



## MADERA EARLY HEAD START PROGRAM

# PARENT HANDBOOK 2024-2025



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# MESSAGE FROM THE PROGRAM DIRECTOR

Dear Head Start Parent:

Welcome to the CAPMC Early Head Start Program. CAPMC is a private Non-profit, Social Service Agency operating federally funded Early Head Start Programs in Madera for income eligible families with children 0-3 years of age.

Our agency provides comprehensive Early Head Start Services to a total of 42 prenatal women and Infants and Toddlers and their families. The program option is designed to provide the best quality child and family development services possible with the funding allowed.

We want to meet the growing needs of the Head Start children and answer questions you may have about program services. Please feel free to call me or your Family Facilitator with any questions, ideas or comments.

Sincerely,

*Maritza Gomez-Zaragoza*  
Head Start Program Director

## Program Philosophy

Head Start believes parents enrolled in the program are the program's greatest strength. Parents are involved in all aspects of the program including making policy and program decisions. Teacher/Family Facilitator and parents operate with a common purpose, to improve the lives of children and families.

In this shared partnership, parents play an important role as they join the teachers in preparing and educating the children. Because parents are their child's first teacher, they can ensure that the child's unique characteristics, individual preferences and values are respected.

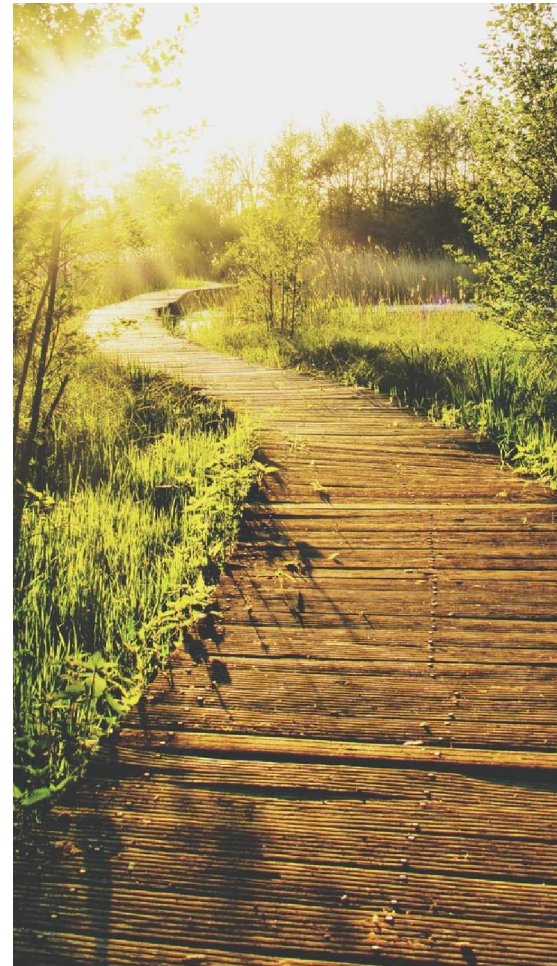
Teachers/Family Facilitators and parents work together to enhance the child's normal developmental process by being understanding and flexible.

## Our Mission

Helping people, changing lives and making our community a better place to live by providing resources and services that inspire personal growth and independence.

## Our Vision

Community Action Partnership of Madera County will be recognized as a premier social services agency that eliminates the effects of poverty by helping people obtain the knowledge and skills to achieve self-reliance and economic stability...one life at a time



# MADERA EARLY HEAD START/HOME BASED PROGRAM OPTION

Provides services to children ages 0 -3 years and their families in Madera County. Family Facilitator provides educational services to infant/toddlers during home visits once a week for 1 ½ hours and twice a month during Socialization.

## **Early Head Start**

**675 S. Pine St. #106, Madera, CA 93637**

**Phone: (559) 661-1127**

## **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)**

### **Eligibility Criteria**

A family wishing to enroll their children in the Early Head Start Program must meet the following two requirements:

1. Age: Children must be between the ages of 0 to 3 years of age.
2. Income Level: the gross family income during the past 12 months or calendar year is at or below Federal Income Guidelines.

### **Registration**

Priority of enrollment is given to the neediest families and children:

- Age
- Homeless children
- Foster children
- Low Income
- Children with Disabilities
- Special Family Circumstance

### **Attendance Procedure Drop Policy**

EHS families are expected to participate in home visits and in-group socialization to enhance their families Early Head Start experience.

- Newly enrolled families are expected to begin program participation within two weeks of acceptance into the Program. A home visitation schedule will be established during the enrollment session. If there is no additional contact between the Family Facilitator and the family following enrollment, it will be assumed that the family has voluntarily dropped from the program.
- Families enrolled in the Early Head Start Program are expected to participate in a minimum of 46 home visits each program year (June to May) that they are enrolled.
- Family's participation will be tracked monthly.
- If a regularly scheduled visit is postponed, a make-up will be scheduled.
- In general, each month will offer the possibility of four home visits; families participating in fewer than three home visits will receive a Monthly Participation Notice. If the month has possibility of five home visits, families participating in fewer than four home visits will receive a Monthly Participation Notice.
- The Monthly Participation Notice will state that it is mandatory to participate in either three of four visits the following month (depending on the number of possible home visits). Families who subsequently do not participate, and are given a Second Participation Notice could be dropped from the program.
- If two or more Monthly Participation Notices are received in a six-month period, the family's enrollment in the program will be reviewed and program services may be terminated.\*

**\*Exceptions will be granted on an individual basis in accordance with the Head Start Performance Standards with the approval by the Early Head Start Program Director.**

# NUTRITION

We believe that families need healthy nutritious food for optimum growth and development. At socialization the Family Facilitator will use this time to incorporate opportunities for learning. During socialization you and your child(ren) will be offered a nutritious snack. Socializations are an opportunity to participate in a family style meal service where the children develop socialization and fine motor skills, learn personal hygiene, how to serve food themselves, and learn to help with setup and cleanup of meals. Infants will be offered a snack according to their age and developmental level.

If you or your child is on a special diet for either medical or family beliefs, please let your Family Facilitator know. The food service program will do its best to accommodate your child's needs.

During home visits and socialization Family Facilitators will provide opportunities and instructions for I AM Learning I Am Moving (physical activity program) and other nutritional activities.

Note: For safety precautions, parents and community volunteers cannot bring any outside food, candy, or drinks into the socialization. All foods, including formula, will be provided for participating children and parent/guardian.

## Meal Services

- Children in the home base program will receive a snack during socialization. The snack offered are nutritious food that are moderate in sugar, low fats as recommended by Dietary Guidelines of America.
- Formula will be provided for all infants under the age of 12 months.
- Families can request or share their healthy snack.

## Preventing Choking

Choking- For kids, the food most likely to "go down the wrong pipe" and cause choking is hard candy, a new study finds. Between 2001 and 2009, more than 16,100 children ages 14 and younger visited the emergency room because they were choking on hard candy, the study found. Overall, nearly 112,000 children visited the emergency department for nonfatal choking related to food during the eight-year study, about 12,400 per year. That means that about 15 percent of all child emergency room visits related to choking on food were due to hard candy.

