

SHIPPENSBURG HEAD START & PRE-K COUNTS

May/June 2024

News To Know...

URGENT

KINDERGARTEN
REGISTRATION


URGENT

ACT NOW!!! It's very important to get your child signed up for **KINDERGARTEN ASAP!**



@Shippensburg University
Head Start Program



Important DATES:

Policy Council:

May 16– 10a.m.

June 20– 10a.m.

No Class:

May 17

May 27

June 17

June 18-July 5– Summer
Break



**WHEN YOU DON'T
KNOW WHERE TO**

TURN,

CALL 211

RESOURCE HELPLINE



May 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Home Base Soc. 10-12:30	3	4
5	6	7 EHS 1&2 Soc. 10-12	8 EHS 3&4 Soc. 10-12	9 Home Base Soc. 10-12:30	10	11
12	13	14	15	16 <i>Policy Council</i> 10am	17 NO CLASSES	18
19	20	21 EHS 1&2 Soc. 10-12	22 EHS 3&4 Soc. 10-12	23 Home Base Soc. 10-12:30	24	25
26	27 Memorial Day Program closed	28	29	30 Home Base Soc. 10-12:30	31	



June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 Home Base Soc. 10-12:30	7	8
9	10	11 EHS 1&2 Soc. 10-12	12 EHS 3&4 Soc. 10-12	13	14	15
16	17 NO CLASSES	18 CLASS- ROOMS CLOSED	19 CLASS- ROOMS CLOSED	20 CLASS- ROOMS CLOSED Policy Council 10am	21 CLASS- ROOMS CLOSED	22
23	24 CLASS- ROOMS CLOSED	25 CLASS- ROOMS CLOSED EHS 1&2 Soc. 10-12	26 CLASS- ROOMS CLOSED EHS 3&4 Soc. 10-12	27 CLASS- ROOMS CLOSED Home Base Soc. 10-12:30	28 CLASS- ROOMS CLOSED	



Join us for the last session of the Building Blocks of Positive Parenting webinar series!

Session 4 – May 22nd, 2024

Time: 11:00 am – 12:00 pm

Presenter: Liz Campbell, PhD

Topic: When Consequences are Needed

Join Zoom Meeting: <https://ship.zoom.us/j/99395790697>

Parent Café

Date: June 10th, 2024

Location: St. Paul Evangelical Lutheran Church

Time: 10:00 am – 12:00 pm

Please RSVP – childcare and light refreshments!



Summer 2024 Lunch Programs

Upcoming information – watch your email and Remind!

**UPcoming
EVENTS**



WIC IS AT SHIPPENSBURG HEAD START!

Tuesday, June 18, 2024

How do I apply?

Get started online at www.TapestryOfHealth.org or call

877-743-1372.

9:00 am - 3:00 pm
Head Start @ Shippensburg University

54 Spiritual Center Drive
Shippensburg, PA 17257

Who is eligible for WIC?

- Pregnant women
- Breastfeeding women, for up to one year postpartum
- Women up to six months postpartum who are not breastfeeding
- Infants and children under 5 years old, including foster children

PA WIC is funded by the USDA.
This institution is an equal opportunity provider.



WHAT IS SUN BUCKS?

This is a new, permanent federal child nutrition program, aimed at keeping kids fed during the summer months. Eligible children will receive an EBT card that can be used to purchase groceries.

The benefit amount for summer of 2024 is \$40 per summer month per child (\$120 total). Nearly 1 million PA children will qualify for this benefit.

Payments will be made by September 30, 2024. Qualifying families who already receive SNAP benefits will see the benefit added to their SNAP card.

WHO IS ELIGIBLE?

- any child ages 6-18 who received SNAP, TANF, or Medical Assistance with qualifying income during the school year or during the summer of 2024, **including home schooled and cyber school students.**
- any child who attends a school that participates in the National School Lunch Program **and** either
 - applies for and is approved for Free and Reduced Price School Meals during the school year;
 - receives in SNAP, TANF, or Medical Assistance with qualifying income at any time during the school year or summer;
 - is directly certified for free school meals as a foster child, migrant, or someone experiencing homelessness; **OR**
 - applies for SUN Bucks and meets income eligibility. No application is necessary for children who are included in any of the other categories above.

NOTE: Unlike the pandemic program (P-EBT), not all children who attend CEP schools (schools that provide free lunches to all students) will be eligible for SUN Bucks. Some income-eligible families may need to apply for this benefit if their child is not directly certified for free school meals.

WHAT CAN PARENTS DO NOW?



