News To Know...

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@:Shippensburg University Head Start Program

@ShipHSandPreK

Important DATES:
Policy Council:
Oct 15

NO CLASS:
Oct 12
Oct 19-23

WHEN YOU DON’T KNOW WHERE TO TURN,
CALL 211
RESOURCE HELPLINE
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From the Education

WELCOME

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 to families through this “News from the Classroom” segment of the News to Know. 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.

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.
In many places, people are wearing masks or cloth face coverings when they're in public because of coronavirus (COVID-19). It's an important way to help slow the spread of the virus. At first, it was mostly doctors, nurses, and others in health care settings who wore masks. But now, as other people wear them, more and more kids are seeing something they're not used to seeing. For them, it can be strange or a little scary, especially if they need to put on masks too. Most kids can feel comfortable seeing people in masks, as long as adults:
- Use simple words to explain why people are wearing masks.
- Give kids time to look, watch, and get used to what's new.
- Answer kids' questions.
- Give support.

Some toddlers and young children may feel uneasy about masks. They may need extra support and comfort from parents. Parents also can help kids understand why they might need to wear a mask, and make them more comfortable and even fun to wear. **Kids under 2 years old should not wear a mask.**

**How Do Kids React to Masks?**

How kids react to seeing masks partly depends on their age. Older kids might not react much at all. To them, masks might seem like no big deal. Most are able to adjust pretty quickly. Some kids may even be eager to wear a mask. They might embrace their new look as a medical superhero. But for babies, toddlers, and young kids, seeing people in masks might take some getting used to. At first, they may feel cautious. They may need a few minutes to look and watch. That can help them get used to what's new. They may need a parent to gently say, "It's OK." That can help them relax. Some babies, toddlers, and young kids may feel upset or afraid. They might cry, hide their face, or cling to a parent. Soothing words, comfort, and the safety of a parent's lap can help calm them.

**How Can Parents Help Kids Wear a Mask?**

Masks or cloth face coverings on adults and **kids over 2 years old** can help slow the spread of the virus. Here are some ways to help kids wear masks when you go out:

**Help kids get used to masks.** As much as you can, give kids time to practice wearing their masks before they might need to wear one outside of your home. Teach them how to put them on and take them off.

**Encourage kids to decorate their mask.** This might help them feel a sense of ownership and control over the situation. A personal touch can help make it more of a normal part of their routine, and make it more likely they'll want to wear their mask. Depending on the type of mask, kids can draw on it with markers or put stickers on it.

**Make them together.** If you make masks or cloth face coverings at home, let older kids help you. There are no-sew masks that are easy to make, often with materials you probably already have (T-shirts, bandannas, etc.). If you sew masks, maybe kids can select the fabric or patterns for the masks they'll wear.

**Help make it fun.** With younger kids, introduce a sense of play. Kids can pretend to be a doctor or nurse while wearing their masks. They might want to use a doctor kit and "take care" of a stuffed animal or doll.

**Have a few masks handy while kids play.** This lets them use their imagination about how to use them during playtime. It also helps make masks a more normal part of their everyday world. You can ask your child to put a mask on a stuffed animal, and then ask follow-up questions about why the stuffed animal is wearing the mask. Depending on your child's response, you can clear up any confusion and offer reassurance.
Coronavirus: Caring for children

There’s a lot going on in the world right now. If you’re a parent or carer you are probably worrying about how best to support children and relieve stress. Here are some top tips to help you through.

Provide simple and clear information
Children may pick up information from multiple sources. Ask them what they know and correct any misinformation. Explain what is happening, using simple, age-appropriate language. Refer to trusted sources like WHO.int.

Listen and respond
It’s important to understand your children’s concerns and feelings. Try drawing and roleplay to help bring out their emotions. Validate their feelings and tell them how you feel.

Reassure and explain
Remind your child what’s in their power and how to keep safe – demonstrate effective handwashing and tell them to cough and sneeze into a tissue or their elbow. Explain that the risk to them is low but it affects old people and those with other illnesses differently, so we should do everything we can to protect them.