## Other top foods that sent kids to the emergency room include the following:

- Other candy: 13,324 visits (12.8 percent)
- Meat other than hot dogs: 12,671 visits (12.2 percent)
- Bone: 12,496 visits (12 percent)
- Fruits and vegetables: 10,075 visits (9.7 percent)
- Formula, milk or breast milk: 6,985 visits (6.7 percent)
- Seeds, nuts or shells: 6,771 visits (6.5 percent)
- Chips, pretzels or popcorn: 4,826 visits (4.6 percent)
- Biscuits, cookies or crackers: 3,189 visits (3.1 percent)
- Hot dogs: 2,660 visits (2.6 percent)
- Bread or pastries: 2,385 visits (2.3 percent)
- French fries: 874 visits (0.8 percent)

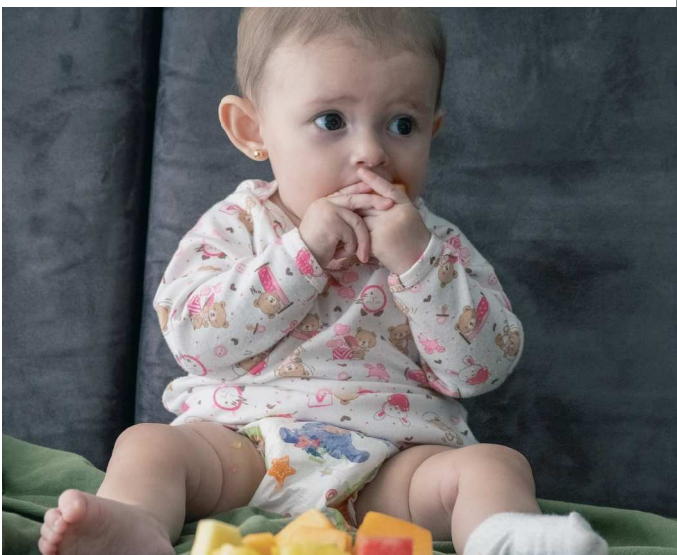
The majority of children who came to the emergency room because they were choking on food were treated and released, but about 10 percent needed to be hospitalized. Kids who choked on hot dogs or seeds, nuts or shells were more likely to require hospitalization than those who choked on other foods. The average age of kids treated for nonlethal food choking was about 4.5 years old and more than half were boys.

The researchers, from Nationwide Children's Hospital in Columbus, Ohio, analyzed information from a national database of emergency-department visits, focusing on choking visits involving food that did not result in death. Young children may lack the teeth necessary to properly grind food, they still may be learning how to chew and they may have a high activity level, which may make them more likely to choke on food, the researchers said.

Foods that may pose a greater choking risk to children include those that are similar in shape to the child's airway (such as hot dogs), those that are difficult to chew (raw fruits and vegetables) or those that are consumed by the handful (such as seeds and nuts), which may be too much for a child to chew, the researchers said.

The American Academy of Pediatrics (AAP) recommends that children ages 5 and younger should not be given hard candies or gum, and that raw fruits and vegetables be cut into small pieces when they are fed to young children. Children should be supervised while eating, and should never run, walk, play or lie down with food in their mouth, the AAP says. Parents and caregivers should be familiar with techniques to rescue their children if choking does occur. This age depends a lot on developmental level and skill set of eating different textures so think of this when feeding your child.

**\*\*\*Early Head Start will not serve-candy, hot dogs, or popcorn**



# NUTRITION

## Approved Food List

- Whole Wheat Crackers
- Graham Crackers (No Honey)
- Animal Crackers
- Fish Crackers
- Rice Cakes
- Pretzel Sticks
- Healthy Muffin-ask for a flavor
- Breakfast Cereal (WIC approved list)- Cheerios, Kix, Corn Chex, Corn Bran, Rice Krispies, Bran Flakes, Corn Flakes, Total, Mini Wheats, Life, Puffed Wheat, and Oat Bran
- Soft Granola Bar (Nutri Grain)
- Seasonal Fresh Fruit (diced)
- Seasonal Fresh Vegetables (steamed and diced)
- Whole Wheat Bread (could be cut into shapes with cream cheese and fresh fruit)
- Assorted Bread (pita, English muffin, Potato Bread, Dinner Roll, tortilla) Note- will be Whole Wheat when possible
- Canned Fruit- pineapple tidbits, peaches, mixed fruit/fruit cocktail, apricots, applesauce,
- String Cheese
- Assorted Cheese (shredded)
- Cottage Cheese
- Yogurt (flavored yogurt will be cut with plain yogurt because of sugar)
- Parfait (pick flavor of yogurt and toppings)
- Trail Mix (pick cereal and crackers)
- Smoothies- pick yogurt flavor and fruit
- Hard Boiled Egg
- Peanut Butter (2-3 year olds)/SoyNut and Jelly Sandwich
- Milk- Whole Milk for 2 year olds and younger and 1% after 2nd birthday (No milk for children under the age of 1 without a doctor's approval)
- Dips- Low Fat Salad Dressings, Cottage Cheese, Reduced-fat Cream Cheese, Hummus, Yogurt (flavors-dill, lemon herb, Italian Seasoning, basil, tomato...)



# HEALTH

Head Start emphasizes the importance of early identification of health problems which, if undetected or untreated might cause learning difficulties. Head Start ensures every child has access to comprehensive health care services. Parents are encouraged to be active partners and advocates in their children's health care.

Early Head Start staff will assist you in connecting you and your child to a medical provider and to receive a complete age appropriate health assessment. This may include:

- All needed immunizations
- Growth and development assessment(s)
- Dental screening/exam
- Vision and Hearing screening, if applicable
- Nutrition evaluation
- Test for anemia, lead poisoning, tuberculosis, blood pressure and other screening as needed by each individual child

**\*\*NOTE\*\*** Vision/Hearing Screenings will not be completed without parent's notification and approval.

## When your child is ill...

Although we expect your child to participate in the home visit or socialization regularly, there are times to cancel or reschedule:

- A sore throat, accompanied with other symptoms (fever, redness, swollen glands, etc.)
- A cold or bad cough, when symptoms are not due to an allergy or recent illness
- A fever of 100.4 degrees >
- Nausea and/or vomiting
- Earache
- Stomach ache/ Diarrhea
- An unidentified rash
- Any infectious disease diagnosed by your family physician
- Your child is overly tired
- Combination of symptoms

**\*If your child had any of the symptoms above within the last 24 hours, please inform your Family Facilitator.**

## Child Abuse Reporting

All Head Start staff are mandated reporters and required by law to report any reasonable suspicion of physical, sexual, or emotional abuse, and/or neglect. Staff must report their suspicions to Child Welfare Services (CWS) and Community Care Licensing (CCL) within 36 hours of being aware of the abuse/neglect.

## Infant and Child Car Seats

Per California Law V.C.27360(a), all children under 8 years of age MUST be properly secured in a car seat or booster seat in the back seat. As of January 2017, California car seat law states that children under 2 years old must be rear-facing unless they weigh 40lbs. or more, or are 40 inches tall or more.