For family's who do not receive SNAP benefits, a new EBT card will be mailed to you. Please make sure that your school has your current mailing address. If you receive SNAP, TANF, or medical assistance, make sure that the Dept of Human Services has your current address.



The application for SUN Bucks will likely not be available until later this summer. **Parents who want to ensure their child is signed up should consider applying for a benefit that automatically enrolls their child into SUN Bucks such as SNAP or Free/Reduced-Price School Meals .**

Household Size	Monthly Gross Income Limit	
	Free/Reduced-Price School Meals	SNAP
1	\$2,248	\$2,430
2	\$3,041	\$3,288
3	\$3,833	\$4,144
4	\$4,625	\$5,000
5	\$5,418	\$5,858

APPLY FOR BENEFITS AT WWW.COMPASS.STATE.PA.US

Need help applying? Call Just Harvest for a quick screening and complete your application over the phone!
412-431-8960 (option 3)



317 E. Carson Street Suite 153
Pittsburgh, PA 15219
justharvest.org

Scan here to learn more at
justharvest.org/SNAP

From The Education

Literacy Activities You Can Do At Home

- Please read, read, and read some more to your children. Reading aloud to them builds so many language skills (comprehension, rhyme, concepts of print such as where to begin reading, vocabulary building, etc.).
- Visit the library often to read, hear a storyteller, or watch a puppeteer!
- Don't neglect the power of children's own names! Young children naturally like to see their name in print and have a great desire to know the letters in their name.
- Also, use the beginning sound in their name as a foundation for building sound knowledge! For example, if your child's name starts with P, find other items that start with /p/ like popcorn, puzzle, pillow, etc.
- For writing their names, let children practice (first letter uppercase and all the others lowercase) in sand, a small tray of rice, shaving cream, pudding, finger paint, glitter crayons, write it big with sidewalk chalk, shape playdough into the letters, etc.
- Print is all around young children for them to notice and make literacy connections! Some print is already meaningful to your children such as names of favorite cereals, restaurants, toys, stores, and more! Letters and words are everywhere in your home, on the street, in the store, etc. – Make it a fun learning game in which you play “I spy” – I spy with my little eye something that starts with the letter M or /m/ (say the sound the m makes) depending on the developmental level of your child.
- Place magnetic letters on the refrigerator at the children's eye level so they can manipulate the letters to form their name, group like letters together, etc. (you can find magnetic letters at Walmart for \$1.00).
- Create a letter scrapbook with your child. For each page, write the upper and lowercase letter. Have children hunt for small objects, environmental print, etc. that begin with a certain letter. Make sure to include photos of their friends too!
- Let your children see you writing letters, checks to pay bills, the grocery list, anything! Give them their own piece of paper, letting them write out their own list using kid writing (It's all right if you can't read it at this point – You are modeling for them uses/reasons for writing and reading which is more important at this age).
- Create a writing toolbox to store fun writing utensils, different types of paper, envelopes, stickers, etc. for your child to have their own writing materials to encourage writing.
- Read, recite, sing, and act out nursery rhymes.
- Do a lot of language play – jump rope rhymes, silly songs and finger plays, and riddles.
- Create new, silly names – for example, if your child's name is Sam, his name could turn into Bam, Ham, Jam, Kam, Lam, Mam, etc.



Manager's Desk

HELPING CHILDREN DEVELOP SELF-DISCIPLINE

Children's mistaken behavior can be frustrating and disturbing to adults, but we also can see it as an opportunity to teach, a chance to model self-discipline and character. Emotional development, like other learning, takes time and learning opportunities. And children, being the excellent imitators they are, will follow our example – for better or for worse.

If we yell at children, they will yell; if we hit them, they will hit. We get better results when we discipline calmly and teach our children to express their feelings in acceptable ways. When teachers share, children share; when parents are courteous, children are more cooperative.

Here are a few things we do in the classroom; they also work for parents:

Be clear and consistent. Set and discuss rules and consequences. Rules should be clear, simple, and few. Some adults have only one basic rule: You may not hurt yourself, others, or things. For example, to stop a child from hitting another child, kneel and calmly state: "You may not hit Ben. People are not for hitting." Then add, "I know you are angry. Can you tell me why? ... Ok, how can you let Ben know that you want to use the blue crayon?"

Offer choices. "Do you want to brush your teeth now, or do you want to brush after we read a story?" "Would you like milk or juice with your snack?"

Ignore certain behavior, like cursing or stomping, if it is not harmful. A child will quickly learn that he will gain nothing by acting up. On the other hand, he will learn that good behavior gets results and a favorable reaction from grown-ups.

