SHIPPENSBURG HEAD START & PRE-K COUNTS

September/ October 2019

News To Know...

Important DATES:

Policy Council:
  Sept. 19
  Oct. 24

NO CLASS:
  Sept 20
  Oct 7
  Oct 14-18

WHEN YOU DON’T KNOW WHERE TO TURN,

CALL 211 RESOURCE HELPLINE
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From the Education

We are excited to begin a new school year! The Education Staff look forward to sharing experiences with the children and families alike. Throughout the school year, there will be a variety of fun and hands-on activities for families in this “From the Education Coordinator’s Desk” segment of the Newsletter. For any additional activities you would like to do in the home, do not hesitate to contact your teacher, home visitor, or an Education Coordinator.

Bridging Home and School

We all know that if a bridge is not structurally sound, it will eventually collapse. Likewise, if relationships are not built on a sturdy foundation, they too will fail.

Too often parents and program staff are intimidated by each other. But by willingly beginning the home/school relationship with an open, sharing approach, we can build trust. Then, when issues arise – even sticky ones – we can talk about them without hesitation.

All of us here try to do our best to keep you informed. We post pertinent information on the parent bulletin board as well as include it in newsletters. We send home other information with your child. We also want to talk with each of you often.

Feel welcome to visit the classroom or socialization at any time. Come eat lunch with us. Drop by and tell us a story or show us something special. Or just take a break, have a seat, and enjoy the children.

Clearly, ongoing interaction and support from both families and staff make the connection between home and school a two-way street. You can help by sharing information about your child with us. Especially during any crisis or period of change, when children are under stress and act or react differently, please keep us informed. Obvious times include a change in jobs, a move to a new house, or an illness or death in the family, but they also could involve the child experiencing nightmares, making changes in eating habits, and stopping or starting medication.

In turn, we’ll alert you to anything out of the ordinary that we might notice in your child here. Only by sharing information can we build a bridge strong enough to support our children.
What is “Developmentally Appropriate Practice”?  

You probably will notice that our classrooms exhibit a lot of bustle and noise, that children are up doing things, talking, playing, and exploring. Such a classroom environment differs from the old grade-school images of a teacher doing a lot of talking at a blackboard while children sit and listen quietly at their desks.  

Research and experience tell us that to be effective with young children, teaching practices need to be “developmentally appropriate.” What this means is simply that educators need to think first about what young children are like and then create an environment and experiences that are in tune with children’s characteristics.  

Early childhood, after all, is a time of life quite different from adulthood, and even from the later school years. Children 3-6 learn far better through direct interactive experiences than through just listening to someone talk. They learn extraordinary amounts through play and exploration. And the younger children are, the more what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning.  

Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to redesign children!  

A developmentally appropriate program like ours is age-appropriate. But that’s not all. To make the program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We’re eager to learn as much as we can about each child’s family, cultural background, past experience, and current circumstances. With this knowledge we work to create a program that fits the children and the families we serve.

For more information or any concerns in reference to your child’s educational experience, please contact your home visitor, teacher, or an Education Coordinator at 717-477-1626.
School Days

September is famous for the start of school. You most likely have been shopping and preparing for school to start. New shoes, backpacks and bedtime routines aren’t the only things to consider. Did you know that your child’s physical activity has an impact on how well they do in school? Movement stimulates brain activity. Movement increases blood flow and helps children think more clearly. Certain movements even prepare your child to become a reader. Check out this month’s Move it! activity for a great way to help your child learn the alphabet while moving their body.

Back to School Tips

The key to preparing your child for school is careful planning. Here are some ways you can make it a success.

- Start early with the new routines. Don’t wait until the night before school to change the dinner, bath, story and bed times.
- Make sure your child starts the school day with plenty of rest and a good breakfast. Be careful about giving them sugary cereals and make sure to offer some protein (cheese, milk, yogurt, nuts, etc) with their breakfast.
- Children need plenty of fresh air and activity to help their bodies adjust to being in school and sitting for longer periods of time.
- The night before... Pack lunch (don’t forget to include fruits and vegetables) and have it ready in the refrigerator. Help your child pick out what they will wear the next day. Have the book bag packed and ready at the door.
Chant it!
If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with this chant, adapted from this *I’m Moving, I’m Learning* CD song.

