

SHIPPENSBURG HEAD START PROGRAM

HEAD START STAFF:

Linda Butts, Director
Virgina Auman, Bus Driver
Shirley Bishop, Family Development Specialist
Katie Bittinger, Teacher Asst.
Alyson Borden, Teacher
June Clevenger, Administrative Assistant
Maxine Commerer, Teacher Asst.
Carole Crusey, Nutrition Manager
Caitlin Faust, Teacher
Jamie Haldeman, Bus Driver
Jeffrey Hafer, Asst. Director
Kathy Hewitt, Asst. Teacher
Diane Hummel, Teacher
Doris Kibler, Home Visitor
Katelyn Kinja, Child Development Tutor
Mandy Kirby, Child Development/Mental Health Manager
Mabel Koser, Health/Disabilities Manager

Sarah Kramer, Home Visitor
Anthony Murlin, Administrative Support Manager
Abigail Newburger, Education Consultant
Jennifer Nori, Home Base Assistant
Kristy Ocker, Teacher Assistant
Ann Pierce, Bus Driver
Julia Reamer, Sub. Driver
Amy Reed, Family Development Specialist
Jennifer Rowles, Home Visitor Assistant
Rachelle Rowles, Teacher
Brenda Sigler, Bus Driver
Marquitta Stevens, Home Visitor
Susan Stine, Family Development Manager
Bonnie Strayer, Home Visitor
Larry Strayer, Child Development Tutor
Karen Weaver, Health Assistant
Amy Yohe, Home Visitor

Shippensburg University has operated the Shippensburg Head Start program since 1971 as a component of the institution's commitment to public service. The program also provides university students in several degree programs the opportunity to apply classroom theory in a real-life community and family-based educational, human services organization.

Created in 1965 as an element of President Lyndon B. Johnson's War on Poverty, federally funded Head Start programs have provided comprehensive child development services to more than twenty million low income, at risk children under five and their families, including those with disabilities. The overall goal of Head Start is to increase the social competence of young children in low-income families while taking into account the interrelatedness of social, emotional, cognitive and physical development. Programmatic requirements in the areas of child development, health, safety, nutrition, mental health, disabilities, family services, and parent and community engagement are defined in the federally mandated Head Start performance standards. These extensive requirements are monitored and evaluated on a monthly basis within the local program. A systems-based, program-wide evaluation is also conducted by a team of trained federal contractors every three years, utilizing a document and monitoring process developed to assess compliance with regulations. Notably, Shippensburg Head Start successfully completed its triennial federal monitoring process in March 2011. Information and documents used during this process are available for public review in the Head Start administrative offices. Independent auditors are contracted with at the State System Level, through a Request for Proposal process. They communicate with the Council of Trustees twice annually. As they are planning their audit, they contact the Chairperson of the Trustees to discuss the areas of audit and any items that are of particular interest to the Trustees. At the conclusion of the audit, they meet with the Trustees, to report their audit findings and answer questions from the Trustees. "The University

received an unqualified opinion on its financial statements for the year ended June 30, 2012. A copy of the report can be reviewed in the Budget and Accounting Office at the University, located in Old Main, Room 209, 1871 Old Main Drive, Shippensburg, Pa. 17257.

The mission of the Shippensburg Head Start program is to provide individualized, comprehensive, interdisciplinary, and meaningful experiences for all enrolled children and their families in order to effectively prepare and assist them to deal with their current environment as well as for the future. Critical factors identified by stakeholders as needed in order to accomplish this mission include:

- the ability to assess, acknowledge, and enhance the individual strengths of children, families, and staff
- knowledge of current child development and multi-system, comprehensive family service delivery theories and practices
- the need to support, empower, and challenge children, families, and staff to meet individual goals
- the ability to adapt and respond effectively to change within the family environment and the community, both local and global
- the need to serve with skill, compassion, and sensitivity while accepting the uniqueness and diversity of each child, family, and staff member
- the ability to serve as professional models of appropriate practice in human services delivery and educational activities for parents, other staff, community members, and college students
- the ability to incorporate shared decision making into program operations
- the ability to embrace the power of partnership...children...families...staff...community

Program Operation

Shippensburg Head Start serves 130 children, ages three to five and their families in the predominantly rural Franklin and Cumberland county communities of Shippensburg, Newburg, Lurgan, Pleasant Hall, Roxbury, Upper Strasburg, Newville, Plainfield, Carlisle, Mount Holly Springs, Boiling Springs, and Mechanicsburg.

