
  - ✓ The ***Second Required Parent/Teacher at School Conference*** form
  - ✓ ***Parent Transition Interview*** form
  - ✓ From GOLD, the ***Development and Learning Report***
  - ✓ The ***What About Kindergarten*** flyer
4. At the conference: Complete the forms and discuss the ***Development and Learning Report*** and the ***What About Kindergarten*** flyer. Using the flyer as a starting point, let the family know about specific items that are expected by the school and teachers for Kindergarten. Give the flyer to the parent.
5. Following the conference: Make 1 copy of the completed Second Required Parent/Teacher at School Conference form; 1 copy of the completed Parent Transition Interview, and 2 copies of the ***Development and Learning Report***. Place the signed originals in the child's file.
6. Put a copy of the ***Parent Transition Interview*** and ***the Development and Learning Report*** in the transition envelope that will be provided by Region 14. Give the envelope to the parent with instructions to hand it to the Kindergarten teacher.
7. Give a copy of the ***Second Required Parent/Teacher at School Conference*** form and the ***Development and Learning Report*** to the parent for their information.
8. OPTIONAL: Your school may want you to make another copy of the ***Development and Learning Report*** to place in the child's school permanent folder. Some may encourage visiting kindergarten classes as well.

## 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 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

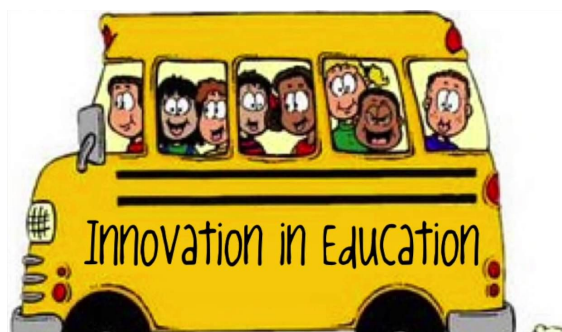
### My child:

- ❖ 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

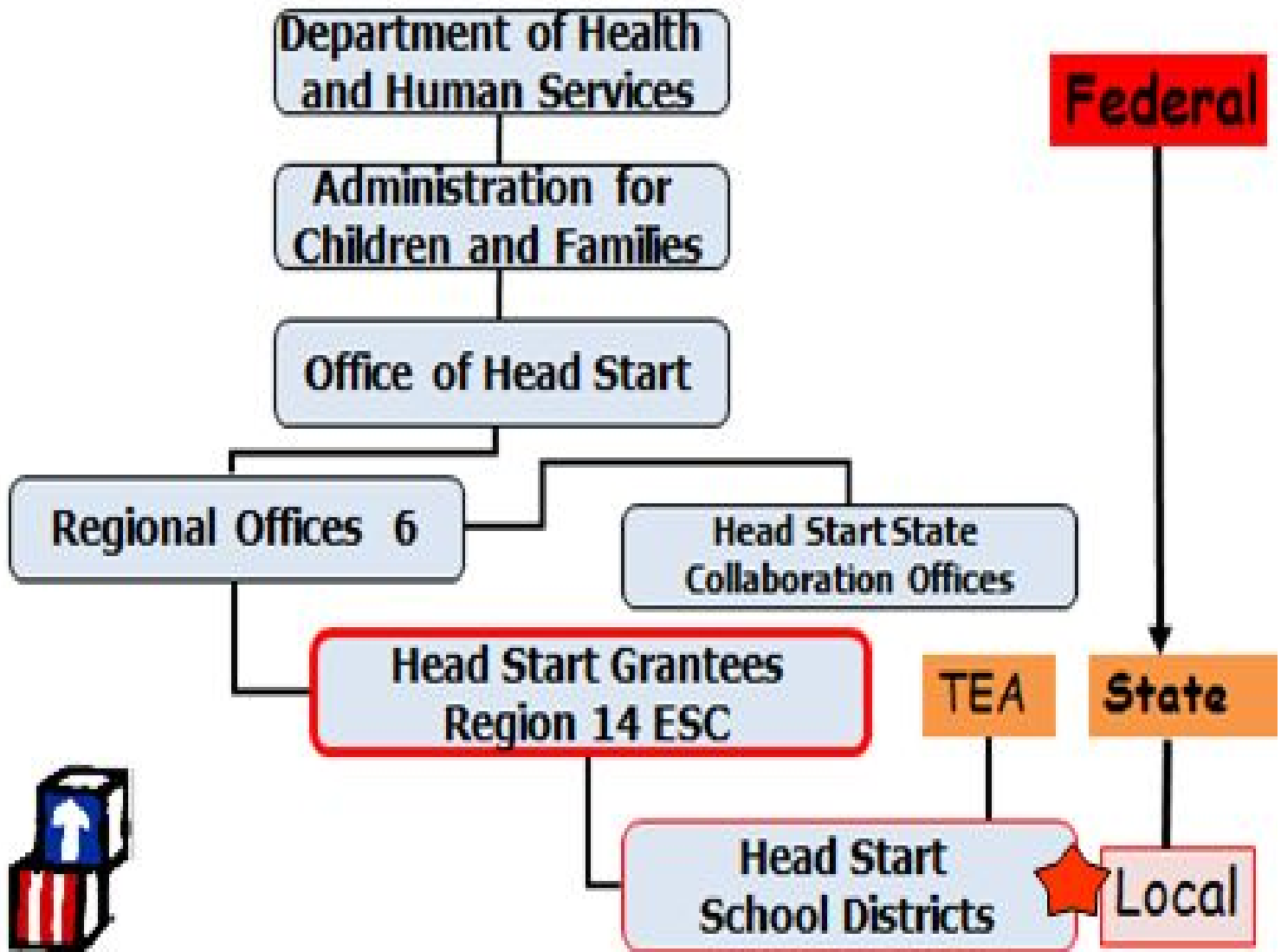
## Language and General Knowledge

### 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



# Head Start Organization Chart





# **Region 14 Education Service Center**

## **Head Start & Early Head Start**

### **Proudly**

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

