Madera/Mariposa Regional Head Start

PARENT CURRICULUM HANDBOOK
2010 - 2011

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Our Promise to you....

“Our Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.”

From the Staff at:

Community Action Partnership of Madera County
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Sample Class Schedule</td>
</tr>
<tr>
<td>4</td>
<td>Head Start’s Multicultural Principles</td>
</tr>
<tr>
<td>5</td>
<td>Approach to Language Acquisition</td>
</tr>
<tr>
<td>6</td>
<td>Supervision of Children General Guidelines</td>
</tr>
<tr>
<td>7-8</td>
<td>Preschool Nutrition Policy</td>
</tr>
<tr>
<td>9</td>
<td>SECOND STEP: Preschool/Kindergarten</td>
</tr>
<tr>
<td>10</td>
<td>I am Moving, I am Learning</td>
</tr>
<tr>
<td>11</td>
<td>Guidelines for Volunteers</td>
</tr>
<tr>
<td>12</td>
<td>Words That Help Children Grow</td>
</tr>
<tr>
<td>13</td>
<td>Child Development Profiles 3-4 year olds</td>
</tr>
<tr>
<td>14</td>
<td>Child Development Profiles (cont.) 4-5 year olds</td>
</tr>
<tr>
<td>15</td>
<td>Ways to Give Positive Feedback</td>
</tr>
<tr>
<td>16-18</td>
<td>Typical Daily Activities in a Preschool</td>
</tr>
<tr>
<td>19</td>
<td>Madera/Mariposa Regional Head Start Center Locations</td>
</tr>
<tr>
<td>20</td>
<td>Other Agency Provided Services</td>
</tr>
</tbody>
</table>
Introduction

Head Start was founded in 1965 as part of a number of initiatives that were at the time, called the “War on Poverty.” From its inception, Head Start was a unique program because of its multi-disciplinary approach to providing services. Head Start serves not only the child but the child’s family. It provides comprehensive services that include early childhood education, health, nutrition, social services and parent involvement. Head Start was unique as a leader in providing inclusion for children with diagnosed disabilities long before public schools offered such services. Nationally, over the years, Head Start has served many of the nation’s poorest families.

The Head Start Preschool program has existed in Madera County since 1965 and has followed the national Head Start guidelines in providing children and families’ quality services. Madera/Mariposa Regional Head Start Preschool annually serves 372 3-4 year olds.

Goals

From its inception, Head Start had the overall goal of bringing “about a greater degree of social competence in preschool children from low-income families. Social competence refers to the child’s everyday effectiveness in dealing with both of his or her present environment and later responsibilities in school and life” (Federal Register/Vol. 61, NO. 215/November 5, 1996). This goal recognizes the fact that development is holistic in nature and that all areas of development (cognitive, physical, social-emotional) are interrelated.

The Head Start Program’s approach is based on the philosophy adopted by the Board of Directors, Policy Council and staff. Community Action Partnership of Madera County’s (CAPMC’s) Head Start program adopted a “shared philosophy” which is dedicated to empowering preschool children and their families through involvement in developmental, qualitative, intellectual, social, physical and emotional activities. This philosophy incorporates a sound, early childhood curriculum, Head Start Performance Standards, a progressive staff development program, commitment to health and wellness, and the National Association for Education of Young Children (NAEYC) standards.
SCHOOL READINESS

The Head Start Act for School Readiness works to protect and strengthen the state’s long-standing commitment to early childhood programs.

AS EDUCATORS

We have invested in early childhood education because we know what research proves that our state’s prosperity depends on whether or not we adequately prepare our next generation for school and life. Knowing this School Readiness is committed and focused on only the most effective early childhood programs. Children who participate in early childhood education programs are far more likely to enter kindergarten ready to read.

BILL SUMMARY

The Head Start for School Readiness Act of 2007:

- States that by 2013, at least 50 percent of Head Start teachers and education coordinators will have a baccalaureate or advanced degree in childhood education and all teaching assistants will have an associate’s degree, and that by 2010, all teachers providing direct services to children and families participating in Early Head Start programs (which provide services for children from 0-3 years of age) located in Early Head Start centers have a minimum of a child development associate credential (Section 15, Section 19). (1)
- Requires that all Head Start teachers attend 15 hours of professional development training per year (Section 19). (1)
- Increase the number of children who have the opportunity to participate in high quality early childhood programs.
- Work in partnership with the early childhood community to assure that all early childhood investments are being made in programs that are accountable and make a difference in the lives of our children.
SAMPLE CLASSROOM SCHEDULE
Daily Schedule

8:00 a.m. - 11:30 a.m.
Or
12:30 p.m. - 4:00 p.m.