Parents should always have a car seat for their child whenever they are being transported to and from socializations. By Law, Head Start staff must report any violation to such law. Taken from: CA Office of Traffic Safety

**NOTE: Please do not leave your child(ren) unattended in the car. It is against the law and reportable if observed by staff.**

# HEALTH

## Pets

Pets are not allowed in the Head Start premises except guide dogs. Contact your Family Facilitator if you need to bring a guide dog.

## Doors

To ensure the health and safety of the children, we encourage parents to use the assigned door for entering and leaving the facility at all times. Close doors when entering and leaving to ensure no other child/ren besides your own leave the facility without an authorized adult.

## Safe School Notice

For the safety of everyone in our program, the following rules will be enforced:

- No real or pretend weapons.
- No drugs, tobacco, vaping or alcohol.
- No fighting, harassment or discrimination.
- No disruptive behavior
- No fire setting, vandalism and/or graffiti.



## Procedures for Walking Your child To Early Head Start

Children move quickly and are often unaware of danger. Most children are injured near their home or on their own street. Listed below are safety procedures to take into consideration as you and your child walk to our center.

When you cross the street with your child:

1. Always hold your child's hand. Never allow a child to cross the street alone.
2. Always stop at the edge of the curb or at parked cars before crossing the street.
3. Always look LEFT, RIGHT, and LEFT again for moving cars.
4. Only cross when it is clear and keep looking LEFT, RIGHT, and LEFT again.
5. Always look for signs that a car is about to move (rear lights, exhaust smoke, sound of motor, wheels turning, etc.) and never walk behind vehicles that are backing up.
  - Having a green light, the "WALK" signal, or being on a cross walk does not mean that it is safe to cross.
  - Some drivers do not stop at red lights, or they turn right on red lights. Other drivers do not look out for pedestrians, or their view may be blocked. You must look LEFT, RIGHTS, and LEFT again before stepping off the curb. Cross when the street is clear and continue to look LEFT, RIGHT, and LEFT while crossing the street.
  - Although a pedestrian may be able to see a driver, a driver may not be able to see the pedestrian. Be sure that the driver sees you and stops before you cross in front of him/her. Try to make eye contact with the driver.





# HEALTH AND DISABILITY

Early Head Start is committed to the health and wellness of children and families by providing prevention education and early identification of health and developmental concerns. We believe in a comprehensive approach when identifying health and developmental concerns. We accomplish this by active collaboration with families, staff, health professional and community partners. Each family is encouraged to maintain a “medical home” where children receive routine medical care.

Services to families with infant and toddlers

- Promote preventative health and dental care for all family members
- On-going monitoring and tracking of immunizations and well-baby exams
- Health and developmental screenings and assessments upon enrollment with periodic follow-up
- If a health, sensory, behavioral or developmental concern is identified, staff will work with parents to promptly refer for further evaluation. Program specialist will assist with referral process.
- If a special need is determined, EHS partners with a number of agencies to ensure coordinated services for the family.

## INFANT/FAMILY MENTAL HEALTH

Early Head Start embraces a vision of mental wellness for children, families, and staff. We work collaboratively with Madera County mental health programs and consultant agencies to provide mental health services to staff and families who have mental health concerns or who would like more information regarding mental health wellness. Our mental health consultant is available during many of the Socializations offered throughout the year for parents to ask questions and receive feedback regarding any concerning behaviors that their child may have.

The Early Head Start program uses an approach to discipline and guidance that emphasizes respect for each child; developmentally appropriate expectations of children’s behavior; and the use of positive discipline and guidance strategies.

### Social Emotional Curriculum

The development of social skills is crucial to the success of children in public school. Our Head Start programs are implementing Conscious Discipline and The Teaching Pyramid strategies to teach our children social emotional skills that will promote school readiness.

The Teaching Pyramid is focused on promoting the social emotional development and school readiness of young children birth to age 5. The National Center on Pyramid Model Innovations is a national resource center that provides resources to teachers and parents. Visit their website at: <https://challengingbehavior.org/implementation/family-engagement/>

Conscious Discipline is a research-based discipline approach that can organize classrooms around the concept of a School Family. Each member of the family-both adult and child-learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others. Visit the website at <https://consciousdiscipline.com.com>



# EDUCATION

The Early Head Start (EHS) Home-Base program option promotes the principle that the parents are their child's first teacher. The EHS program aims to promote healthy prenatal outcomes for pregnant women, support the development of children 0-3 years of age, and support healthy family functioning. EHS provides individualized child development services, parent education, and early opportunities to identify disabilities and developmental concerns. Parents and the Family Facilitator gain information about the development of infants and toddlers and how socialization experiences individualized for the child's developmental level support positive child outcomes. The home-based option incorporates 90-minute weekly home visits and monthly socializations to support infants' and toddlers' optimal growth and development. The home-based program option allows for the enrollment of pregnant mothers and provides comprehensive services that include:

- Child Development
- Nutrition Education
- Maternal/Child Health and Disabilities
- Safe Environments
- Maternal/Child Mental Health
- Parent Involvement
- Family and Community Partnerships

## Home Visits

Home visit activities are planned with the parent/guardian and Family Facilitator. The home-based activities aim to assist parents/guardians in understanding and enhancing the child's growth and development and support parents/guardians as the child's first teacher. The family facilitators will assist parents/guardians by providing and identifying learning opportunities within the home environment.

## What to expect at home visits

- A home visits each week for 1 ½ hours
- Your active participation in the home visit is crucial. You are not just a spectator but an active participant in your child's learning journey.
- During the home visit, you will observe the family facilitator demonstrate activities that support what your child is learning while you play together. This interactive approach is designed to make you feel confident in your role as your child's first teacher.
- You can practice the new activity with your child and receive feedback from the family facilitator on expanding your child's play.
- You and the family facilitator will have the opportunity to plan activities to increase your child's learning.

## Socialization Activities

The group setting provides children with new learning opportunities and experiences. Young infants are exposed to new sights, sounds, textures, and sensory experiences. Older infants and toddlers gain access to novel equipment, art opportunities, food, and experiences that build upon their emerging developmental capacities. Parents/guardians can develop friendships with other parents and broaden their social support system. Families can learn new ideas about parents from other parents, EHS staff, and community partners.

## What to expect at socialization

- Socializations are offered twice a month.
- Healthy snacks are provided.
- Facilitators will provide a setting with new learning opportunities and experiences.
- You will have access to play equipment and learning experiences.
- Socialization allows infants and toddlers to interact with other infants and toddlers and learn new skills from their friends as they develop a sense of trust and confidence.

