
Nala the Cat Learns to Add!
READ
By:

*This book is dedicated to all the little learners who love to play, count, and discover new things every day. Keep learning and have fun reading this exciting story!*

storyjumper

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Preview audio:
storyj.mp/afrk7z7fh52q




Nala the cat loves to play!
She loves toys every day!
2


Nala finds 1 red ball.
"1 ball!" says Nala.
1 Ball!
3


Nala finds 1 more ball.
Now there are 2 balls!


"Let's add!" says Nala.
"1 and 1 make 2!"
1 + 1 = 2
Let's add! 1 and 1 makes 2!
5


Nala finds 2 toy cars.
"2 cars!" says Nala.
2 cars!
6


Nala finds 1 more car.
Now there are 3 cars!
7


"Let's add!" says Nala.
"2 and 1 make 3!"
2 + 1 = 3
Let's add! 2 and 1 make 3!


Nala sees 3 butterflies.
"3 butterflies!" she says.
3 butterflies!
9


2 more butterflies fly in!
Now there are 5 butterflies!


"Let's add!" says Nala.
"3 and 2 make 5!"
3 + 2 = 5
Let's add! 3 and 2 make 5!
11


Nala finds 1 toy train.
"Choo choo!" says Nala.
Choo choo!
12


Nala finds 2 more trains.
Now there are 3 trains!
13


"Let's add!" says Nala.
"1 and 2 make 3!"
1 + 2 = 3
Let's add! 1 and 2 make 3!
14


Nala looks at all her toys.
"So many toys!"
So many toys!
15


Nala smiles. "Adding means putting together! Let's add and play every day!"
Adding means putting together! Let's add and play every day!
16

# Nala the Cat Learns to Add!

Nala is a playful cat who loves collecting toys! As she finds more and more, she learns how to add by putting things together. With bright pictures and simple counting, this fun story helps preschoolers understand that addition makes numbers grow. Nala discovers that adding can turn a few toys into many exciting adventures!



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February 17, 2026

CAFS 4908: Senior Seminar & Capstone

## CAFS Goal A

CAFS Goal A is to "Explain human development processes and those factors which encourage and/or discourage full development within the various contexts of development," implying that students should be educated in human growth and capable of identifying many variables that might either encourage it or discourage it. My understanding of how children grow in the physical, cognitive, social, and emotional domains has improved as a result of the coursework I took in CAFS 2000: Fundamentals in Developmental Theory and CAFS 2300: Curriculum, Procedures, and Laboratory Experience in the Elementary School. Together, these two courses have improved my comprehension of development theory and its practical application in the classroom. I was able to gain a deeper understanding of development and identify every aspect that affects a child's capacity to realize their full potential by studying developmental theories and watching elementary school students.

CAFS 2000 introduces child, adolescent, and family development as a new field of research. I learned from this course that human development is more than just aging; it also covers the gradual changes that occur over time in behavior, relationships, emotions, and mental processes. The course covered the key aspects of developmental theory as well as common developmental phases across different fields. Studying theorists like Jean Piaget, Erik Erikson, and Urie Bronfenbrenner helped me better grasp how children learn, form identities, and are influenced by their surroundings. Piaget argues that as children move through the various phases

of cognitive development, they actively explore their environment. By emphasizing the emotional and social stages, Erikson described how different life challenges help kids develop self-esteem and a sense of identity. Development occurs across a range of environmental systems, including the family, community, school, and society, according to Bronfenbrenner. I found it simpler to comprehend how growth happens and the importance of context because of these ideas.

In CAFS 2000, I also examined developmental milestones, which are skills that the majority of children acquire by a specific age. For example, young newborns regularly develop their language, fine motor, and social abilities. After learning about milestones, I was better able to determine what is considered normal growth and when a kid might need extra attention. The course also examined family systems, highlighting the important influence that parenting styles, culture, home surroundings, and family dynamics have on a child's development. I found that a safe and supportive family setting may foster emotional stability and academic success, whereas instability or a lack of support may result in challenges. This directly affects CAFS Goal A as it identifies factors that encourage or hinder full growth.

One important aspect of CAFS 2000 was learning about observational techniques and research approaches. I focused on closely observing children and accurately recording their behavior without making any conclusions. I was able to assess progress more critically as a result of this ability. After learning how to observe and document behavior, I became more aware of how even small changes in the environment may affect children's feelings and behavior. The curriculum also included ethical and professional responsibilities in the field of human development. Understanding ethical guidelines helped me to see how important confidentiality, professionalism, and respect are when working with families and kids. All things considered,

CAFS 2000 gave me a solid base that helped me understand and communicate development as a career.

CAFS 2300 builds on this foundation by focusing on curriculum, classroom procedures, and laboratory experience in elementary schools. This course focuses on classroom management, learning theory, developmentally appropriate activities, and the role of play in growth. This course allowed me to observe how developmental theory is used in real classroom settings. I observed how educators meticulously organize their lessons based on the ages and ability levels of the students. For example, younger elementary students benefit from play-based learning, group projects, and practical exercises. These methods maintain children's interest while enhancing their social and cognitive development. After seeing these strategies in action, I realized how important it is to match instructional strategies with developmental stages.