1 Site Supervisor/Teacher
2 Associate Teachers

8:00 or 12:30

Arrival/Wash Hands: Greet children, sign-in and wash hands

Breakfast, Lunch or Snack: Eat family style; nutrition education and conversation.

Brush Teeth

Clean-up/Transition to Circle

Circle Time

Small Group and Free Flow Activities

Clean Up/Transition to Outside

Outdoor Play: Wheel toys, games, climbing, and large motor development.

Transition from Outside

Wash Hands/Prepare for Lunch or Snack

Lunch: Eat family style; nutrition education and conversation.

11:30 or 4:00

Dismissal
HEAD START’S MULTICULTURAL PRINCIPLES

1. Every individual is rooted in culture.

2. The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.

3. Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotypes.

4. Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.

5. Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.

6. Effective programs for children with limited English speaking ability require continued development of the primary language while the acquisition of English is facilitated.

7. Culturally relevant programming requires staff who reflects the community and families served.

8. Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences. It is beneficial to all children.

9. Culturally relevant and diverse programming examines and challenges institutional and personal biases.

10. Culturally relevant and diverse programming and practices are incorporated in all components and services.
APPRAOCH TO LANGUAGE ACQUISITION

Many of the children in the Head Start program do not speak English or are in various stages of acquiring English. For this reason, Head Start provides these children the opportunity to acquire English through its developmentally appropriate curriculum and rich environment.

We build on the languages children use by providing opportunities for the child to use his/her language to organize and understand classroom instruction. As much as possible, adults who speak the language of the children are available in each classroom.

Research indicates that developing and maintaining a child’s primary language supports and facilitates learning of the second language. This is the reason for our program implementing a “small group” time in the classrooms. During these 15 minutes, children are introduced to new concepts, books are read, and questions are asked in the child’s primary/dominant language. Later in the school year as the children are acquiring more English, English is incorporated into the “small groups”. This usually occurs towards January/February.

However, throughout the school year, staff does speak to all children in English during class time. They start off with short directions and often demonstrate what they mean with gestures, pointing, modeling, etc. Staff is asked not to translate for the children during this time. The goal is for the child to figure it out. This is done in order to model the English language to all children. This is not to say that staff will ignore children when they use another language other than English. At all times, staff will ensure that all children feel included and accepted by using their languages when appropriate.

Acquiring a language puts the emphasis first on “understanding,” later on speaking. By the end of a full school year in Madera/Mariposa Regional Head Start, a large majority of children will understand the English to which they have been exposed. Most will also use English to communicate with their peers and teachers.

Our overall goal is for each child to acquire English while maintaining or developing his/her primary language.
SUPERVISION OF CHILDREN
GENERAL GUIDELINES

Supervision of children is a primary responsibility of the Head Start teaching staff. Below are general guidelines to use in daily supervision.

1. All children must be supervised by a teacher or qualified teacher assistant (a teacher assistant who qualifies as teacher under licensing regulations) at all times, both indoors and outdoors.

2. Children must be in teaching staff’s direct line of vision at all times.

3. Teacher-child ratios must be maintained at all times, regardless whether the child is in class, playground, or bathroom. Teacher-Child ratio is set to one teacher for twelve children.

4. During non-teaching hours, teachers must be available to assist teaching staff with staff breaks, food preparation, emergencies or any other duty needed to maintain teacher-child ratio.

5. A child (or children) must be accompanied to the bathroom and supervised by a qualified teacher or teacher’s assistant at all times.

6. Teachers are to be at or near the door to the classroom to greet and assist the children and parents upon their arrival, as well as to assist and acknowledge their departures each day.

7. The teacher must have class materials organized and readily accessible before children arrive each day to maintain teacher-child ratios.

8. Regardless of assigned activity area, all teaching staff are responsible for monitoring and supervising all children. Teaching staff are responsible for all Head Start children, regardless of which class they are in.
HEAD START - PRESCHOOL NUTRITION POLICY

In compliance with Head Start Performance Standards, Child and Adult Care Food Program Regulations, USDA’s Dietary Guidelines for Americans and Healthy People 2000, Madera/Mariposa Regional Head Start will actively promote and adhere to a Low Sugar, Fat and Sodium policy for meals and snacks served at its Head Start Centers and Home Base activities, functions and parent meetings.