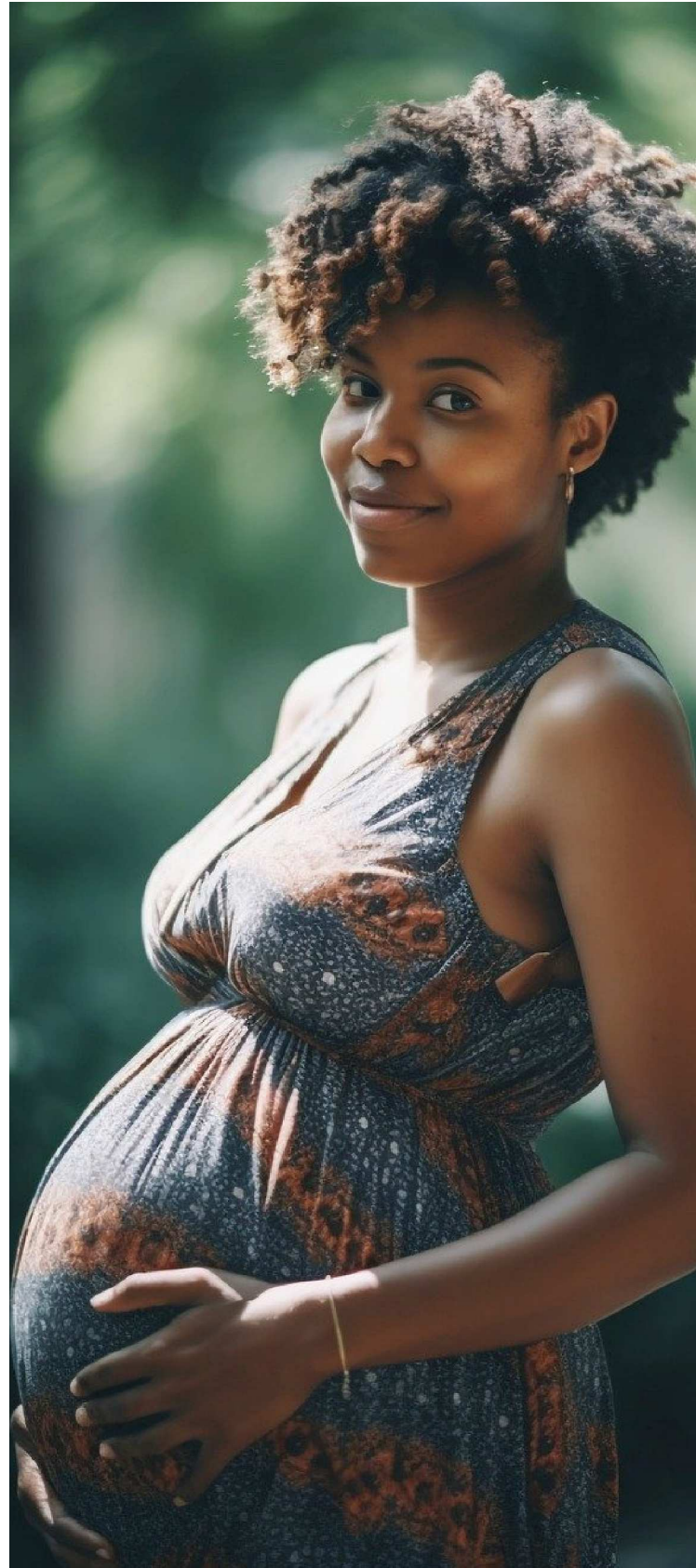
# EDUCATION

## Prenatal education and services will include:

- Normal fetal development, including the risks of smoking and drinking alcohol.
- What to expect during labor and delivery
- Nutrition education
- Breastfeed Education
- Mental Health
- Referral and record keeping, ensuring that services are rendered in a timely manner and monitoring the outcomes of the referral to community agencies.
- Early Head Start grantee will assist pregnant women to access comprehensive mental health interventions and follow-ups as part of their prenatal and postpartum care through referrals after enrollment and throughout their participation in the program. The Edinburg Postnatal Depression Scale (EPDS) prenatal/postpartum depression scale will be completed as follows:

- (a) Within 30 days of enrollment, the pregnant women and their Family Facilitator will complete the (EPDS) together.
- (b) Within two weeks of giving birth, the postpartum women and their Family Facilitator will complete the (EPDS) together.
- (c) The screening is ongoing if the mother's behavior, comments, and/or appearance seem to warrant using the tool more frequently. In cases such as this, the tool will be completed weekly, and referrals will be made as appropriate.

All (EPDS) will be reviewed and followed up with by the Health Specialist. Information will be documented in Child Plus, and follow-up will be conducted as needed.



# EDUCATION

## Early Head Start Curriculum

The Florida State University, Partners for a Healthy Baby Curriculum Partners for a Healthy Baby is a nationally recognized, research-based, practice-informed curriculum used by many home visiting models to meet their program goals including:

- improving birth outcomes
- reducing rates of child abuse
- strengthening families
- enhancing child health and developmental outcomes
- promoting family stability and economic self-sufficiency

The curriculum is unique in that it addresses issues of child health and development within the context of the multifaceted needs of expectant and parenting families. The research-based content in each book supports the home visitor's ability to systematically plan home visits and address key topics that are essential in achieving both family and program outcomes.

Each book in the five-volume series — Before Baby Arrives, Baby's First Six Months, Baby's Months 7-12, Baby's Months 13-18, Toddler's Months 19-36 has a Research Basis, a User's Guide, an Overview of Topics, and a List of Recommended Resources.

Each curriculum book also has an accompanying set of full-color handouts for the home visitor to use when planning their visits. The handouts for families, which can be purchased separately in English or Spanish, summarize critical information and help the home visitor introduce subjects that may otherwise be difficult to talk about.

## Developmental Assessment

The Early Head Start home-base home visitor will work with parents in utilizing the DRDP (2015) Infant/Toddler Assessment, which provides ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment

The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. The Infant/Toddler view is used with children in infant/toddler programs.

The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)

The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework

The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners (see section below)

The DRDP (2015) includes domains of learning that meet the federal Office of Special Education Programs (OSEP) and child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs). Learning domains include Approaches to Learning-Self-Regulation (ATL-REG), Social and Emotional Development (SED), Language and Literacy Development (LLD), English-Language Development (ELD), and Cognition, Including Math and Science (COG).

# EDUCATION

## Developmental Screening

The ASQ-3 is an assessment tool that helps parents provide information about their child's developmental status across five developmental areas: communication, gross motor, fine motor, problem-solving, and personal-social.

## Ages & Stages Questionnaire: Social Emotional (ASQ:SE)

The Ages & Stages Questionnaire: Social Emotional (ASQ- SE) is a first-level screening tool designed to identify children at risk for social or emotional difficulties. Accurately identifying behavior helps children reach their fullest potential during their formative years.



## Transition Activities

To provide a smooth transition for children leaving Early Head Start and entering Regional Head Start or other preschool programs, the following are some of the activities the program will do:

- Children and parents transitioning into the Regional Head Start program will transition for the first 2-3 days of entry, allowing the child to get to know their new environment, the activities that will be taking place, and the staff.
- Whenever necessary, parents can extend the transition period to ensure the child is comfortable in their new environment.
- The family will be provided with information on the program's policies and procedures, parent handbook, transition plan, and information regarding home visits and parent conferences.
- Children with IFSPs will be provided support to ensure that needed services will continue in Head Start.
- In preparation for the child's transition from the EHS home base to Head Start, the Family Facilitator will schedule visits to a Head Start class whenever possible. Parents will be supported in enrolling their children in the Head Start program.