Four classrooms provide center-based educational services to children at three sites: the SU Foundation's Interfaith Chapel and Spiritual Center (two classes), the Zion Evangelical Lutheran Church in Newville, and at the Dickinson Presbyterian Church located in the Carlisle area. Six groups of children and their families receive weekly educational and social services in their homes located throughout the service area, with each group experiencing a socialization opportunity twice each month at the Spiritual Center, the Newville church, Memorial Lutheran Church in Shippensburg, or the St. Paul's Evangelical Lutheran Church in Carlisle. Transportation services are provided to the sites in program-operated school buses.

Program offices, which house the child development, health, safety, nutrition, mental health, disabilities, family services, parent engagement, and administrative staff, are located on the ground level of the S.U. Foundation's Cora I. Grove Spiritual Center. This facility also includes two classrooms, classroom observation rooms, and meeting rooms as well as a developmentally appropriate outdoor play area.

Training events - staff

- Family Partnership Development/assessment/goal setting
- American with Disabilities Act
- Creative Curriculum
- GOLD observation and assessment
- Developmental Appropriate Practices
- Food Safety/Nutrition (ChooseMyPlate)/CACFP
- Program policies and procedures
- Home Based Socializations
- Assertiveness training
- Team Building
- Effective Communication
- Mental Health Screening (DECA)
- Second Step Curriculum
- Math/Science, and (all other domains)
- Transition
- Anti-Bias Curriculum
- CLASS
- Bridges Out of Poverty
- Child Abuse and Neglect—Mandated Reporting Issues
 - Health and Safety: Bloodborne Pathogens Issues & Infant/Child First Aid and CPR

Training events - parents

- Literacy Development/Kindergarten Readiness
- Family Fun Night & Night at the Museum (Picturing America)
- Family Nutrition

- Parents As Classroom Substitutes
- Infant/Child First Aid and CPR
- Child Abuse and Neglect
- Life Skills/ Job Seeking Skills
- G.E.D. Skills Development
- Program Governance Issues:
 - Parliamentary Procedures
 - Program Budget Development
 - Policy and Procedure Development
 - Human Resource Management/Policies
 - Program Self-Assessment
 - Community Assessment

Program Initiatives

Early Literacy Development

The Good Start, Grow Smart preschool education initiative, presented by President Bush in April, 2002 led to the development of the Head Start Bureau's Strategic Teacher Education Program. Federal resources were used to provide regional training conferences for education component leaders, as well as on-site technical assistance to develop enhanced strategies to improve classroom techniques used to teach basic pre-reading skills. As a result of this guidance, the program has developed a mentoring process to specifically support teacher and home visitor efforts in the area of early literacy development, created an environmental checklist to define the elements of an appropriate physical setting, and increased the daily use of charting, journaling, and other writing activities.

The areas of phonological awareness, book knowledge and appreciation, print awareness and concepts, early writing, and alphabet knowledge are addressed daily in classroom, home visit, and individualized planning. The program enhances these efforts by providing the children in our program with three new books per year to keep. Also, as part of these efforts the program allows each child to select a new book to "check-out" and read at home with their parents on a daily basis. Children select a book during class time or during a home visit and carry it home in a special Literacy Project book bag. Parent and child read the book together, and then describe the story through pictures or dictation in an individual book journal, which can be shared with kindergarten teachers as a sample of the child's development and literary interests, as well as the parent's commitment to their child's early literacy development. Parents are oriented to their role in this project at the beginning of the year when the "Literacy Project" is kicked-off at the program's Family Fun Night. They receive training in the stages of literacy development and the critical nature of reading readiness activities thus enabling them to encourage their child's interest in reading in a positive manner. Annually, in addition to the minimum three books provided for their home library, the program provides parent resource information in newsletters and workshops.