**Sugars**
Carbohydrates (simple and complex sugars and starches) are nutrients in food that provide energy and are necessary for proper growth and development of young children.

*Natural Sugars* or complex sugars and starches are found in fruits, vegetables, grains (rice, corn, and wheat), breads, cereals and flours. These sugars supply calories, fiber, vitamins, minerals and some anti-oxidants.

*Refined Sugars* like table sugar (sucrose), jams, jellies, syrups, candy, frosting, and honey. These sugars supply “empty” calories (calories without vitamins or minerals) and may also contribute to tooth decay and obesity.

**Fats**
Fats also supply energy and are essential to brain growth and physical development. (Infants and Toddlers to age 2 years are not subject to this low fat policy). There are two basic types of fats: saturated and unsaturated.

*Saturated fats* are those from animals and some plants like coconuts. They are closely associated with cholesterol, and the control of cholesterol levels. They should be limited to no more than ten percent of overall calories in the diet.

*Unsaturated and Ploy unsaturated fats* are those from vegetable sources like corn, and sunflower oils. They should not exceed twenty percent of overall calories in the diet.

Both Carbohydrates (sugars) and Fats when eaten add flavor to foods and give the sense of being full and content. Refined sugars are digested quicker so one tends to eat more of them to maintain a sense of fullness (contributing to overweight and obesity). High and excessive intakes of these foods displace necessary nutrients normally obtained by eating a balanced diet. (A balanced diet is composed of one or more servings of foods eaten in proportion found in the Food Guide Pyramid daily).

*Sodium* (salt) is a mineral that is essential to maintain chemical balances in the human body. There are no specific recommendations of daily requirements for adults or children for sodium intake. Therefore, Madera/Mariposa Regional Head Start will adhere to the recommendation of the Dietary Guidelines for Americans and promote the use and consumption of salt and highly salted food products in moderation.
To insure that Madera/Mariposa Regional Head Start children receive a minimum of one-third of the Recommended Daily Allowances (RDA) as mandated by Performance Standard 1304.23(b)(1)(v), the Child and Adult Care Food Program 7 CFR part 210, 220 and 226 and in accordance with the State Department of Health (California Restaurant Act, Division 22, Chapter 11, Article 2, No. 28575) and to aid in the development of healthy life-habits with regard to nutrition and dental hygiene, the following directives will become effective immediately:

1. All Madera/Mariposa Regional Head Start menus will be designed to promote a low fat, sugar and sodium diet in accordance with Head Start Performance Standards (1304.23(b)(1)(vi) and Child Care Food Program regulations. (Infants and toddlers to age 2 years are not subject to this low fat policy).

2. All food and beverage using Head Start funds that are offered to parents and staff during Head Start functions will be designed to promote a low fat, low sugar, and low sodium diet.

3. Parents, staff and community volunteers are prohibited from bringing any food, drinks, or candy into the classroom during school hours. All food preparation is done by Head Start Food Service Staff.

4. If a parent would like to request a particular food, he/she should fill out Cooks Choice/Parent Suggestion Form. Requests must then be submitted to the Center Director/Site Supervisor and approved by the Nutrition Specialist. Food must be prepared in the center.

5. Staff will encourage moderation and healthy choice during Head Start functions that are outside classroom school hours, an example would be a Pot Luck.

6. Center Director/Site Supervisors can make suggestions to parents of birthday parties that do not include food. Suggested non-food ideas for birthday celebrations include: hats, crowns, necklaces, special songs or stories, piñata that is filled with non-candy items.

7. All candy is unacceptable. Candy will not be served or distributed at centers or Home Base functions nor purchased with parent funds.
SECOND STEP: PRESCHOOL/KINDERGARTEN

The research-based SECOND STEP violence prevention program provides engaging lessons and activities that teach essential social skills, such as problem solving, emotion management, impulse control, and empathy. This program is used in conjunction with the Creative Curriculum.

Engaging Lessons and Activities

This social and emotional learning program uses hands-on, activity-based lessons to captivate young learners. Child-friendly photo-lesson cards contain complete lesson scripts with ideas for group discussions, skill practice, and other activities.