## Home Visit Activities

Home visit activities are planned with the parent/guardian and Family Facilitator. The purpose of the home-base activities is to assist parents/guardians in understanding and enhancing the child's growth and development and support parents/guardians as the child's first teacher. Family Facilitator will assist parents/guardians with providing and identifying learning opportunities within the home environment.

## Socialization Activities

The group setting provides children with new learning opportunities and experiences. Young infants are exposed to new sights, sounds, textures, and sensory experiences. Older infants and toddlers gain access to novel equipment, art opportunities, food and experiences that build upon their emerging developmental capacities. Parents/guardians have the opportunity to develop friendships with other parents and broaden their system of social support. Families have the opportunity to learn new ideas about parent from other parents, EHS staff and community partners.

# EDUCATION

## Clothing

Comfortable clothing easily managed by the child is recommended (such as pants with elastic waistbands, socks, tennis shoes, or any comfortable shoe with no-slip soles, no thongs, and/or plastic or open sandals are allowed). Bringing your child in his best clothing is not a good idea in case of spilled paint or other mishaps.

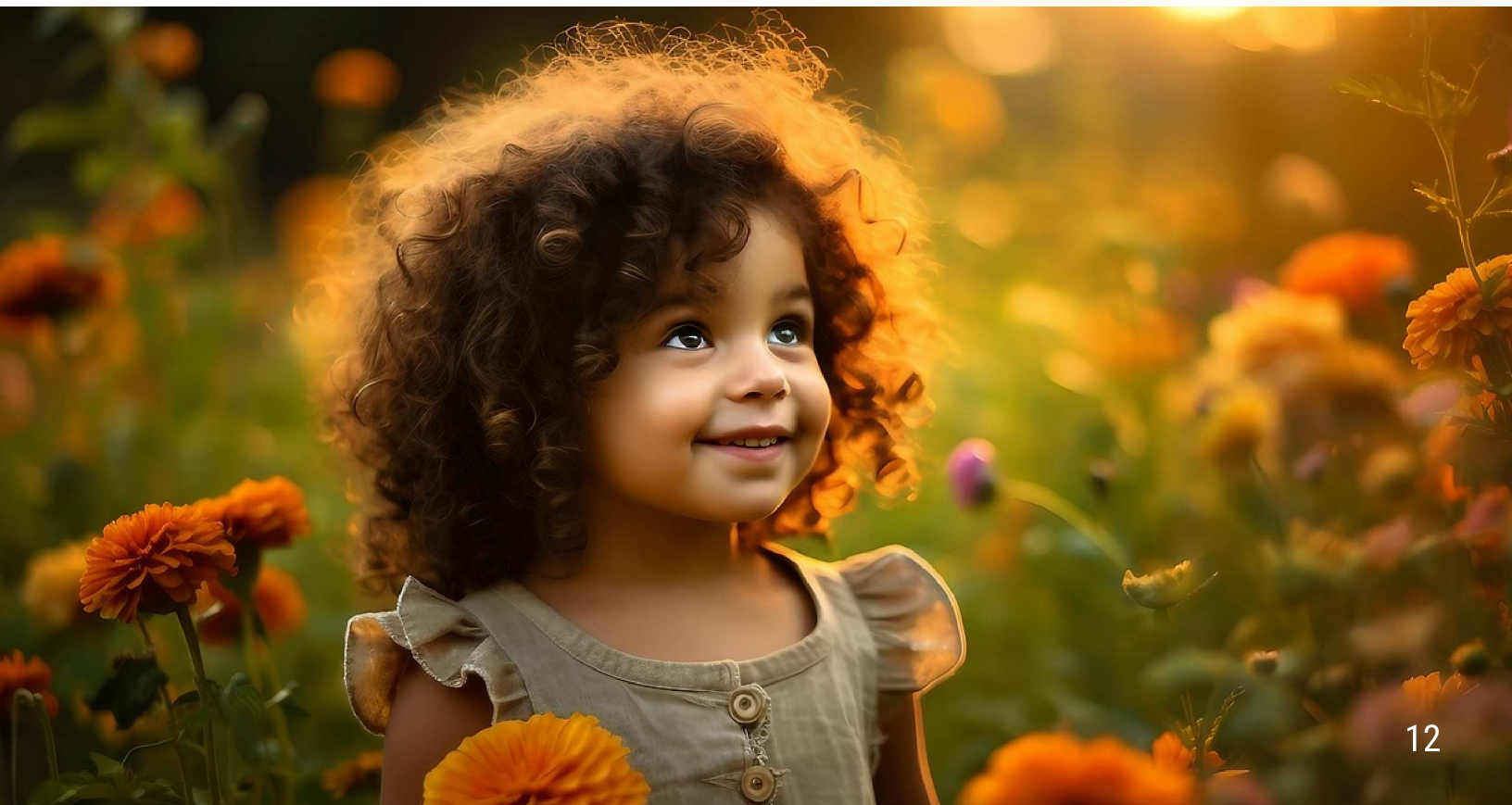
**Note: Please bring an extra set of clothes for your child in case he/she needs to be changed.**

## Pictures

A picture release permission form was signed upon enrolling your child into our program. It gives CAPMC-Head Start permission to take pictures, digital images, and video/digital recordings and use them within our agency. These pictures document various activities in our program and inform the public, parents/guardians, and staff of our methods of instruction, activities, and goals. Some pictures may be in brochures, presentations, newsletters, social media, or websites. If you do not want pictures of your child taken or used, please notify your child's Family Facilitator.






## Supporting Diversity

The cultural groups represented in the Early Head Start program's communities and families are the primary sources for culturally relevant programming. Culturally relevant and diverse programming requires learning accurate information about different groups and discarding stereotypes. The Early Head Start program addresses cultural relevance in curriculum choices, which are necessary and developmentally appropriate practices. This program offers children with limited English-speaking ability with continued development of the primary language while facilitating the acquisition of English.



# Community Action Partnership of Madera County Madera/Mariposa Regional and Early Head Start Programs

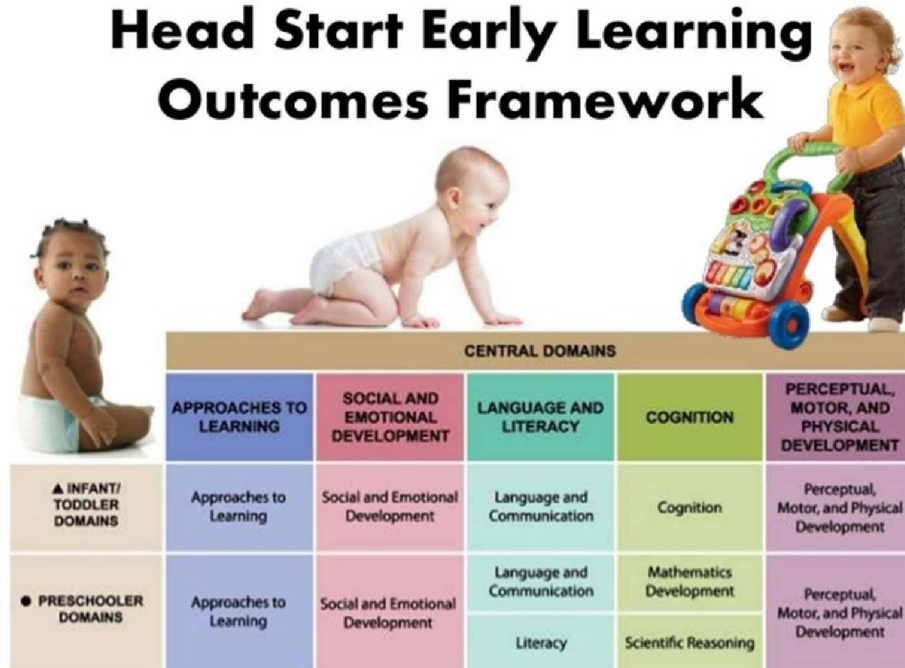
## School Readiness Goals for Children 0 to 5