No matter what we adults do, there are times when children lose control. Aggressive acts may call for removing the child from the action for a brief time in order to provide them with the opportunity to "cool down." Those few minutes come in handy, too, for helping a frustrated parent cool down – and think of what to do next.

FAMILY ROUTINES

Children develop best in an environment of order and consistency. They are happier when they know what to expect. To a young child, a predictable world is a safe world.

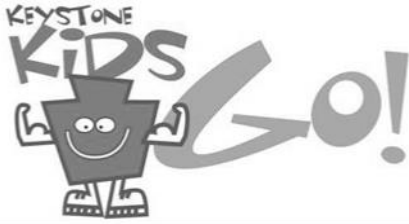
By setting up regular, reliable times and procedures for daily events, parents and teachers provide a dependable environment. Routines also help avoid the power struggles that so often occur between adults and children.

You'll find life with your child goes more smoothly if you set up and consistently carry out regular routines such as bedtime, wake-up time, mealtimes, chore times, play times, and home-work times. It might help to have a list of sequence of daily events posted where your child can refer to it as necessary (for ex. Bedtime: put on pajamas, brush teeth, read story). Use simple drawings on the schedule to facilitate young children's understanding.

Of course, some changes in schedules and routines are unavoidable. And while children prefer routine, they are resilient enough when a familiar routine has to be disturbed. Two points to remember:

**** Be consistent ** Explain deviations or changes in routine**





Keystone Kids Go!

Families Moving Together for Fun and Fitness

Family Newsletter

May

The Benefits of Exercise

You hear a lot about the benefits of exercise for adults but seldom for children. That doesn't mean that it isn't important. Children who are more active:

- have stronger muscles and bones
- tend to be leaner and have less body fat
- are less likely to develop Type II diabetes
- have lower blood pressure and blood cholesterol levels
- have increased attention and do better in school
- feel good about themselves and are better able to handle physical and emotional challenges



The Three Types of Fitness

Did you know that there are three types of fitness? They are endurance, strength and flexibility. Here is what you can do to help children develop them:

- **Endurance:** Children need to do things that cause their heart to beat faster and them to breathe harder. Not only does it make their heart stronger, it improves blood flow. Examples of activities that promote endurance are swimming, running, soccer and games like tag.
- **Strength:** This doesn't mean that your child has to head to the gym and lift weights. Encourage them to do things that will make their muscles stronger like push-ups, pull-ups, handstands and climbing.
- **Flexibility:** Stretching increases flexibility and allows the muscles and joints to bend more freely. Look for ways to get your child to stretch like reaching for things or doing windmills.



Chant it!

This month's Chant it! is a song that you can chant as you act out the motions. This activity encourages your child to listen and follow directions while increasing flexibility.

Flexibility: Stretching Song

Stand up straight and look to the left.

Now, look to the right.

Now, look to the sky.

Now, look to the ground.

Put your arms up high and stretch to the sky.

Put your arms real low and touch your toes.

With your left hand point to the right.

With your right hand point to the left.

Sit on the floor with your back up straight.

We're gonna stretch out, it's gonna feel great.

Put your legs straight out and touch your toes.

Stand up straight and wiggle your head.

Stand up straight and wiggle your arms.

Stand up straight and wiggle your hips.

Stand up straight and wiggle your legs.



Move it!

This month's Move It! features a classic game that will help your child develop endurance. It might even remind you of an old elementary school favorite... TV Tag.

Endurance: Fruits and Veggies Tag

Directions:

- Decide who is "it." You can do this by flipping a coin or playing Rock, Paper, Scissors.
- Everyone else should get a 5 second head start running.
- Play the game as you would for regular tag. The tagger will try to tag the runners. The difference is that the runners will need to call out a fruit or vegetable to be "safe."
- Safe people are free from being tagged for 10 seconds.
- The safe person can call out the fruit or vegetable and then sit down so it is obvious that they are safe.
- You can only use a fruit or vegetable for one save. The next time you need to think of another.
- Taggers cannot "babysit" or "puppy guard" the safe person.
- The entire name of the fruit or vegetable needs to be said before being tagged in order to be safe.

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

5 Tips to Help a Family Member Re-integrate After Prison Release



There are many problems prisoners face after returning home. In addition to generally adjusting to life after jail, there might be specific difficulties regarding employment, family life, and societal stigma.

According to a [2014 Harvard study](#), parolees that have a history of mental health issues or substance abuse face an even tougher reintegration period.

But, any parolee can experience a smoother transition back to society with support from their friends and family. In fact, one of the most crucial elements of successful reintegration for former prisoners is having loved ones to help usher them through the process.

