PROGRAM OVERVIEW

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
- the 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 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 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, and community

Shippensburg University has operated the Shippensburg Head Start program since 1971 as a component of the institution’s commitment to public service. In August 2013, the Head Start Program became the lead agency to provide child services State Pre-K Counts Program. The program also provides university students the opportunity to apply classroom theory in a real-life community and family-based educational, human services organization. The Shippensburg University Head Start program served 208 children ages 0-5 years old. The breakdown in funding and enrollment is as follows: Head Start federal funds for sixty-three children ages 3-5 and forty children ages 0-3. Pre-K Counts State funds for 105 children ages 3-5.
Head Start was created in 1965 as an element of President Lyndon B. Johnson's War on Poverty. The federally funded Head Start programs have provided comprehensive child development services to more than 32 million low-income, at-risk children under five and their families, including those with disabilities. Shippensburg University's Head Start Program became the lead agency for the Pre-K Counts Program in 2013-2014. The Pennsylvania Pre-K Counts pre-kindergarten program, established by the Pennsylvania Pre-K Department of Education, provides quality pre-kindergarten opportunities available to children and families across the commonwealth who live in a family earning up to 300 percent. The overall goal of Head Start and Pre-K Counts 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 and the Pre-K Counts regulations. These extensive requirements are monitored and evaluated on a monthly basis within the local program. A systems-based, program-wide evaluation also is conducted by a team of trained federal contractors every year, utilizing a document and monitoring process developed to assess compliance with regulations for the Head Start Program. In addition, the oversight of the Pre-K Counts Program is conducted annually. Independent auditors are contracted 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 ending June 30, 2014. 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.

**PROGRAM OPERATION**

Shippensburg Head Start/Pre-K Counts serves 208 children, ages birth to five including pregnant women, 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, and Boiling Springs. Four Head Start 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 the Dickinson Presbyterian Church in Carlisle. Four Early Head Start groups of pregnant women, infant, toddlers, 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 Mongul church, or the St. Paul's Evangelical Lutheran Church in Carlisle. Six Pre-K Counts classrooms are in various elementary schools in the different school districts; James Burd, Nancy Grayson, Newville, Letort, Hamilton, and WG Rice elements. Transportation services are provided to the sites in program-operated school buses for Head Start and contracted bus services for some Pre-K Counts sites.

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 SU 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.

**SCHOOL READINESS PREPARATION**

The Shippensburg Head Start Program works diligently to provide experiences for children in order to increase their skills in the following domains: social/emotional development, approaches to learning, physical health and development, language development, cognitive development, literacy, mathematics, science, social studies, and creative arts, using all of the following curriculums: Creative Curriculum, Partners for a Healthy Baby, Color Me Healthy, Anti-Bias, I Am Moving I Am Learning, Talking About Touch and Second Step. Teaching Strategies GOLD, Brigance Screens, and Ages and Stages also will be used to gain understanding of each child's current skill level and provide scaffolding of skill development for each individual child. Staff and parents will receive information and training on the Pyramid Model and the Brigance and Ages and Stages. Bilingual services are used when culture or language differences are prominent and require individual specialized assistance. Formal ongoing assessments are conducted a minimum of three times a year (fall, winter, and spring) using the Teaching Strategies GOLD assessment tool as well as through ongoing teacher and parent/guardian observations. The state standards are aligned with the Head Start core domains and the assessment tool.

Shippensburg Head Start discussed each child's nutritional needs with each parent. Staff and parents work together to identify nutritional needs taking into account cultural preferences, special dietary requirements, nutrition related health problems, and are inclusive of all children including those with disabilities. Children are enrolled in the USDA Food and Consumer programs as the primary source of payment for meal services. The grantee used their funds to cover allowable cost not covered by the USDA.

In collaboration with health care professionals, the program determined each child's health status and worked with parents to ensure that the professionals have conducted a review of the child’s health and have provided testing and treatment as needed. The program tracked and ensured that parents receive assistance in obtaining dental follow up for every child with moderate to severe tooth decay and those who lack adequate fluoride levels. Shippensburg Head Start has written agreements with the Capital Area Early Intervention 0-5 programs to ensure children were provided with therapeutic services according to their Individual Education Program (IEP) or Individual Family Service Plan (IFSP).

**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
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 Coalition; Tri County Community Action Commission; Shippensburg, Newville and Carlisle Kiwanis Clubs; Shippensburg Rotary Club; Fort Morris AARP 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.

**PARENT INVOLVEMENT, TRAINING, AND EVENTS**

- Parent Orientation
- Bus and Pedestrian Safety
- Program Self-assessment
- School Readiness Events (five trainings in each domain: social emotional, approaches to learning, cognition and general knowledge, language and literacy, physical development and health)
- Literacy Development/Kindergarten Readiness
- Goal Setting
- Parenting
- Family Fun Night (Literacy)
- Family Kite Fly
- Week of the Young Child Family Fun Night (Transition)
- Infant/Child First Aid and CPR
- Fatherhood activities
- Child Abuse and Neglect
- Life Skills/Job Seeking Skills
- GED Skills Development
- Policy Council and parents meetings in classrooms
- Advocacy training
- Program Governance Issues:
  - Parliamentary Procedures
  - Program Budget Development
  - Policy and Procedure Development
  - Human Resource Management/Policies
  - Program Self-assessment
  - Community Assessment

**CHILD OUTCOMES REPORT 2015-16**

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 2015-2016 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).

Per our Program School Readiness Goals, when utilizing the Teaching Strategies GOLD assessment tool, the following percentages will be obtained in each of five core domains:

- **Social and Emotional Development**: 85 percent of children (program wide) will either “Meet Expectations” or “Excel Expectations.” The remaining 10 percent of children (program wide) will be either “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Approaches to Learning**: 80 percent of children (program wide) will either “Meet Expectations” or “Excel Expectations.” The remaining 10 percent of children (program wide) will be either “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Language and Literacy**: 80 percent of children (program-wide) will either “Meet Expectations” or “Excel Expectations.” The remaining 10 percent of children (program wide) will be either “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

- **Physical Development and Health**: 85 percent of children (program wide) will either “Meet Expectations” or “Excel Expectations.” The remaining 5 percent of children (program wide) will be either “Below Expectations”, “Meet Expectations”, or “Excel Expectations.”

These final percentages take into account the projected number of...
children with special needs or who are considered to be “at risk” (including, but not limited to, children with IEP’s, mental health services, ESL, or children starting late in the school year). The table below indicates the percentage of children program wide who are meeting expectations, or exceeding expectations. (Guidance on “Widely Held Expectations” 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.)

To ensure the validity of future outcomes we will be implementing mandatory Teaching Strategies GOLD Inter-Rater Reliability Training upon hiring and every two years thereafter. Based on the current outcomes report, we will be increasing training for Teachers on STEM in the classrooms and continuing the momentum of our STEM Committee. Through South Middleton School District and their Community Innovation Zones Grant, our teachers will be receiving training on preschool math as well as preschool LETRS training.

### Head Start/Early Head Start and Pre-K Counts Funding 2015-16

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<th>Department of Health and Human Services, Administration for Children and Families</th>
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<td>Non-Federal Share</td>
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<td>Child and Adult Care Food Program</td>
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<tr>
<td>Funded Enrollment for Pre-K Counts</td>
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### Demographic Data

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<th>Early Head Start</th>
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<td>96%</td>
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