Keep a normal schedule
Routine is important for children to feel safe. Create a daily schedule together. Include time for playing and learning – you could incorporate lesson about the virus, like colouring in pictures of germs. And remember time for chores, being active and relaxation.

Be active
Get outside for walks if you can or do simple exercises in your home. Dancing to your favourite music can lift your – and your children’s – mood. Turn physical activities like cleaning the house into a fun game and limit screen time.

Look after yourself
Stay in contact with friends and family over the phone or computer and take time every day to do something that you enjoy. Early mornings or evenings, when the children are asleep, can be a great time to do something for yourself.

Model good behaviour
Children will imitate what they see. Ensure you carefully wash your hands, and that you stay positive and active. Create a caring environment and give children a little extra attention. Relaxation exercises can help everyone stay calm.

Avoid too much information
Don’t over-expose your children – and yourself – to too much information. Limit excessive news reporting and social media. With older children, watch the news together so you can answer their questions.

Eat well
A proper diet is key. Involve your children in preparing food and talk about ways to stay healthy. Cooking and baking together is a great activity for bonding and learning.

Take a deep breath and be positive!
Look for examples of positive news stories, and remember that this won’t last forever. Come up with a plan for what to do if you feel you need support. Consider friends, family, a health worker, a trusted person in your community, helplines and online communities. We are all in this together.
COVID-19 PARENTING
One-on-One Time

Can't go to work? Schools closed? Worried about money? It is normal to feel stressed and overwhelmed.

School shutdown is also a chance to make better relationships with our children and teenagers. One-on-One time is free and fun. It makes children feel loved and secure, and shows them that they are important.

Set aside time to spend with each child

- It can be for just 20 minutes, or longer – it's up to us. It can be at the same time each day so children or teenagers can look forward to it.

Ask your child what they would like to do

Choosing builds their self confidence. If they want to do something that isn't OK with physical distancing, then this is a chance to talk with them about this. (see next leaflet)

Idea with your baby/toddler

- Copy their facial expression and sounds
- Sing songs, make music with pots and spoons
- Stack cups or blocks
- Tell a story, read a book, or share pictures

Idea with your teenager

- Talk about something they like: sports, music, celebrities, friends
- Cook a favorite meal together
- Exercise together to their favorite music

Idea with your young child

- Read a book or look at pictures
- Make drawings with crayons or pencils
- Dance to music or sing songs
- Do a chore together – make cleaning and cooking a game
- Help with school work

Listen to them, look at them. Give them your full attention. Have fun!

For more information click below links:
hand washing steps:

1. turn on water
2. wet hands
3. scrub with soap
   Sing your ABC Song
4. rinse clean
5. dry hands
Wash and Sing!

A B C D E F G,
H I J K L M N O P,
Q R S T U V,
W X Y and Z,

I have washed my hands so clean,
Now I’ll dry them, look at me!
A Real Character
Children are surrounded by characters on a daily basis. They see them on TV, in movies and books and hear them in music. Some characters have a negative influence, while others are positive. What characters do your children adore... Elmo? iCarly? Dora? Thomas the Train? Regardless of the character, they influence your child’s choices. Think of a recent trip to the store. Was there something your child wanted because of the character on the box? It is very difficult to talk your child out of the sugary cereal with their “friend” on it when you’d prefer they have something healthier. Plan your trip before you go. Here are some tips to guide you:

- Know what you are buying before you even enter the store and be specific. (Wheat Chex vs. cereal)
- Give your children jobs. For example: Have them pick out 4 apples, find the cheapest canned corn or match coupons to products.
- Make sure your child is not tired or hungry.
- Give your child choices. When they want the $4.00 iCarly juice, explain that you need to buy the x, y or z brand and let them chose from that brand’s flavors.

Be Choosy with Choosy
Who exactly is Choosy? Choose Healthy Options Often and Start Young. If your child is enrolled in Head Start, you are likely to know who Choosy is. Choosy is the I am moving I am learning ambassador for healthy living. He is a role model who encourages children to make healthy food choices, be physically active and take care of their bodies. To hear more about Choosy, visit: www.choosykids.com.
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 *I’m Moving, I’m Learning* CD song. Go Choosy!