Young children will enjoy Impulsive Puppy and Slow-Down Snail puppets as well as the lively Sing-Along Songs CD, which reinforces ideas from the curriculum.

- Research-based and demonstrated effective
- Addresses Head Start and other Pre/K standards
- Materials available in Spanish

Portion of a sample lesson from Second Step.

Unit 1 Empathy Training Lesson 7: Accidents

Concepts
The understanding that some actions are accidental, rather than intentional, is an important part of perspective taking. Accepting responsibility for an accident can help prevent others from assuming it was intentional.

Language
will introduce:
- accident
- mean to
- on purpose

Objectives
Children will be able to:
- Understand the meaning of accident
- Know what to say when they do something by accident.

Notes to the Teacher
This lesson will help children understand that some actions are accidents. This may make them less likely to jump to conclusions. When children assume that others behave toward them with hostility; they are more likely to respond aggressively. This is particularly true of children who are more frequently aggressive than others are, even when the situation is ambiguous. Apologizing is covered in this lesson. An apology helps clarify the situation for the hurt child. Children may need extra help understanding that when they accidentally hurt someone, apologizing is an appropriate and caring action.
I AM MOVING, I AM LEARNING

A Proactive Approach for Addressing Childhood Obesity in Head Start Children.

I Am Moving, I Am Learning is a promising pilot project underway in California’s Region IX to prevent and reverse childhood obesity and to promote lifelong fitness for Head Start children through increased physical activity and healthy nutrition choices. At that time, we reported on the beneficial impact of I Am Moving, I Am Learning in the classroom.

Young children are not physically fit just because they are young. Head Start programs can make a major contribution to promoting good health and strong bodies for children by intentionally integrating appropriate physical activity and wise nutrition choices into their daily routines. A deliberate and “active start” in Head Start can improve children’s physical, mental and social development - all of which are critical to school readiness. Through greater intentionality, we can increase children’s protective factors against chronic disease and obesity across their entire lifespan, and build a foundation for long-term health and well-being.

The overarching goals of I Am Moving, I Am Learning are to:

- Increase the quantity of time spent in moderate to vigorous physical activity (MVPA) during the daily routine to meet national guidelines for physical activity;
- Improve the quality of structured movement experiences intentionally facilitated by teachers and adults; and
- Improve healthy nutrition choices for children every day.
GUIDELINES FOR VOLUNTEERS

All volunteers are expected to adhere to the following:

1. **Initiate communication with an agency representative for needed information or clarification.**
   Your primary sources for information are the Site Supervisor and Advocate for your work assignment. If there is confusion or lack of information regarding the work to be done, time of services, location, etc., YOU are responsible for asking for clarification.

2. **Show respect.**
   Placement within a center is an opportunity and a privilege. To show respect for this privilege, you are expected to conduct yourself in a professional and ethical manner by respecting the rights, dignity and confidentiality of your supervisor, co-worker(s), and all agency members.

3. **Be flexible.**
   As in any work environment, change is necessary for this organization as well. Workflow, challenges, suppliers, staffing, client needs and other variables are not predictable. Be able to adapt to these changing situations and their influence on your role at the agency.

4. **Be respectful.**
   You are expected to treat your supervisors, co-workers and clients with courtesy and kindness. Be sure to dress according to the standards of the organization.

In addition to the above expectations, as a participant in your community service learning experience you are also responsible for the following limitations:

- NEVER report to your volunteer site under the influence of alcohol or drugs.
- NEVER give or loan a client money or other personal belongings.
- NEVER make promises or commitments to a client you cannot keep.
- NEVER give a client or agency representative a ride in your personal vehicle.
- NEVER allow yourself to be left alone with/or responsible for a child.

Volunteers!
WORDS THAT HELP CHILDREN GROW*

*Adopted from material distributed by:
HEAD STRAT REGIONAL TRAINING OFFICE of Mid and Northern California.

Young children need verbal direction. Children will seek help often from adults. It is important to give the help, but in ways that will lead to new behavior and new learning. Adults tend to use restrictive language and tell children what not to do rather than the behaviors you want them to show. You may have to practice for a while, but it soon becomes very easy. Your improved relationship with the children will be a most worthwhile reward. Here are a few examples of how to phrase requests in a positive way:

Say
“Two hands when you climb.”
“Use your shovel for digging.”
“You’ll need an apron.”
“Scissors stay on the table or here in the holder. We can find them when we need them.”
“Can you push your own sleeves up?”
“Oops, juice spills sometimes, here’s the sponge to wipe it up with.”
“You’ve painted for a long time and it soon will be time for juice. I’ll help you put your picture up to dry when you’re through.”
“Turn the page by the corners carefully. That’s right.”
“Puzzle pieces stay here on the table.”
“Everybody move back a little. I’ll hold the book so you can see.”