The importance of play in a child's growth was also stressed throughout the course. I discovered that play fosters emotional, social, and cognitive development. Children learn how to solve problems, be creative, communicate, and operate as a team through play. As I recognized the value of play, I became aware that education is more than simply lectures and worksheets. Instead, children may explore, engage, and acquire new skills on their own through developmentally appropriate activities. This demonstrates how certain instructional techniques may promote comprehensive development, which is closely related to CAFS Goal A.

In CAFS 2300, administration and classroom structure were also important subjects. I discovered that a secure and encouraging learning atmosphere is produced by well-defined guidelines, organized procedures, and helpful criticism. When kids feel comfortable at school, they are more likely to participate and take risks. On the other hand, disorderly classrooms or unequal discipline can hinder development by creating uncertainty and tension. This is relevant

to Erikson's theory, particularly when kids are in primary school and starting to feel capable. Students gain confidence when they feel capable and supported. If they fail or receive constant criticism, they could feel unworthy.

I gained a better understanding of the variables that promote overall development because of CAFS 2000 and CAFS 2300. Healthy growth is facilitated by controlled surroundings, parental participation, supportive relationships, and developmentally appropriate curricula. Teachers who comprehend developmental theory are more skilled at creating classes that cater to their students' needs. Children who grow up in stable, emotionally safe environments are more resilient and self-assured. When there are clear expectations and a strong focus on good behavior, children can thrive in the classroom.

Additionally, both classes improved my understanding of obstacles to development. Children's learning and mental health can be negatively impacted by poverty, trauma, a lack of educational resources, and unstable households. In the classroom, obstacles may also arise from cultural misunderstandings or a lack of diversity. Students may become disappointed and disheartened if their education does not correspond with their developmental stages. I was able to comprehend how social structures and community resources, among other bigger systems, influence development because of Bronfenbrenner's ecological systems theory. This implies that communities and public systems must promote children's success in addition to educators and families.

Overall, CAFS 2000 and CAFS 2300 align with CAFS Goal A. CAFS 2000 provided the theoretical foundations for understanding how development occurs across several domains. In CAFS 2300, these ideas were connected to curriculum planning, learning theory, and classroom management. Together, these lessons have improved my comprehension of how growth is

impacted by a range of interconnected factors, including family structures, educational environments, teaching strategies, and broader social implications. I now see how crucial it is to comprehend both environmental factors and developmental stages in order to support children's development.

I gained a stronger grasp of child and family development as a career as a result of these courses. I gained greater knowledge about classroom management, theory, curriculum, and milestones. More importantly, I learned how to critically think about the factors that influence development and how professionals can create environments that help children reach their greatest potential. These experiences have fully fulfilled CAFS Goal A by enhancing my ability to articulate human progress and identify both positive and negative effects in diverse situations.

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March 10, 2026

CAFS 4908: Senior Seminar & Capstone

# CAFS Goal B

The CAFS Program's Goal B encourages students to "Reflect on their understanding and tolerance of different human development pathways within diverse communities." Understanding that people grow differently depending on their family, culture, and environment is the primary purpose of this goal. During my time in the CAFS program, two courses helped me better understand this goal. I completed CAFS 3600: Parenting and Family Relations in Fall 2025 and CAFS 3200: Individual and Family Development in Diverse Cultures in Spring 2025. These courses allowed me to reflect more deeply about how families support children and how different cultural experiences affect development. These courses taught me that there is no one right approach for families to nurture kids and promote growth.

In CAFS 3200, I studied how culture affects family life and child development. This course looked at the values, beliefs, and traditions that influence how families interact with one another. One of the most important things I learned from this course was that families in different cultures often have different expectations for their children. For example, many countries place a great importance on individual success and independence. Other cultures place a strong priority on family collaboration, shared responsibility, and respect for elders. Before this course ended, I hadn't given much attention to how these cultural differences impact children's learning and development. After learning about these differences, I began to notice that every culture had its own strengths and strategies for supporting children. One of the main topics of CAFS 3200 was

the experiences of immigrant families in the United States. Many immigrant families may find it challenging to adapt to a new country, language, and school system. Parents may have different expectations than those in the United States when it comes to parenting and education. Children of immigrants may have to strike a balance between the expectations of their new society and the traditions of their home culture. Learning about these experiences helped me become more aware of how difficult these transitions may be for families. It also made it simpler for me to understand how growth was impacted by a range of external factors, including culture, social support, and economic circumstances.