I’m Moving, I’m Learning
I’m learnin’ what, what, what
What my body does
Like bend and stretch.
(bend and stretch your body)

I’m learnin’ how, how, how
How my body moves
Like fast (move your body fast) and slow
(move your body slow)
Like start (stop moving, start moving and stop again) and stop.

I’m learnin’ where, where, where
Where my body moves
Like high and low (reach up high and then touch down low)
Like forward and backward. (move forward and backward)

I’m moving with, with, with
With my Choosy friends.
Now everybody dance and sing
Everybody dance and sing.
“I’m moving, I’m learnin,
I’m moving, I’m learnin,
I’m learnin to move, and
I’m moving to learn,”
So come on everybody help me sing this song. (move your body all around and dance)

Move it!
This month’s Move It! focuses on a fun and simple activity families can do to promote the development of gross motor, problem solving and literacy skills.

Body ABC’s
Create the letters of the alphabet, using only the body. Here are some ideas on how you can do it.

- 2 people use their bodies to make the letter A.
- 1 person uses their body to create a B
- 1 person uses their body to form a C
- 3 people use their body to make a D
- 2 people use their bodies to create an E

Mix up the number of people needed to make the rest of the alphabet letters. Need more people? No problem, use stuffed animals or dolls.

Some letters could be done using only the hands to help with fine motor development. The letters can be either upper or lower case. Be creative, have fun and most importantly laugh!

For more information on *I am moving I am learning*, visit: http://tinyurl.com/movelearn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKGI initiative. Visit the KKGI website at: www.panen.org/keystone-kids-go
TIPS for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It’s never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Read together every day.**
  Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

- **Give everything a name.**
  Build your child’s vocabulary by talking about interesting words and objects. For example, “Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?”

- **Say how much you enjoy reading.**
  Tell your child how much you enjoy reading with him or her. Talk about “story time” as the favorite part of your day.

- **Read with fun in your voice.**
  Read to your child with humor and expression. Use different voices. Ham it up!

- **Know when to stop.**
  Put the book away for awhile if your child loses interest or is having trouble paying attention.

- **Be interactive.**
  Discuss what’s happening in the book, point out things on the page, and ask questions.

- **Read it again and again.**
  Go ahead and read your child’s favorite book for the 100th time!

- **Talk about writing, too.**
  Mention to your child how we read from left to right and how words are separated by spaces.

- **Point out print everywhere.**
  Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

- **Get your child evaluated.**
  Please be sure to see your child’s pediatrician or teacher as soon as possible if you have concerns about your child’s language development, hearing, or sight.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.
We will be holding a Parenting Workshop Oct. 25th from 11am-1pm to include lunch and child care located in Newville at the Zion Evangelical Lutheran church. Flyers have been sent home to see if there is any interest in attending. If you are interested in learning more about positive discipline, effective communication, understanding stress and self-care this is the workshop for you! Please send in your interest forms, so we know to send out more information on this workshop to you. If you have any questions, please call 717-477-1626 ext. 3558.
The Salvation Army
Christmas Assistance
Sign-Ups 2019

Who:

*Households* seeking assistance with gifts and/or food for Christmas.
A household includes all individuals living at the same address. Identification for all individuals in the household must be presented.

When:

Oct. 15 – Oct. 18: **1PM – 3 PM**
Oct. 21 – Oct. 25: **9 AM – 12 PM**

If you are unable to register during these hours due to work or similar reasons, please call Sean by 12PM on Wednesday, Oct. 16 to schedule a Thursday evening appointment. Sean can be reached at 717.249.1411 ext 141. If you are able to register during the day, no appointment is necessary.