Don’t Say
“Hold on or you’ll fall.”
“Don’t swing your shovel up that way.”
“Don’t get paint on your clothes.”
“Don’t run with the scissors.”
“Don’t get your clothes wet.”
“Be careful pouring, here, I’ll do it.”
“You’ll have to stop painting right now. Don’t you want juice?”
“Watch out! You’ll tear the book.”
“Stop dropping puzzle pieces on the floor.”
“Don’t crowd so you can all see.”

REMEMBER TO:
• React positively.
• Give the child an acceptable solution that he can carry out.
• Be patient and try again.
• Reinforce learning with praise.
CHILD DEVELOPMENT PROFILES

3-4 YEAR OLD

“DO IT YOURSELF AGE: TRUSTWORTHY, DELIGHTFUL”

Characteristics - Three and Four Year Olds

Increases body image concepts

Runs easily, jumps, tries anything

Rides a tricycle

Stands on one foot momentarily

Dresses self fairly well

Feeds self with spoon and fork

Takes care of toilet needs with less thought

Begins to perceive - attaches meaning to objectives (a prerequisite to formal learning)

Begins to do puzzles - 3 to 8 pieces

Scribbles become circular

Loves to play with sounds - giggles over nonsense words

Begins to see differences in ways men and women act

Is good company, interested in things outside him/herself

Begins group play

Knows right from wrong

Begins to acquire fears - dogs, etc.

Understands hazards

Knows difference between boys and girls
**Characteristics - Four and Five Year Olds**

A doer, lively, disagrees, runs, hops, climbs easily, rides tricycle well; nimble, stops, starts, turns corners; able to balance on one foot 2-5 seconds.

Likes lively unhampered play, needs large muscle activity

On the go

Holds pencil, crayons, paint brushes in an adult manner and enjoys painting

Usually knows primary colors

Begins to arrive at a concept and generalize; perceives analogies

Has imaginary playmates; likes to pretend - fireman, cowboy, nurse

Likes crayons, chalk, paint, sand, water, mud; enjoys their feet

Dresses self well; laces shoes, no tying ability but can button

Likes cozy places - secret places

Can usually count fingers, maybe higher

Acquires new fears; great development of imagination

Talks all the time - running conversation; runs topics into the ground

Begins to have sense of time - day, night, getting up, eating lunch, etc.

Asks endless questions i.e. How? Why?

Plays with other children; prefers his own sex; likes cooperative affairs

Shows love for parents of opposite sex

Likes dramatic play

Imitates adults' life; likes hand puppets; lets out frustration and anger
WAYS TO GIVE POSITIVE FEEDBACK

Adapted from “52 Ways To Say “Good For You.”” Author unknown.

Children need positive reactions to their comments or when they show you their work. A little praise goes a long way in any situation. “A little praise” really needs to be something more than the same few phrases repeated over and over again. Children need more than the traditional “good,” “very good,” and “fine” for encouragement. Below are additional possibilities. Add more as you think of other positive comments.

That is really nice. That is quite an improvement.
Thank you very much. I appreciate your help.
That is great. My goodness, how impressive.
That is clever. You are on the right track now.
You have it now! That is a very good observation.
Nice going. Now you have the hang of it.
Good job. You make it look easy.
I am proud of you. That is an interesting point of view.
Very creative. That is an interesting way of looking at it.
Much better. I like the way you have settled down.
Wow! You are doing a good job.
It is beautiful! It looks like you put a lot of work into this.
Terrific! You are waiting so quietly.
What neat work. It is really hard to wait.
Fantastic! That is certainly one way of looking at it.
Marvelous! Keep up the good work.
Good thinking. That is coming along nicely.
Very interesting. I like the way you are working.
That is a good point. Keep it up. Excellent work!
Now you have figured it out. That is right! Good for you!
You are really listening.
I am very proud of the way you worked (are working).
Thank you for (sitting down, being quiet, helping, etc.)
TYPICAL DAILY ACTIVITIES IN A PRESCHOOL