**Choosy Hears**
Everybody move (move around the room)
Now freeze. (freeze in place)

Choosy Hears... What does Choosy hear?
(hold hand to ear)
Choosy hears cars beeping on the highway.
(beep your imaginary horn)
Choosy hears horses galloping on the farm.
(gallop around the room)
Choosy hears wind blowing through the tall trees. (sway your body side to side)
Choosy hears balls bouncing on the pavement. (pretend to bounce a ball)

Choosy Hears... What does Choosy hear?
(hold hand to ear)
Choosy hears chickens clucking in the barnyard. (make clucking noise)
Choosy hears popcorn popping in the microwave. (jump in place like popcorn)
Choosy hears a truck backing down the driveway. (walk backward)
Choosy hears a bear in the forest. (stomp the floor with big bear paws)

Move it!
This month’s Move It! focuses on balance. Choosy encourages children to make healthy choices. He doesn’t say that you can never watch TV or eat cake. Choosy teaches children that these are “some of the time” things and that children need to balance their choices.

**Choosy Balances**
Balance is being able to control the position of your body and hold that position, both moving and in place. Balance is learned. Here is a great way to get your child to work on balance. Call out the following, allowing them time to think about the move and how to do it. Balance on...
- 2 feet
- 2 feet and 1 hand
- 1 foot
- 1 foot and 2 hands
- 1 foot and 1 hand
- 2 knees
- 2 knees and 2 elbows
- 2 knees and 1 elbow
- 2 knees, 2 hands and 1 head
- 2 knees and 1 head
- 1 bottom and 2 hands
- 1 bottom only

For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)
Check out Choosy 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 ARE NOT ALONE, Pennsylvania
We are in this together!
#PAStrong

Pennsylvania Statewide Support & Referral Helpline
1-855-284-2494

717-243-0523
TIPS FOR HELPING KIDS WEAR MASKS

Role model wearing a mask by having the whole family wear one.

Discuss how superheroes wear masks and you can too!

Put a mask on a favorite stuffed animal or doll.

Draw a mask on their favorite book/TV character.

While wearing masks, look in the mirror and talk about it.

Decorate the mask so it's more fun and personalized.

Use positive reinforcement when they wear a mask. Use praise or small rewards.

Show pictures of other children wearing masks.
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 info 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 KKG! initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
Mental Health Help During COVID-19

Crisis Text Line
Text ‘PA’ to 741741

National Suicide Prevention Lifeline
1-800-273-8255

Preventing suicide in PA
preventsuicide pa.org/

Disaster Distress Helpline
800-985-5990

Get Help Now for substance use disorder
1-800-662-4357

Veterans in crisis
veterans crisisline.net

PA’s support helpline
855-284-2494

Coping with COVID-19 stress
bit.ly/covid-coping

COVID-19 resources
mhanational.org/covid19
It’s tempting to think of father-child relationships in physical and temporal terms. Is dad affectionate? Does dad spend the time? These things matter — specifically to younger children — but two questions cannot encapsulate the quality or importance of a father-child relationship. New research presents a significantly more complicated vision of involved fatherhood and its benefits across the lifespans of men and their children.

The model that best explains how involved fathers can benefit from positive and consistent engagement with their children is known as the “ABC of Fatherhood.” This research-supported three-point plan for long-term relationships and personal success suggests that father’s emotional investments in their children always pay off.

The “A” in the “ABC of Fatherhood” is for the “affective” climate. This is the sense of love and constancy of a father being there. So a child feels: “My dad has my back. He really cares for me. I could call him at any moment and he would come. I can be halfway around the world and he is thinking of me.”

This affective climate is the most crucial foundation of a father-child relationship. Being secure in a father’s love is the basis for a positive identity and the courage to explore and learn new things. And developing these facets of the father-child relationship is not only good for the kids — it’s also a vital part of adult male human development.