Transition to Kindergarten

Head Start and local school district staff work cooperatively to assure a smooth transition to kindergarten for program children. Head Start education staff visit kindergarten classrooms and communicate with district teachers regarding the district's expectations for transitioning children. District staff are invited to visit Head Start classrooms to encourage awareness of curriculum and services provided to

the children. District kindergarten teachers are invited to participate in the program's spring Week of the Young Child Family Night Event, which allows parents to "meet the local kindergarten teachers." Head Start staff also complete Kindergarten Readiness Checklists on all kindergarten bound children. These Checklists are then forwarded onto the local districts at the end of the school year to allow for appropriate placement of children in kindergarten classrooms. Additionally, Head Start health staff provides parents with a school health report, including child development information, immunization records and developmental screening and assessment results. Special transition meetings involving district, intermediate unit, Head Start staff and parents are held for children with disabilities who have an active Individualized Educational Plan.

Parents receive information regarding kindergarten registration procedures, and are invited to accompany their child when Head Start classes visit a kindergarten classroom in the spring.

The program also provides support to the parents during their child's kindergarten year. Newsletters containing information related to the public school experience are distributed on a regular basis during the transition year, and staff are available to accompany parents to school meetings and parent-teacher conferences upon request.

Community Partnerships

Significant, ongoing partnerships with many local agencies and organizations exist to benefit Head Start program children and families. Services are enhanced through involvement with Shippensburg University early childhood education, psychology, sociology and social work faculty and students, Cumberland and Franklin County Children and Youth Services agencies, Capital Area and Lincoln Intermediate Units, community public libraries, state health offices, the Local Interagency Coordinating Council, Homeless Task force In Carlisle, Shippensburg Community Resource Center, Community Action Commission, Shippensburg Kiwanis Club, Fort Morris A.A.R.P. Chapter, Shippensburg Human Services Council, Carlisle United Way's Success by Six Program, and Christ Among Neighbors, a faith-based community assistance effort in Shippensburg. The program also coordinates efforts with neighboring Head Start programs, Capital Area, Franklin County, and Adams County to provide services to eligible families living in the more rural, fringe areas of each program's service territory.

Male Involvement

Specific efforts have been made to actively engage fathers in their child's education and Head Start experience. A committee composed of several fathers and staff members met to develop activities which would encourage participation. A male involvement newsletter was created and distributed seven times during the year. "Dad's Day in the Classroom" is scheduled throughout the year to encourage male participation. Fathers are also encouraged to share their trade or hobby with the children in the classroom. Additionally, the

group planned and organized an ongoing magazine literacy project, a kite flying event and a pasta fiesta night which is now held annually in March.

Child Outcomes

This report is based on results from Teaching Strategies GOLD

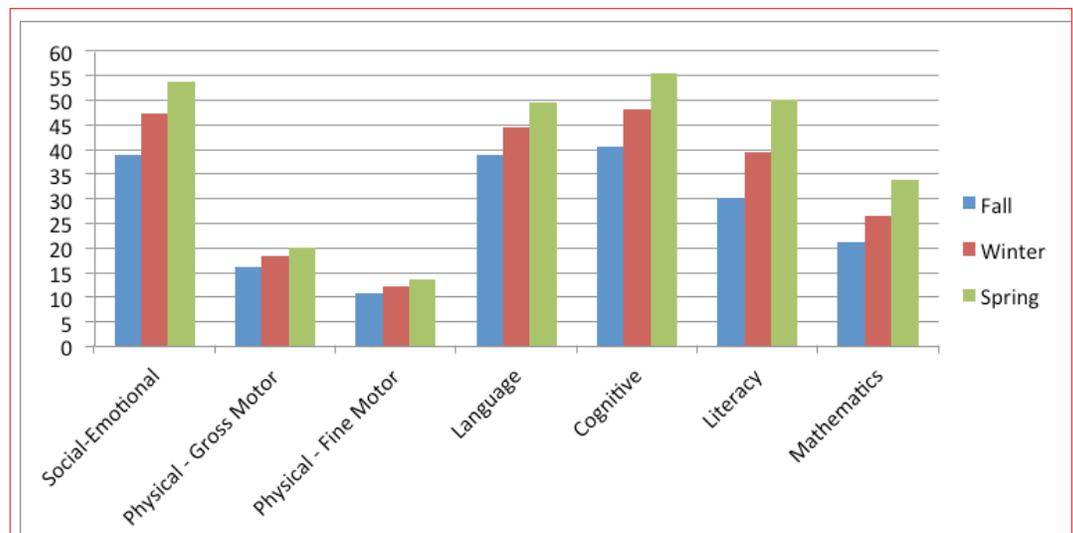
The Creative Curriculum is research based and used program-wide. The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in. Our curriculum identifies goals in all areas of development: social-emotional, cognitive, language, and physical. Additional curricula, Anti-Bias Curriculum, Second Step, Talking About Touch, I Am Moving I Am Learning, and Color Me Healthy are additional resources available for use in each classroom and home-base.

