



Little Minds Matter

UNIVERSAL PRE-K | VOL. 2 ISSUE DEC 2021

**Wishing you a
safe and happy
holiday
season!
-From our
Head Start
family to yours**



Dates to Remember

- Dec. 22--No school
- Dec. 23--Dec. 31
Christmas Break
- Jan. 3--No HS or Pre-K



Candice D. Mullins,
Logan County Head
Start Director
PRIDE Community
Services, Inc



Goal Highlight

Head Start programs are required to establish five-year program goals as part of the grant application process. Community and program data helps establish these goals, informs progress on these goals, and drives programmatic decisions.

Program Goal #4 – Foster and strengthen a data-driven culture.

The Office of Head Start encourages programs to look beyond compliance and create data-driven cultures within each program.

PRIDE Community Services, has taken several steps to work toward creating this, including:

- **Adding “Data Manager” duties to our Leadership Team**
- **Utilizing ChildPlus staff as consultants who assist us in utilizing ChildPlus more to its full capability**
- **Increased use of data visualization within each service area of the program**
- **Assembling a Data Team that meets periodically and is conducting data training program-wide**
- **Develop and implement a data professional development plan.**
- **Two staff on Leadership Team have completed NHSA Data Literacy Credential.**





Samurai Banana Sushi Roll

Snack Crediting for Ages 3-5

Total Time
5 minutes

Serving Size
1/2 roll

Servings 2

meat and grains
Components
Meat/Meat Alternate, Grains

Ingredients
100% whole wheat flour tortilla, small
1 large banana
2 tablespoons peanut butter

Directions
Have a pair of children work together
to make this snack.

Give each pair a tortilla with the
peanut butter, and let them spread it
using the back of a spoon.

Place peeled banana at one end and
roll it up.

Slice into eight pieces.

Source:

Creditable Stamp 2017



Angie Reagan, Coach

4 Strategies to Help Your Child Express Emotions:

- **Label emotions:**

Help your child understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling. By giving your child a label for her emotions, you enable your child to develop a vocabulary for talking about feelings.

- **Practice Labeling:**

Give children lots of opportunities to identify feelings in themselves and others such as characters in stories or pointing out expressions on others.

- **Teach Emotion Responses:**

Teach your children the different ways they can respond to specific feelings, conflicts, or problems. Talk about your own feelings with your children. Talk with your children about different ways you deal with specific feelings.

- **Acceptable Expression:**

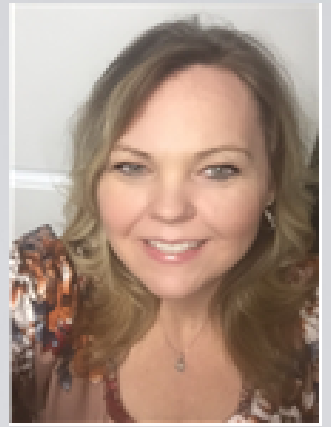
Teach your child to identify and express their emotions in ways that your family and friends find acceptable and praise their attempts.

If you would like to be a part of the ECPBIS team or more information, please contact contact Angie Reagan at 304-752-6868 ext. 309

Source: TeachingYourChild_emotions.pdf (usf.edu)




Mental Health



Laura Herndon
Mental Health & Disabilities
Manager
304-752-6868

Did you know that PRIDE Community Services, Inc. Head Start program plays a vital role in supporting children and families' social-emotional and mental health?

The program focuses on ways to help keep minor problems small and make more significant issues easier to handle. Protective elements can help develop children's ability to manage to become resistant, rebuild, and recoup.



The Head Start program provides protective factors, such as solid and trusting relationships and safe, stable environments that promote vital for children, families, and staff. Workshops are offered to help develop children's social-emotional skills at home and in the classroom and effective discipline strategies. Also, the workshops provide methods and discussions on how to deal with challenging behaviors and access to community resources.