 Goal #1	 Goal #2	 Goal #3	 Goal #4	 Goal #5
<b>APPROACHES TO LEARNING</b>	<b>SOCIAL EMOTIONAL DEVELOPMENT</b>	<b>LANGUAGE &amp; LITERACY</b>	<b>COGNITION</b>	<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT</b>
Children will be persistent in demonstrating an interest in different topics and activities, desire to learn, creativeness, and independence in learning.	Children will be able to recognize, and regulate emotions, attention, impulses, and behavior.	Children will demonstrate improvement on understanding complex communication, language, and literacy skills.	Children will use cognitive skills in every day routines to count, compare, relate, pattern, and problem solve	Children will participate in activities and play to develop increased control in gross and fine motor skills, to support and demonstrate an understanding of healthy practices

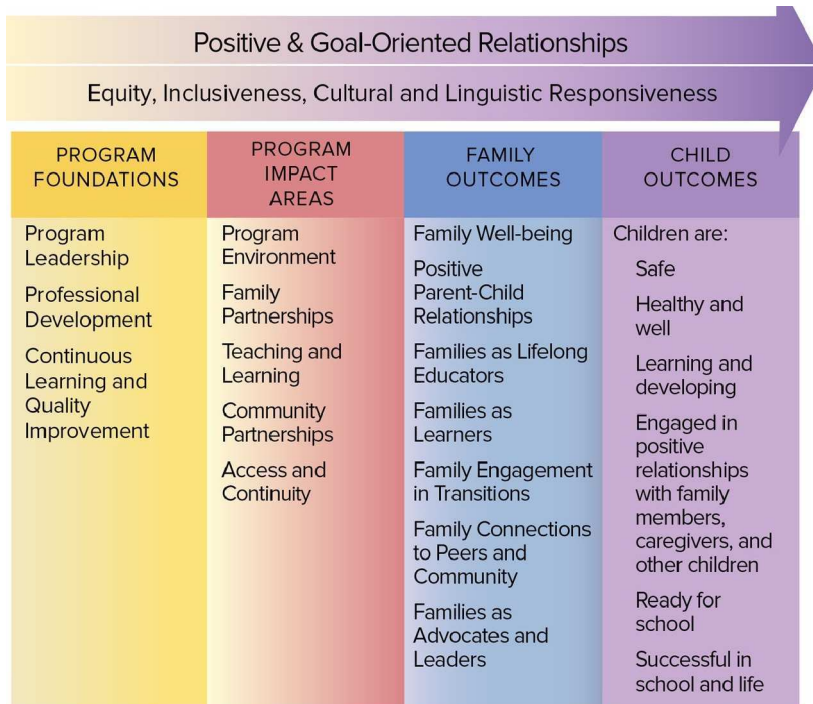


# HEAD START FRAMEWORKS

## Head Start Early Learning Outcomes Framework



The first five years of life is a time of wondrous and rapid development and learning. The Head Start Early Learning Outcomes Framework: Ages Birth to Five outlines and describes the skills, behaviors, and concepts that programs must foster in all children, including children who are dual language learners (DLLs) and children with disabilities.



## Parent, Family and Community Engagement Framework (PFCE)

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. The Head Start Parent, Family, and Community Engagement Framework supports engaging families in children’s ongoing learning



# PARENT, FAMILY AND COMMUNITY ENGAGEMENT

## Getting Involved in Head Start

Head Start encourages parents and families to become involved in their children's education, both in and out of the classroom. As parents and families of Head Start children, there are many ways for you to become involved and stay engaged in the program, and in your children's education and future. Research shows that children whose parents are involved in their education do better in school. Getting involved at the preschool level will prepare you to be active once your children enter elementary school, middle school, and high school. Schools need parent and family involvement to succeed just as much as your children do.

As parents and family members, Head Start welcomes you in the classroom. The program also teaches you how to create a learning environment at home in an effort to support classroom learning.

To become better role models for your children, Head Start will help you explore opportunities to expand your education, knowledge about child development, find or get a better job, and participate in activities where parents encourage each other. The following are ways in which parents may be involved or engage in Head Start:

## Center Committee and Policy Council

Parent may join the Policy Committee/Policy Council/Center Parent Committee to be part of the shared decision making process of Head Start Program. This is a great opportunity to gain leadership and advocacy skills for Head Start Parents.

## Parent Meetings/Educational Events

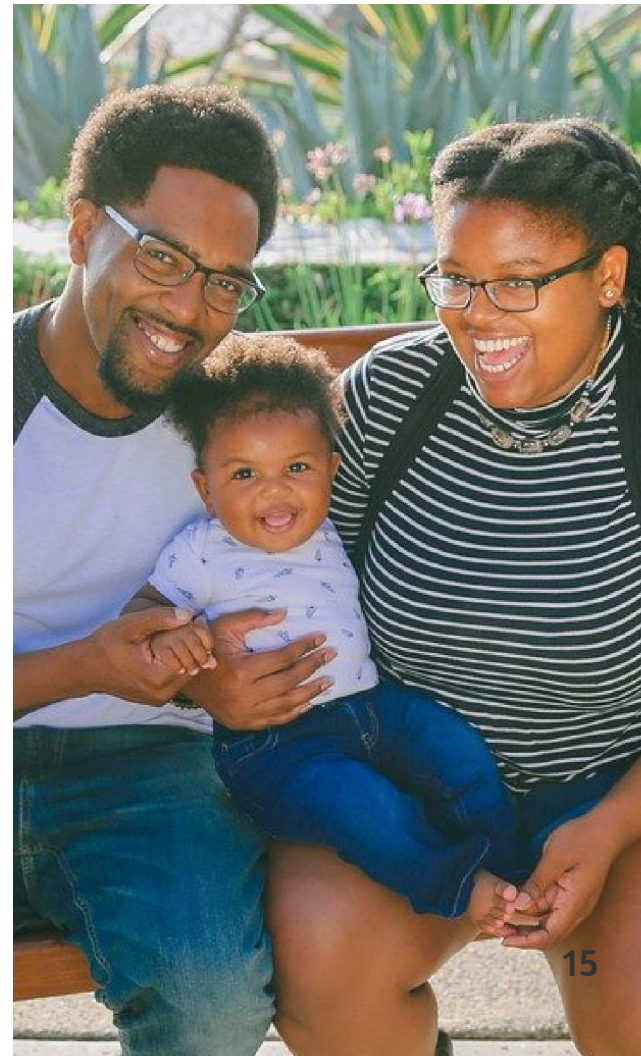
Parents may attend parent meetings in which they are provided the opportunity to assist in the development of activities that address their interests and needs and that support the education and healthy development of their children. Parents have the opportunity to learn about different agencies and services in the community. In addition, Parents may also attend educational events to gain knowledge and skills on how to work with their children at home and prepare them for school.