If you have a family member that has been or will soon be released from prison, consider assisting them by following these tips on how to support your loved one after getting out of jail.

PROVIDE HOUSING, IF POSSIBLE

Most people that are re-entering society after prison face enormous obstacles in finding adequate housing.

According to a report by the [American Psychological Association](#), because the risk of not finding housing is so high, some parolees experience homelessness upon their release.

Difficulty in finding housing can be caused by any number of factors – lack of income, policies that make it more difficult for parolees to obtain housing, and lack of public housing are among the most common.

The first month after someone is released from prison is the most critical for adjusting to life after jail. If you want to know how to support your loved one after getting out of jail, providing them with housing or assistance for housing should be at the top of your list.

FOCUS ON SOCIALIZATION

Studies show that one of the most common negative impacts of incarceration is social withdrawal and isolation.

For re-entry into the free world to be successful, former inmates need to experience positive social experiences, which is something you as a family member can help facilitate. Something as simple as hosting dinner with a few family members to welcome your loved one home is a good place to start. In this case baby steps – small dinners, outings with close friends, visiting favorite restaurants, and so forth – will help many parolees in adjusting to life after jail.

FACILITATE PRODUCTIVITY

For some ex-offenders, having too much free time can spell disaster. In fact, according to a study by the Brookings Institute, 77% of people released from prison are rearrested within five years. Having outlets for being productive in a positive way can help combat this trend.

You can't schedule every minute of your loved one's day, but what you can do is help them find outlets for being productive.

From things like asking your loved one to do chores around the house to more complex tasks like helping them find a job, there is no end to what you can do to promote productivity. Help them get reacquainted with a hobby they used to enjoy. Ask them to attend church services with you. Help them explore volunteer activities.

By facilitating participation in these and other activities, you can help mitigate one of the most common problems prisoners face after returning home – simply not having anything to do or look forward to.

PROVIDE STRUCTURE, BUT ENCOURAGE INDEPENDENCE

As this report from the Department of Health and Human Services points out, inmates often live under conditions in which independence and self-initiative are quashed. Over time, some inmates may become reliant on this highly structured prison life in order to function.

Because of this, once free, ex-prisoners can find it difficult to navigate a world in which they have some measure of autonomy.

You can help ease that transition by providing structure in your loved one's daily routine. Having meals together at the same time each day is a good place to start.

Additionally, it's important to promote independence for your loved one. Ask their input on things like what the family should have for dinner or what fun activity you should do over the weekend, and build up from there to more complex and important decisions. By easing them back into the role of being an independent decision-maker, you can make the process of adjusting to life after jail much smoother for your loved one.

WATCH FOR MENTAL HEALTH WARNING SIGNS

While being released from prison can be a very happy experience, reintegrating into society can be extremely stressful. What's more, the rejection from family, friends, and society that is so common for ex-offenders can quickly foster the growth of self-doubt, anxiety, and depression, to name but a few of the mental health problems prisoners face after returning home.

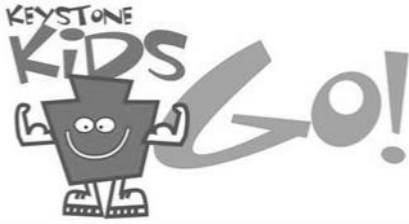
There are a couple of simple things you can do to try to break this cycle.

First, help your loved one improve their self-talk. For example, if they're facing rejection from job interview after job interview, encourage them to reframe the situation from *"I'm a failure. I can't get a job."* to *"I haven't found a job yet, but I'm strong enough to keep trying."* This kind of positive self-talk can do wonders for one's outlook on life.

Second, help your loved one set attainable goals. At first, this might be something like organizing their living space. As time goes on, it might be to learn a new skill. The point is that having goals not only gives your loved one something to look forward to, but it also gives them a reason to celebrate and an opportunity to feel success when those goals are accomplished.

Sean Jackson April 2020

<https://www.trendwyoming.org/articles/helping-family-member-reintegrate-after-prison-release/>



Keystone Kids Go!

Families Moving Together for Fun and Fitness

Family Newsletter

June

Go Team!

In today's world many children play sports, however some just aren't interested. Here are a few reasons why a child would avoid sports.

- **They aren't developmentally ready.** It's not until age 6-7 that children have the physical skills, attention span and ability to grasp sports rules.
- **The coach or team is too demanding.** Children are intimidated when they are being pressured or yelled out.
- **They are shy.** Shy children tend to be uncomfortable when put in a situation where they need to work with others.
- **They carry extra weight.** Overweight children tend to feel more self self-conscious.
- **They haven't found the right sport yet.** Not all children like to do the same things or possess the skills to do certain activities.
- **They have a health condition.** Children with certain health conditions, such as asthma, may feel uncomfortable or not able to do certain activities.