Individuals who do not have knowledge of or are unfamiliar with the activities of the *Preschool* sometimes fail to see that the activities, though looking only like play, are learning experiences. Listed below are some typical activities one may find in a *Preschool* curriculum and some possibilities for learning existing in these activities.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Possibilities for Learning</th>
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<tbody>
<tr>
<td>Finger Painting:</td>
<td>Finger Painting gives children an excellent opportunity to be creative, to learn about the medium and a chance to experiment. It provides a sensory experience.</td>
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<tr>
<td>Easel Painting:</td>
<td>Easel Painting helps develop small hand muscles and control. It also teaches them about primary and secondary colors and provides a change for exploration and discovery. It allows artistic expression.</td>
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<td>Clay/Play Dough:</td>
<td>Clay and Play Dough activities are useful in developing creativity and hand muscles and in encouraging the release of tensions. They help to develop intellectual concepts of colors, shapes, textures and space.</td>
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<td>Pasting/Gluing:</td>
<td>Paste gives children a sense of accomplishment as they learn to handle their material. They experience the texture of paste and learn to paste one object to another.</td>
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<td>Crayon/Chalk:</td>
<td>Crayons and chalk help develop eye-hand coordination and concepts of color and size. All of the art activities help the child learn to recognize his name by hearing it and seeing it spelled out at the same time, since all work will be labeled by adults.</td>
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<td>Puzzles/Manipulative Toys:</td>
<td>Puzzles and toys, such as beads, shoe strings and pegboards motivate children to solve small problems with little or no assistance. Children learn to match shapes, colors, sizes and develop eye-hand coordination.</td>
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<td>Play House:</td>
<td>Doll Play House provides an opportunity for dramatic play and encourages conversation among...</td>
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children. It gives then an excellent chance to pretend and to act out roles.

Block Play:

Block play helps develop concepts of numbers, size and shape. It also provides additional opportunities for dramatic play.

Story Time:

The best way to help children become good readers is for them to view reading as a fun, enjoyable experience. By hearing stories, children learn new words and also learn to value reading. They learn that the print they see has meaning.

Music/Songs/Fingerplays:

Music and rhythm give children a chance to express such movements as clapping and dancing. They develop a sense of rhythm and aid in helping children develop listening skills. Children learn songs and games and the associated rhythmic actions, such as hopping, stomping, tapping, marching and swaying. Through songs and fingerplays, children also improve their memory skills.

Large Building Blocks
Climbing
Digging
Wheel Toys

Outside activities develop large and small muscles and eye-hand coordination. Skills, such as ball throwing and catching, tricycle riding, climbing and balancing are developed. Remembering rules and sharing equipment are objectives which develop during the school year.

Sand Box:

Sand Box Play allows the child to explore the feel and possibilities of sand, the combination of sand and water and classification and comparative relationships.

Water Painting:

Water Painting provides a chance for complete freedom, since children will be allowed to paint anything and everything in the play year with water.

Play with Boxes and Boards - Carpentry:

Carpentry teaches skills in the handling of tools and develops the ability to construct objects. This develops eye-hand coordination, large and small muscle skills and cooperation with one other child or a small group.
Snack & Lunch:  Meal times allow children to build self-help skills as they pour and serve themselves. The children learn appropriate manners, as well as food nutritional habits.

Cooking Experiences:  Cooking acquaints children with such basic skills as stirring and measuring. It also acquaints them with the meaning of many simple cooking terms. Food experiences gives them an opportunity to taste, feel and smell good foods that are unfamiliar. It also helps develop an adventurous attitude toward food.
## MADERA/MARIPOSA REGIONAL HEAD START CENTER LOCATIONS

### Madera

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<tr>
<th>Location</th>
<th>Address 1</th>
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<td>Casas De La Viña</td>
<td>23784 Avenue 9</td>
<td>Madera CA 93637</td>
<td>Norma Blanco</td>
<td>559-675-1921-p</td>
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### Valley West

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone 1</th>
<th>Phone 2</th>
<th>Phone 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley West</td>
<td>101 Adell Street</td>
<td>Madera CA 93638</td>
<td>Gayle Dunigan</td>
<td>559-673-4959-p</td>
</tr>
<tr>
<td></td>
<td></td>
<td>559-673-4959-f</td>
<td>559-664-0659-f</td>
<td>559-664-0659-f</td>
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### Verdell McKelvey