Our Head Start Program is proud of the results our students achieved in the 2011-2012 academic year. The Teaching Strategies GOLD assessment instrument is used to link curriculum with ongoing observation and evaluation of progress of every child. Scores of individual skills are reported within the widely held expectations for each age level during three periods of the year: Fall (October), Winter (January), and Spring (April).

Widely Held Expectations Reports compare information about the knowledge, skills, and behaviors of an individual child, class, or other group with widely held developmental expectations for children of the same age or same class/grade. Widely held expectations (score range) for 3-5 year olds is as follows:

	3-4 Years Old	4-5 Years Old
Social-Emotional	34-50	46-62
Physical – Gross Motor	15-19	18-24
Physical – Fine Motor	8-13	11-15
Language	34-49	43-59
Cognitive	36-53	46-66
Literacy	24-44	34-70
Mathematics	20-32	31-45

As you can see in the report below, the children in our program, on average, either met or exceeded widely held expectations in each area assessed by the final checkpoint completed in the spring.



Funding	
Department of Health and Human Services, Administration for Children and Families	\$910296.00
Non-Federal Share	\$227,249.00
(one time) HSBS PLAY SPACE GRANT	\$4998.00
Child and Adult Care Food Program	\$32,000
Staff	33
Funded Enrollment (100% enrolled each month)	130
Total # of children served:	152 (137 families)
Eligible children served	
Center Based	70
Home Based	60
Cumberland County	132
Franklin County	20
3 year-olds	41
4 year-olds	96
5 year-olds	9
Second-Year Students	11
Ethnicity	
Hispanic or Latino origin	1%
Non-Hispanic or Non-Latino origin	99%
Race	
Black or African American	12%
Bi-racial	12%
Asian	2%
White	74%
Family Data	
Two-parent homes	50%
One-parent home	50%
Families receiving TANF benefits	7%
Families receiving SSI benefits	11%
Families receiving WIC benefits	36%
Families receiving SNAP	56%
Homeless Families	1%

Child Health Services	
Medical	
% of children with medical home	99%
% of children with health insurance	98%
% of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule	94%
% of children diagnosed w/chronic condition needing medical treatment	2%
% of children with up-to date immunizations or all possible immunization to date	96%
Dental	
% of children with a dental home	89%
% of children completing professional dental exams	88%
% of children needing professional dental treatment	23%
Disabilities Services	
% of funded enrollment reported as children with an IEP	26%
% of children that received special education or related services for a primary disability	100%
Types of disabilities:	
Speech	16
Non-categorical/Developmental Delays	24
Mental Health:	
% of children for whom the Mental Health Consultant professionally consulted with program staff about the child's behavior/mental health	11%
% of children who were referred by the program for mental health services outside of Head Start	3%
Of these the number who received mental health services	50%
Family Partnership:	
Agreement Completed	122
Total goals Established	158
Completed goals	46%
Progress toward completion of goals	35%
Modified/dropped goals	3%
Volunteer Information	
Total # of volunteers	214
Total # of former/current Head Start parents who volunteered	162
University Student Volunteers	
Early Childhood Practicum students	12
Social Work Interns	5
Psychology Interns	4
Social Work, Education volunteers	7
Sociology Interns	2