## Parent Education/Curriculum

Head Starts requires that programs offers the opportunity for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to promote parenting skills to promote children's learning and development. Head Start adopted Ready Rosie as the parent curriculum for the program. Ready Rosie is a research-based parenting curriculum that builds on parents' knowledge. Ready Rosie harnesses the power of video and mobile technology to empower families and schools to work together to promote school readiness. Ready Rosie has videos in English and Spanish that are delivered to families via text, email and/or app. Videos are one to three minutes long. Ready Rosie also has a variety of Family Workshops that are offered to parents during the parent meetings. Parents may participate in the Ready Rosie curriculum by registering to the platform and/or by attending the family workshops.

## Classroom Activities/Projects

Parents are always welcomed in the classroom. They may assist in the classroom by participating in activities/projects, giving ideas for the curriculum and helping on the playground. Parents may also participate in home projects with their children.



# PARENT, FAMILY AND COMMUNITY ENGAGEMENT

## Family Partnership Process

Head Start offers the opportunity for parents to participate in the partnership process that includes a family partnership agreement and the activities that support family well-being, including family safety, health, and economic stability, to support child learning and development. The family partnership agreement process provides opportunities for families to set goals and to design an individualized approach for achieving those goals. Staff will assist parents, in identifying and defining goals in measurable terms, discussing what needs to be done to achieve these goals, and how the accomplishment of each goal will be determined.

## Male/Father Engagement

The program provides opportunities for fathers to enhance their skills, knowledge and understanding of the importance of being engaged with their children. Male/Father engagement strategies include but not limited to the following:

- Respectful daily communications
- Inviting environment for fathers
- Resources and literature for fathers
- Father Activities

## Family Assessment and Referrals/Resources

The program will work with parents to identify family needs and strengths by utilizing the Family Assessment and surveys to provide information and/or resources to community services. Staff will provide each family a resource book with information on programs available for low-income families. The information includes services such as childcare, emergency services, food, shelter, health providers, health services, counseling, domestic violence, transportation, etc. Referrals/resources will be offered to parents as needed or requested.

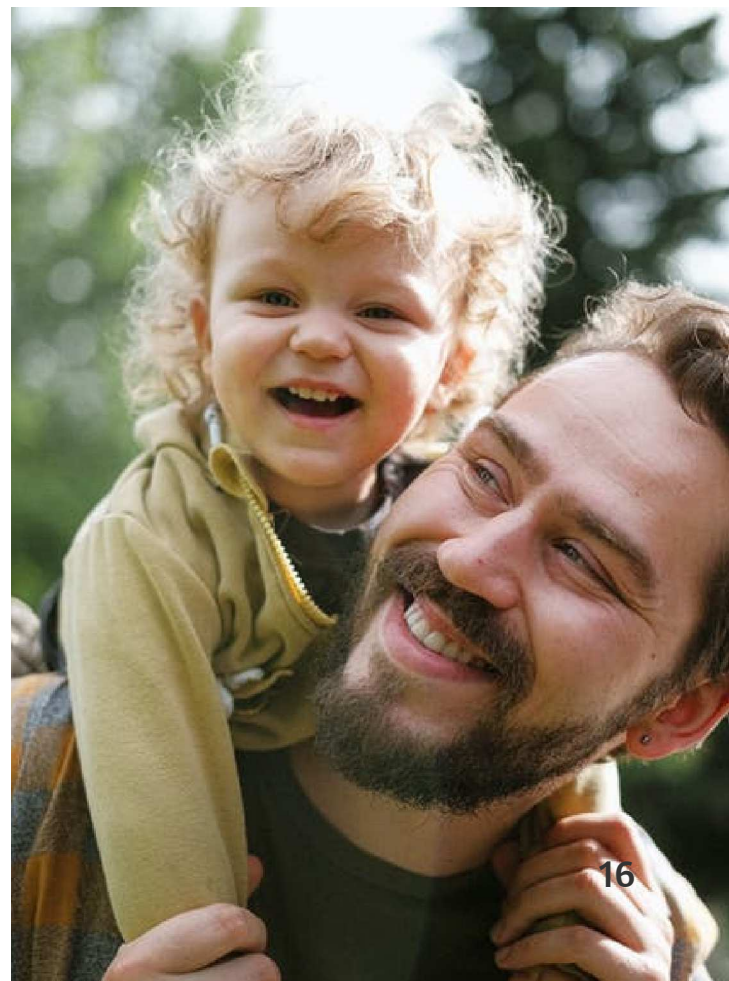
## Surveys/Data Process

In order to ensure Head Start offers quality services to parents and children, we encourage you to complete surveys provided throughout the program year. By completing the surveys, you will be providing your input and suggestions to enhance services for children and families.

Collected data is entered into our data based system which generates reports for staff to review, analyze and evaluate. Based on the results, staff make recommendation for changes, additions, or enhancement to program services.

## In-Kind "Meeting Our Match"

CAPMC Migrant Head Start Program receives federal funding and is required to match 20% of federal dollars received with non-federal dollars. The following are ways in-kind may be generated at the center: volunteer at the center, attend parent meetings, complete parent calendars and/or homework etc.



# HEAD START POLICIES

## Holidays and Celebrations Policy

The role of the Early Head Start Program is to support families in the cultural and/or holiday celebration unique to their heritage, their homes and communities. Individual parents/families are invited to initiate and plan with the staff particular activities for the classroom that highlight their own family celebrations. This contribution is welcomed and encouraged with the understanding that, although the activities will be entirely parent/family initiated and conducted, the staff must pre-approve all plans.

Further, suggested activities must be only a selected small portion of a full curriculum day and cannot be conducted over several days.

In some cases, where the suggested activity involved food, kitchen staff must receive a request for pre-approval as well.

Parents/families will need to understand that if the teaching staff identifies the suggested activity to be inappropriate or in disagreement with the stated policy the activity will not be allowed.

## Oath of Confidentiality

Authorized representatives from CAPMC-Head Start, fiscal auditors, and legal/court ordered individuals are allowed access to the family and child files. The disclosure or release of any information that pertains to Head Start services is restricted to purposes that are directly related the administration and delivery our services. CAPMC-Head Start staff members do not provide information to outside sources. Family/child files will be stored in a locked cabinet when not in use.

- Confidentiality is important for the success of the CAPMC-Early Head Start Program. Participants are required to protect all information by safeguarding it when I hear or witness any events while participating in the Program.
- Any information concerning any family, child, or staff member should not be divulge.
- If participants were witness and/or part of the family/child discussion, information should not disclose to outside party.
- Participants Oath of Confidentiality will be filed in the family file.