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone 1</th>
<th>Phone 2</th>
<th>Phone 3</th>
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</thead>
<tbody>
<tr>
<td>Verdell McKelvey</td>
<td>1901 Clinton Ave</td>
<td>Madera CA 93638</td>
<td>Julie Doll</td>
<td>559-673-1500-p</td>
</tr>
<tr>
<td></td>
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<td>559-673-1500-f</td>
<td>559-664-0659-f</td>
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### Chowchilla

<table>
<thead>
<tr>
<th>Location</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Address 3</th>
<th>Phone 1</th>
<th>Phone 2</th>
<th>Phone 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chowchilla</td>
<td>265 Hospital Drive</td>
<td>Chowchilla CA 93610</td>
<td>Diann Bostick</td>
<td>559-665-0291-p</td>
<td>559-665-0252-f</td>
<td>559-665-0252-f</td>
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### Fairmead

<table>
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<tr>
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<th>Address 3</th>
<th>Phone 1</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22850 Road 19 ½</td>
<td>Chowchilla CA 93610</td>
<td>Lupe Lopez</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>559-665-5559-p</td>
<td>559-665-0779-f</td>
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### Other Centers

<table>
<thead>
<tr>
<th>Location</th>
<th>Address 1</th>
<th>Address 2</th>
<th>Address 3</th>
<th>Phone 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ellen Ching</td>
<td>559-877-2353-p</td>
<td>559-877-7166-f</td>
<td>559-877-7166-f</td>
</tr>
<tr>
<td>North Fork</td>
<td>32996 Road 228</td>
<td>North Fork CA 93643</td>
<td>Oakhurst</td>
<td>49495 Road 427</td>
<td>Oakhurst CA 93644</td>
<td>Donna Billington</td>
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<tr>
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<td></td>
<td>559-658-8171-p</td>
<td>559-658-2145-f</td>
<td>559-658-2145-f</td>
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## OTHER AGENCY PROVIDED SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Address</th>
<th>Phone Numbers</th>
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<tbody>
<tr>
<td>Child Care Alternative Payment Program</td>
<td>1225 Gill Avenue, Madera, CA 93637</td>
<td>559-661-0779-p, 559-661-0764-f</td>
</tr>
<tr>
<td>Head Start</td>
<td>Fresno Migrant, 4610 West Jacquelyn, Fresno, CA 93722</td>
<td>559-277-8641-p, 559-277-2640-f</td>
</tr>
<tr>
<td><strong>Child Care Resource &amp; Referral Services</strong></td>
<td>1225 Gill Avenue, Madera, CA 93637</td>
<td>559-675-9173-p, 559-673-2620-f</td>
</tr>
<tr>
<td>Human Resources</td>
<td>1225 Gill Avenue, Madera, CA 93637</td>
<td><a href="mailto:humanresources@maderacap.org">humanresources@maderacap.org</a></td>
</tr>
<tr>
<td><strong>Community Services</strong></td>
<td>1225 Gill Avenue, Madera, CA 93637</td>
<td>559-661-1000-p, 559-661-8389-f</td>
</tr>
<tr>
<td>Victim Services</td>
<td>Madera County, 1225 Gill Avenue, Madera, CA 93637</td>
<td>24-Hour Crisis Hotline: 800-355-8989</td>
</tr>
<tr>
<td><strong>Head Start-Main Office</strong></td>
<td>Madera Migrant/Seasonal, Madera/Mariposa Regional, 1225 Gill Avenue, Madera, CA 93637</td>
<td>559-675-1497-f, <a href="mailto:resourceandreferral@maderacap.org">resourceandreferral@maderacap.org</a></td>
</tr>
<tr>
<td><strong>Victim Services</strong></td>
<td>Eastern Madera County, 40601 Road 274, Bass Lake, CA 93604</td>
<td>559-658-8588-p (by appointment)</td>
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</tbody>
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**Community Action Partnership of Madera County**

Business Office

Monday-Friday 8am-5pm

1225 Gill Avenue – Madera, CA 93637

559-673-9173 p & 559-673-3223 f

Website: [www.maderacap.org](http://www.maderacap.org)

If you have or know of a problem in our community, or need a service but do not know how to get assistance, please let us help! Contact our office at 559-673-9173.