Where:

The Salvation Army Chapel, 20 E. Pomfret Street, Carlisle, PA 17013

What to Bring:

All applicants must have all necessary documentation with them at the time of sign-up in order to complete an application.

1. **Identification** is needed for each individual in the household.
   a. *Adults* (ages 18 & older) – Photo ID OR birth certificate
   b. *Children* (ages 0 – 17) – Birth certificate, medical card, OR other document verifying name and date of birth

2. **Official proof of address**, which can be either a current utility bill (no older than 60 days) or a copy of your lease. We will not accept IDs as proof of address.

3. **Gift information for each child between the ages of 0 and 14**
   a. Two gift ideas up to $25 in value
   b. Correct clothing sizes for each child – shoes, shirts, and pants

What Areas:

We are able to assist households living in the following zip codes: 17007, 17013, 17015, 17065, 17081, 17240, 17241, and 17324. **Families/individuals applying for Christmas assistance should apply with one community organization only.**
LIKE LEAVES, KIDS CAN FALL EASILY

Falls are the leading cause of hospitalisation for children under 15 years of age. The good news is the majority can be prevented by following these Kidsafe Autumn safety tips:

Baby Safety:
Never leave your baby unattended on nursery equipment or other raised surfaces. Always use the harness provided in items such as prams.

Toddler Safety:
Consider the placement of furniture (away from windows and hazards) and install barriers on stairs until they have the skills to navigate them safely.

Child Safety:
Use play equipment that is suitable for your child’s age and stage of development. Supervise them while you teach them skills and rules for safe use.

To find out more call KidsafeWA on 9340 8509 or visit their website www.kidsafewa.com.au/seasonalcampaign
Step away from the couch!

All children, regardless of their ability, need to participate in daily physical activity. The only difference is that some children might need the activity or materials adapted. Here are some things to consider for all children, particularly those with special needs:

- **Make it fun!** Children are much more likely to get moving if it is fun.
- **Reduce sedentary time.** Shut off the TV, computer and video games. This will encourage your child to find something active to do.
- **Plan for safety and then relax.** Is the area safe and free from obstacles? Does the equipment work properly? Does your child have on needed safety gear? If you can answer yes to these questions then sit back, relax and allow your child to be a child.
- **Allow your child to experience challenges.** When starting an activity, your child might not be able to do it completely and may tire easily. No worries! Encourage them to do the best they can, as much as they can, for as long as they can. Over time they will build up strength and stamina.
- **Involve peers and community.** Children are typically more motivated when they are doing something with others. Check into your local YMCA, community programs and clubs for kids to see if there is anything they can be involved in.

Adapted from Finding Balance. For information on nutrition and physical activity for children with special needs visit: [www.abilitypath.org](http://www.abilitypath.org)
Chant it!

If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with the words of this chant, adapted from this Choozy Nation CD.

I Move Myself
I move myself in many ways
I move myself in many ways. (move your entire body)

Shake your head. C’mon shake your head.
Choozy says, Can you show me, Can you show me red? (point to something red)

Put your arms up (put your arms up)
Put your arms down (put your arms down)
Choozy says, Can you show me brown? (point to something brown)

Wiggle your front. (wiggle to the front)
Wiggle your back. (wiggle to the back)
Choozy says, Can you show me black? (point to something black)

Be a jumping bean (jump up and down)
Go on be a jumping bean.
Choozy says, Can you show me, Can you show me green? (point to something green)

Move it!

This month’s Move It! focuses on a fun and simple activity families can do to promote body awareness, self control and listening skills.

FREEZE
You surely remember playing freeze.
Although it seems like nonsense game, there is a lot learned. When children are asked to start and stop activities, they learn self control and this is a skill that helps them throughout their life.

Play music using a CD, MP3 player, or radio.
Have the children do whatever movement they wish or dance while it is playing. At random points and without the children seeing, stop the music. Whenever the music stops, they must freeze.

To mix it up, you can change the freeze command to something different like touch your nose, sit on the floor, etc.