Studies have demonstrated that involved fatherhood improves a man’s cognitive skills, health, and capacity for empathy. It builds his confidence and self-esteem while enhancing emotional regulation and expression. Involved fathers often say that they have learned to control their anger better or not express negative emotions, such as fear, so readily. They have often also recognized the need to express tender emotions which men, stereotypically, are said to find challenging. Again, their emotional development as fathers carries over into other contexts. It’s good for their marriages and their friendships.

“B” represents a father’s behavior. Dad goes to his children’s games, helps with homework, gets out with them and kicks a soccer ball. It’s the observable mark of an involved father-child relationship. When a father is positively engaged in these ways, his children tend to have better school attainment, smoother peer relationships, less drug use, delayed sexual initiation and fewer issues with the law and authorities.

The benefits to this kind of engagement aren’t just long term for men. Fatherhood gives men permission to play, possibly for the first time in decades. If a man without children enjoys building blocks or colouring books, he may be considered immature, but doing these things with children makes him a sensitive caregiver. A close father-child relationship gives fathers opportunities to re-experience childhood, reintegrate memories, and make sense of relationships with their own parents. When they get down on the ground with kids, it’s not only great parenting — they are also engaging in deep psychological development for themselves.
Finally, “C” stands for connection. This is about a father’s synchrony with – and sensitivity to – his children, allowing dad to make use of teachable moments. A father who has mastered connection is good at reading his child’s mood. If he thinks his child needs more from him, he’ll give more. If he thinks that he’s overwhelming the child, he’ll back off. It’s what Edward Tronick, the American developmental psychologist, described as the “dance of parenting,” where we learn about turn-taking and being tuned in to others.

Tuning in changes men. A close father-child relationship means that a father will typically be more empathetic to the outlook of children, a skill that he can then apply elsewhere, such as at work, better understanding the diverse perspectives of colleagues.

A close father-child relationship develops the dad’s capacities for evaluating, planning and decision-making — all part of executive function. Dads do this every day. It comes into play, for example, if they are home for only a couple of hours before the children go to bed but plan to use that time well, on an outing or helping with homework or going to a soccer game. That use of executive function to juggle resources effectively carries over into other parts of a man’s life.

An involved father will create or deploy interpersonal relationships and contextual resources to support his parenting. It’s not unusual for a father who was previously uninvolved in his community to suddenly join a neighborhood association or take an interest in scouting. He wants his kids to be safe and now pursues his goals via pro-social behaviors. Interestingly, these pro-social behavior sometimes extend to himself. Involved fathers stop smoking. They diet. They go to the doctor. Sometimes they engage in these behaviors despite very poor track records regarding their own health. Again, they want their children to be safe and they are guaranteeing that safety by looking after themselves.

None of this happens overnight. A man doesn’t magically develop these skills or get awarded a seat on the condo board on account of paternity. He achieves developmental gains gradually by successfully building the father-child relationship through a series of transitions as his child develops, his family faces crises or deaths, and his own economic or emotional situation changes. Involved dads double down during transitions. The more a dad connects his fathering to life changes, the “more of a dad” he becomes. There are always events and situations that make it difficult for fathers to remain positively involved with their children; the critical benefit of involved fatherhood is that it puts dads in a position to handle happenstance while remaining focused on fatherhood. This is not only good for men, who have the self-assurance derived from a strong identity and family structure, but for their children, who know that dad has their back.

Father-child relationships are not, in short, just about the kids. Fatherhood has a central role to play in male adult development. This is why physical affection and time spent with children cannot adequately describe the success of a father-child relationship over time. These relationships are successful when they lead to change — when increasingly informed, enthusiastic and skilled fathers learn to parent secure and increasingly independent young people.
ATTENTION!

ALL DADS AND MALE ROLE MODELS

Did you know that having regular community volunteers is an absolute requirement for the continued operation of the Shippensburg University Head Start and Pre-K Counts Program?

We really need you in our classrooms, Home Visits, and Socializations!

Just a few minutes a week could make all the difference!
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.

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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:

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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, lengua 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_Com plaint_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.

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2020-2021

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!