## Code of Conduct

Staff, consultants, contractors, and volunteers are expected to abide by the program's standards of conduct. This code of conduct includes but is not restricted to:

- Staff, consultants, contractors, and volunteers will implement positive strategies to support children's well-being and prevent and address challenging behavior;
- Staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
  - \*use corporal punishment
  - \*use isolation to discipline a child
  - \*bind or tie a child to restrict movement or tape a child's mouth
  - \*use of withhold food as a punishment or reward
  - \*use toilet learning/training methods that punish, demean, or humiliate a child
  - \*use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing,
  - \*extended ignoring, or corrupting a child
  - \*physical abuse a child
  - \*use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family
  - \*use physical activity or outdoor time as a punishment or reward
- Staff, consultants, contractors, and volunteers will respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.
- Staff, consultants, contractors, and volunteer will comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance subpart C of part 1303 of the Head Start Performance Standards and applicable federal, state, local, and tribal laws.
- No child will be left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.
- Behaviors that are inappropriate that will not be tolerated during home visits and/or socialization meeting are:
  - Physical violence
  - Shouting
  - Cursing
  - Talking in a negative or degrading manner
  - Scolding, threatening or hitting children
  - Use of cell phones during socialization and while interacting with children and staff

# HEAD START POLICIES

## Child' Rights

- To be treated with respect and dignity
- To be free from corporal or unusual punishment, infliction of pain, humiliation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
- Not to be locked in any room, building, or facility premises by day or night.
- Not to be placed in any restraining device, except a supportive restraint approved by Early Head Start Management Staff.
- If you need to file a complaint, refer to the Complaint Procedure in your Parent Handbook.

## Parents' Rights

As a Parent/Authorized Representative, you have the right to:

- To be welcomed and encouraged to participate during home visits and socialization.
- To be treated with respect and dignity.
- To be recognized as my child's primary educator.
- To receive information and guidance about my child's progress and development.
- To be supported as an advocate for my child. In the event that my child has a diagnosed disability or has been referred for any concern; I will be involved in the planning process.
- To take part of the decision making. My ideas and suggestions will be valued, and I will have opportunities to share them with staff and other parents.
- To have the opportunity to participate in Policy Council
- To be informed about the resources within the community related to education, health, social services, employment, nutrition, prenatal care etc.
- To file a complaint (Refer to the Complaint Procedure in your Parent Handbook)
- To review and ask for clarification on policies and procedures.
- To have the opportunity to participate in the development of the program's curriculum approach to child development and education.
- To have the opportunity to meet other parents and work together.
- To have access to comprehensive prenatal and postpartum care, through referral when applicable.
- To have opportunities to build upon the principles of adult learning.



# Head Start Parent Complaint Procedure

- STEP 1:** Discuss the issue with the person with whom you have an issue or concern within 30 days of the incident. If the individual with whom you have an issue/concern with is unable to resolve the matter to your satisfaction, proceed to step two.
- STEP 2:** Request a Parent/Community Complaint Form from the Family Facilitator. Complete the form and include: a description of the problem, dates of occurrence, name of person/people involved, and possible solution. The completed form must be returned to the Family Facilitator within 5 working days of meeting with the individual with whom you have a concern. Request a meeting with the Family Facilitator to resolve the issue. If no resolution has resulted, then proceed to step three.
- STEP 3:** Request an appointment with the Head Start Program Director within 5 working days of your meeting with the Center Director/Site Supervisor/Teacher/Family Facilitator. If the Head Start Program Director determines that the complaint is related to the Nutrition Program, the appropriate form will be given and assistance provided. The Head Start Program Director shall issue a written response to you within 5 days after the meeting. If no resolution has been reached, proceed to step four.
- STEP 4:** Request a meeting with Community Action Partnership of Madera County Executive Director within 5 working days of receiving Head Start Program Director's decision. The Executive Director shall issue a written response to you within 5 working days after the meeting. If no resolution has been reached, proceed to step five.
- STEP 5:** Request the issue to be presented to the Head Start Policy Council/Committee Executive Committee within 5 working days of receiving the Executive Director's decision. The Executive Committee shall issue a written response to you within 5 working days after the hearing. If no resolution has been reached, proceed to step six.
- STEP 6:** You may request that the issue be brought to the attention of the full Policy Council/Committee within 3 working days of receiving the Executive Committee's decision. The Policy Council/Committee will hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review). If you remain dissatisfied, proceed to step seven.
- STEP 7:** An appeal to the Community Action Partnership of Madera County's Board of Directors Chairperson may be made in writing within 3 working days of receiving the Policy Council/Committee's decision. You must state the problem and desired solution. The Board of Directors shall hear the complaint and render a decision in writing within 5 working days of the hearing. (All materials and documents shall be forwarded for review).
- STEP 8:** If you remain dissatisfied, you may file the complaint with the Administration for Children and Families Office, 50 United Nations Plaza, San Francisco, CA 9410.

# COMMUNITY ACTION PARTNERSHIP OF MADERA COUNTY PARENT/COMMUNITY COMPLAINT FORM

Date: \_\_\_\_\_

Personnel about which complaint is issued:

Name: \_\_\_\_\_ Site Location: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Approximate Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Description of the problem (including names of participants/witnesses). Attach additional sheets if needed.

Describe in detail of your efforts to resolve the grievance at point of origin (inclusive of names and dates).

State desired solution.

Person filing complaint: Name (Please Print): \_\_\_\_\_

Signed: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

# RESOURCES

## CAPMC RESOURCES

### Community Services

559-673-9173

Energy Assistance

Weatherization

Drought Water Assistance Program

### Child Care Alternative Payment Program and Resource & Referral

APP: 559-661-0779

R&R: 559-675-8469

Subsidized Child Care

Finding Quality Child Care

Child Care Initiative Project

### Head Start Programs

Madera: 559-673-0012

Fresno: 559-277-8641

Head Start Programs

Madera/Mariposa Regional Head Start

Madera/Migrant/Seasonal Head Start/State Based Migrant

California State Preschool Programs

Fresno Migrant & Seasonal Head Start

### Strengthening Families Program

#### Positive Parenting Program

325 S Pine St #103

Madera, CA 93637

559-416-5655

### Victim Services

559-661-1000

Hotline: 1(800)355-8989

Martha Diaz Shelter

Domestic Violence

Rape/ Sexual Assault

Victim & Witness Services

24-Hour Crisis Hotline

Unserved/ Underserved

### Other Resources

Crisis Line: 888.275.9799 or 559.673-3508

Central Valley Suicide Prevention Hotline: 1.888.506.5991

Crisis Text Line: 741-741

The Friendship Line: 800.971.0016. The Friendship Line for Older Adults, Ages 60+ or Family and Friends. A crisis intervention, support and resource line for older adults.

**CAPMC Head Start does not discriminate against any child on the basis of race, religion, color, national origin, sex, marital status of the parent, or because of a need for special care.**

**Our goal is to meet the individual needs of each child within the structure of our program while maintaining a safe and healthy environment for all children and staff.**

**CAPMC Head Start complies with the Americans with Disabilities Act and applicable Federal, State or local law in providing services to children with special needs. Each child brings his or her own uniqueness to the program. We will consider the application of any child.**