Team Family

Here are some things that you can do to help your child be more comfortable with sports and in team situations:

- Play games that help prepare them to be on a team. This could include playing kickball, catch or running games.
- Encourage your child for their efforts. Give high fives or fist bumps. Think about what skills they need to further develop and give them more opportunities to practice them.
- Make it fun... smile, laugh and have a good time.
- Involve other children in the play. A cousin, neighbor, or friend will help your child learn to play with others in a team setting.



Chant it!

This month's Chant it! is based on the old-time classic, *Take Me Out to the Ballgame*. This song has been adapted to include motions to get your child more involved.

Take Me out to the Ballgame

Take me out to the ballgame, (pretend to be swinging a baseball bat)
Take me out with the crowd.

Buy me some peanuts and Cracker Jacks, (use one hand to motion like you are popping a piece of popcorn into your mouth)
I don't care if I never get back. (shake your head back and forth like you are saying *no*)

Oh it's root, root, root for the home team, (pump your fist three times like you are cheering).
If they don't win it's a shame. For it's one, two, three strikes you're out at the old ball game. (hold up fingers as you count 1,2,3).



Move it!

This month's Move It! focuses on an easy homemade activity. This activity helps promote the development of eye hand coordination and gross motor skills.

Milk Jug Catch

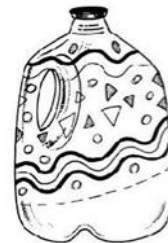
You will need:

- 2 clean plastic milk jugs
- Scissors or craft knife
- Permanent markers
- Soft foam ball or plastic ball

Directions:

1. An adult should cut the bottom off the milk jugs, leaving the end with the handle and spout.
2. Decorate the plastic scoops with permanent markers.
3. Each player will need a scoop. Toss a ball to your partner, who will catch it in the scoop. Then your partner throws the ball back to you to catch in your scoop.
4. To make the game harder, throw the ball when it is still in the scoop. Use a soft foam ball to play the game inside and a plastic ball to play outside.

Tip... For an easier game, use gallon jugs. To make the game more challenging, use quart jugs.



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



Shippensburg Head Start Program

Male Involvement Initiative

Volume 2

May/June. 2024 Edition





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!

If you are interested (or know someone who is), ask your Teacher/Home Visitor, or call 717-477-1626, about how you can help!



Kids With Involved Dads Thrive.

So Do the Dads.

By Dr. Rob Palkovitz

<https://www.fatherly.com/health-science/how-to-be-a-good-dad-expert/>

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 coloring 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.

Kids With Involved Dads Thrive. So Do the Dads.

By Dr. Rob Palkovitz

<https://www.fatherly.com/health-science/how-to-be-a-good-dad-expert/>

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.

USDA Non-Discrimination Statement 2022

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

12/09/2022

USDA Declaración de No Discriminación 2022

De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación sexual), discapacidad, edad, o represalia o retorsión por actividades previas de derechos civiles.

La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Las personas con discapacidades que requieren medios alternos de comunicación para obtener la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano (ASL), etc.) deben comunicarse con la agencia local o estatal responsable de administrar el programa o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comuníquese con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea en: <https://www.usda.gov/sites/default/files/documents/ad-3027s.pdf>, de cualquier oficina de USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida a USDA. La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse a 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; or

(2) fax:

(833) 256-1665 o (202) 690-7442; o

(3) correo electrónico:

program.intake@usda.gov

Esta institución es un proveedor que brinda igualdad de oportunidades.

01/26/2023

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.

Construyendo Para El Futuro

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas 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**



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

USDA es un proveedor y empleador que ofrece oportunidad igual a todos.

Now Recruiting for Early Head Start, Head Start and Pre-K!

2024-2025



SERVING:

SHIPPENSBURG

CARLISLE

NEWBURG

NEWVILLE

MT. HOLLY SPRINGS

BOILING SPRINGS

ORRSTOWN

WALNUT BOTTOM

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 100% of the federal poverty guideline (\$31,200 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 (\$93,600 or under for a family of 4)

Shippensburg Head Start Program
Shippensburg University
1871 Old Main Drive
Box 58
Shippensburg, PA 17257
Phone: 717-477-1626
Fax: 717-477-4021
E-mail: headstart@ship.edu
Website:
www.ship.edu/headstart

How to apply:

Call Shippensburg Head Start 717-477-1626

or stop in and apply

**Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257**