Research out to Laura Herndon, PRIDE Head Start Mental Health and Disability Manager (304) 752-6868 ext. 317, laura.herndon@loganpride.com, to find out more about the workshops or other resources to support children and families' social-emotional and mental health.

GOVERNOR'S VACCINATION INCENTIVE



**DON'T WAIT
VACCINATE**

 WEST VIRGINIA STATE
UNIVERSITY



A new *free* resource for
grandparents raising grandchildren.

Healthy *Grand*families
West Virginia State University

FREE PROGRAM TO SUPPORT HEALTHY *GRAND*FAMILIES !

Logan County is looking for grandparents raising grandchildren who want to participate in discussion sessions on the following topics:

- Parenting in the 21st Century
- Family Relationships
- Communication
- Technology & Social Media
- Nutrition
- Legal Issues & Documents
- Health Literacy & Self-Care
- Healthy Lifestyles & Stress Management
- Negotiating the Public School System



Also provided as part of the Healthy Grandfamilies program is three months of follow-up services with a licensed social worker, who can help link Grandfamilies to other community resources.

Are you a
grandparent
raising a
grandchild in
Logan County?

Let us help connect you to
available resources in the
community!

Logan County
Healthy
Grandfamilies

To register,
contact:

Brenda York

(304) 752-6868
ext. 382

Brenda.York@loganpride.com





Contact Tara Rogers @
304-752-6868



**WE WANT
YOU!**

PRIDE COMMUNITY SERVICES, INC.

**WE'RE LOOKING FOR
NEW FACES!**

Are you a passionate and driven
problem-solver who wants to advocate
for your Head Start/Pre-K child?





Be kind - Be Respectful - Be Safe



What Is Active Learning?

Active learning is one of the principal elements of the Creative Curriculum approach. It has five ingredients:

- **Materials – A variety of interesting materials are readily accessible to children.**
- **Manipulation – Children are free to handle, explore, and work with the materials.**
- **Choice – Children have opportunities to set their own goals and select materials and activities.**
- **Language from the children – Children communicate, verbally and nonverbally, what they are doing and what they have done.**
- **Support from adults – Adults encourage the children's efforts and help them extend or build upon their work by talking with them about what they are doing, by joining in their play, and by helping them learn to solve problems that arise.**

Active learning occurs when all five of the ingredients are present.

Why Does Active Learning Work?

Active learners become engaged in play and problem solving because they themselves choose to do so. Motivation theorists suggest that children choose to become engaged in activities and interactions that are enjoyable, related to their current interests and that allow them to experience feelings of control, success, and competence. Therefore, adults in active learning settings can consider these factors as they plan experiences for children, conduct large and small group activities, and interact in adult-child partnerships.

Intrinsic Motivation – the desire to acquire knowledge because one is genuinely interested in it or to pursue a goal that comes from within.

Factors of Intrinsic Motivation:

- **Enjoyment**
- **Control**
- **Interest**
- **Probability of success**
- **Feelings of competence and self-confidence**

Studies have found that children are most likely to become engaged in learning and achieve higher levels of social, cognitive, and language functioning when they are in settings in which adults form partnerships with children. Adults who are partners as they talk and play with children are responsive and interactive rather than directive and controlling. Adults should provide many opportunities for children to make choices, take initiative, and lead activities.

Funding Sources

United States Department of Agriculture Administration for Children and Families (ACF) WV School Aid Formula Title 1 Funds

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Logan County Universal Pre-K Vision

It is our vision to enrich and enhance the lives of three (3) and four (4) year old children and their families by providing a collaborative setting dedicated to shaping their environment to there they feel safe, secure and confident in their ability to learn. We will offer these children the opportunity to develop in emotional, social, language, literacy, cognitive and physical domains based on their individual learning capabilities. Through family involvement, we will stress citizenship, accountability and social responsibility.

We will also encourage long-term lifestyle choices and attitudes, which will benefit the entire community of Logan County as well as impact the State of West Virginia

***The Logan County Universal Pre-K Newsletter is a Production of:
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