For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)
Check out Choozy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)
YOU WILL UNDERSTAND THEIR ABILITIES BETTER

The more time you spend with your children, the more attuned you will be to their emerging abilities. Those fathers who spend little time with their children frequently either underestimate or overestimate the developmental progress of their sons and daughters. If you underestimate your child's competence, you won't provide adequate challenge or stimulation. Your child will be bored. If you overestimate your child's skills, your unrealistic expectations will prove to be a frustrating and unpleasant experience for him and you. In either case, your child will be less motivated to interact with you in the future.

The more time you spend with your children, the more realistically you will be able to assess their capacities and the more aware you will be of their particular talents and sensibilities. You will, therefore, have the optimal opportunity to provide challenging and stimulating interactions. You will discover not only what they enjoy doing, but how they enjoy doing it. (For example, adult rules may be inappropriate when playing a game with a 6-year-old. There are probably a hundred different ways you can play a game with a basketball.)

And, don't forget to let your children win, at least some of the time. No one enjoys playing something at which they always lose.

YOU WILL ENHANCE YOUR CHILD'S SELF-ESTEEM

Your time is precious to both you and your child. Your willingness to give your time to him sends a message: You are important. A father who gives of himself implicitly communicates his love and respect for his child. And if you, the person your child respects most in the world, believe he is worthy of your undivided attention, your child will bask in the sense of his own importance.

Perhaps I need not mention the obvious: There is nothing more valuable for our psychological well-being than healthy self-esteem. You can help provide that for your child. And when your child grows up, you will relish the pride you feel and savor the knowledge that you had a hand in cultivating the person she has become.

YOU MAY BE ABLE TO FORESTALL CHILDHOOD PROBLEMS

As parents, we do not have as much control as we would like over our children's lives. We wish our children were more popular. We wish our children were less awkward. It pains us to see them hurt, rejected by their peers. We wish we could protect them from all of that. But we can't.

However, the closer the relationship we have with our children, the greater our opportunity to provide them with self-respect and self-acceptance. Less involved fathers may facilitate the opposite reactions. For example, in a recent article published in American Psychologist, Dr. Louise Silverstein writes: "Research clearly documents the direct correlation between father absence and higher rates of aggressive behavior in sons, sexually precocious behavior in daughters, and more rigid sex stereotypes in children of both sexes."

YOU WILL HAVE MORE INFLUENCE ON THEM

Your child is exposed to many influences. And the older he becomes, the more he is likely to adopt his peer group's frame of reference. But the closer the relationship you have with your child, the more likely your child will continue to identify with you. You will, therefore, be in an advantageous position to instill your positive values and increase the likelihood that they will be accepted. The more love and respect (as opposed to fear and anger) your child has for you, the more likely it is that he will incorporate his sense of you in himself. He will act more like you.

It is to be expected that your son will be more likely to identify with and feel closer to you than your daughter may. However, you will still be a terribly important role model for her if she feels a loving connection between the two of you. And she will be more likely to choose a man who will reflect your positive traits for her lifemate later on.
Why Fathers Should

By Aaron Hass, PhD.


IT WILL ENHANCE YOUR SELF-ESTEEM

The more time you spend with your baby or your 5-year-old, the better at fathering you will be. Given the fact that fathering does not come naturally and must, instead, be learned, you will gain a sense of self-satisfaction as you become more accomplished at it.

In the case of your relationship with your children, the old adage, "The more you put into it, the more you'll get out of it," readily applies. For as you sense how increasingly important your child feels you to be, you, in turn, will feel an increasing sense of self-importance.

BECAUSE OF YOUR EPITAPH

Your children will be gone soon.

As your children reach later and later developmental stages, you will look back with amazement and wistfulness at how quickly it went, how quickly your their innocence and childlike dependence on you evaporated. "Where was I when they were growing up?" fathers ask themselves. "Why didn't I realize then, how important they were to me?"

Unfortunately, for many men, looking back upon their lives does not produce satisfying reflections. Questions such as, "What did I do with my life? Did I attend to what was really important?" are met with aggrieved answers. When asking, "What did I accomplish?" oftentimes we find our replies to be hollow. When you reach that stage of life when you are prone to evaluate the choices you made, I want your answer to be a much more satisfying one.

YOU CAN DO IT RIGHT

If you approach fathering as one more task, one more job, you almost guarantee that it will not be an enjoyable one. If you appreciate the benefits that you and your child can derive from your interactions, you will act with enthusiasm and expectation. Your eagerness will infect your child, and you will both know that the other cares, that the other loves.

The more your children separate from you, the more they will be shaped by their peers and by their own culture. We increasingly fret over their well-being as they slip away from our protective shield. But we can lay a foundation that will enable them to make the right choices. We can ensure that they feel loved, so they do not reach out for recognition in destructive ways. And when they are conflicted and cannot make up their minds, we can create a relationship that invites discussion and is open to guidance.

You cannot undo your childhood. You can never receive what you deserved from your own father. But you are in the fortunate position of seeing to it that your child has the parent he is entitled to have. You have been given the chance to do it differently, to do it better, to do it right. Make a list of what you resolve to do more of with your child.

Our tendency is to imitate what we have seen in our own fathers and to cast our expectations after those. Don’t repeat the mistakes your father made. Being a better father to your children can help heal the disappointments of your own childhood. As your life becomes more gratifying, as it becomes filled with love, you will find that your longtime, gnawing resentments toward your father will recede. You won’t need to be angry any longer because your life will feel fulfilled.

Don’t waste time blaming yourself for what you have or have not done with your children to this point. It is understandable that, to the extent you have not built a closer relationship with your child, you will feel more alienated and, perhaps, helpless now. The good news is that it is not too late.

Your responsibility as a parent is to nurture your child, to help him reach his fullest potential. Your child also presents you with an opportunity to grow. Seize that opening.

Excerpted with permission from The Gift of Fatherhood: How Men’s Lives are Transformed by Their Children, Fireside, 1994
“Every father should remember that one day his son will follow his example instead of his advice.”
-Charles F Kettering

Every son quotes his father, in words and in deeds.
“What I’ve realized is that life doesn’t count for much unless you’re willing to do your small part to leave our children—all of our children—a better world. Any fool can have a child. That doesn’t make you a father. It’s the courage to raise a child that makes you a father.”

- Barack Obama

www.DeSuMama.com
USDA Nondiscrimination Statement 2015

FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.
USDA Declaración de no discriminación 2015

Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación:

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en:

http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades.
Building for the Future

This child care receives Federal cash assistance to serve healthy meals to your children. Good nutrition today means a stronger tomorrow!

Meals served here must meet nutrition requirements established by USDA’s Child and Adult Care Food Program.

Questions? Concerns?

Call USDA toll free: 1-866-USDA CND (1-866-873-2263)

Visit USDA’s website: www.fns.usda.gov/cnd

United States Department of Agriculture
Food and Nutrition Service
FNS-317
June 2000
Revised June 2001

USDA is an equal opportunity provider and employer.
Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comedas nutritivas a sus niños. ¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa "Child and Adult Care Food Program" del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

¿Preguntas? ¿Inquietudes?

Llame gratuitamente a USDA al: 1-866-USDA CND (1-866-873-2263)

Visite el website de USDA: www.fns.usda.gov/cnd

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FNS-317-S
June 2000
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Now Recruiting for Early Head Start, Head Start and Pre-K!  
2019-2020

These programs are FREE, but space is limited!

Who Should Apply?

Head Start/Early Head Start: Pregnant women and children ages birth to 5 years whose household income is at or below the federal poverty guideline ($24,600 or under for a family of 4)

Pre-K Counts: Children ages 4 and 5 entering kindergarten the following year, whose household income is at or below 300% of the federal poverty level (approx. $73,800 or under for a family of 4)

How to apply:
Call Shippensburg Head Start  717-477-1626
or stop in and apply
Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257

Call Today!