My perspective was expanded by CAFS 3600's focus on parenting and family dynamics. This course taught me that a child's family can often be their first teacher. Children learn lifelong behaviors, attitudes, and skills from their parents and other caregivers. The course included a variety of communication and parenting techniques that families use to help their kids. I discovered that different houses had quite different parenting philosophies. While some parents could be more rigid and controlling, others might promote greater freedom and open communication. When applied correctly, these strategies can promote healthy development. Another important aspect of CAFS 3600 was learning about the connections between communities, schools, and families. Children grow outside of their families. Family help is greatly supported by social groups, educational institutions, and neighborhood activities. For example, parent education programs help families improve their communication skills and constructive discipline methods. These programs can help parents support their children's academic and emotional growth. I became more aware of the importance of family support networks for kids' academic and personal success after learning about these initiatives.

Both CAFS 3200 and CAFS 3600 allowed me to reflect on my personal beliefs on families and development. Before taking these courses, I often thought about personal growth in light of my own experiences and the families I knew. I didn't always think about how parenting and family relationships might be impacted by various ethnic customs or life circumstances. I now have a greater understanding of growth as a result of what I gained in these courses. I started to see that families make choices based on their values, cultural norms, and financial circumstances. This understanding made me more sympathetic to families that may raise their children in a different way than what I'm used to. The courses also helped me realize how important tolerance and understanding are when dealing with children and families. When people are aware of cultural differences, they can interact and help others more successfully. For example, teachers who understand a family's cultural background are better able to work with parents and support students in the classroom. Teachers and community workers can strengthen their relationships with others by honoring family traditions. These ideas are strongly linked to CAFS Goal B, which stresses understanding and valuing a variety of human growth pathways.

These courses also helped me make connections between what I had learned in the classroom and real-world scenarios. I was able to consider how families have many alternatives and problems based on their situations because of the conversations and tasks. I came to see that a variety of factors, such as community resources, education, culture, and family support, had an impact on growth. It was easier for me to see how different every child's experience is when I understood these aspects. When considering ways to support families and children in schools, communities, and future careers, this knowledge is crucial.

Overall, CAFS 3200 and CAFS 3600 strongly connect to the CAFS Program Goal B. Because of these courses, I was able to learn more about how people grow in different familial

and cultural circumstances. They showed me how a variety of factors, including community support, cultural norms, and parenting, influence development. Most importantly, these courses increased my tolerance and understanding of many cultures and families. I learned that human development cannot be accomplished in a single way. Children's growth is influenced by the individual experiences, attitudes, and skills of each household.

In conclusion, my experiences in CAFS 3200 and CAFS 3600 have improved my comprehension of CAFS Program Goal B. The courses taught me about parenting styles, cultural variety, and the need for family support for a child's development. They helped me think on my own and encouraged me to be more sympathetic and aware of different family circumstances. The courses taught me things that will improve my understanding of and ability to support children and families from a variety of backgrounds. This experience allowed me to develop both academically and personally, and it also made me more appreciative of the range of human growth pathways seen in different nations.

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March 24, 2026

CAFS 4908: Senior Seminar & Capstone

## CAFS Goal C

CAFS Goal C states, “Analyze through research and research practices in order to improve their understanding of human development.” This goal has guided my learning throughout CAFS 3110 Infant and Toddler Development, CAFS 4000 Introduction to Research Methods, and CAFS 4100 Research, Assessment, and Evaluation of Children and Families. Through these courses, I've discovered how research increases our understanding of human development from early childhood to adolescence. Prior to enrolling in these courses, I believed that personal experience and observation were the best ways to learn about child development. I now understand that experts use scientific methods, data collecting, and research studies to comprehend human development. These courses improved my ability to evaluate material, develop my critical thinking skills, and apply what I learned to real family and child situations.

I have a solid foundation in early childhood development from conception to preschool because of CAFS 3110. I learned about young children's social, linguistic, cognitive, and physical development in this course. I also discovered how these areas interact and impact one another as children become older. One of the most important things I took away from this course was how developmental concepts are supported by research. For example, John Bowlby and Mary Ainsworth's study served as the foundation for attachment theory. Their research demonstrated the impact of early caregiver connections on later in life emotional development. I

realized that theories of child development are more than simply concepts after learning about this. They are based on rigorous investigation and observation.

I also learned about how the brain grows in newborns and how quickly it expands throughout the early years of life. According to research, early experiences like talking to a baby, expressing affection, and creating comfortable environments can help in the development of children's language and social abilities. As a result, I saw how important early childhood care is for long-term development. In this course, culture and the environment were significant topics. I discovered that while family life, culture, education, and community may all have an impact on a kid's development, every child grows differently. These differences are explained by research, which also demonstrates that development is influenced by variables other than biology. CAFS 3110 helped me understand how research explains early human development and how important the early years are for future development.

In CAFS 4000, I learned about the creation and evaluation of child development research. The main topics of this course were data collection, understanding research papers, and research methods. I learned how to assess the reliability and validity of research, or if the data is accurate and trustworthy. One of the most important things I learned was how to read research articles. Even though they were initially difficult for me to understand, I finally learned how to evaluate them by identifying the objectives, methods, participants, and results. This boosted confidence in my ability to understand research.

I also learned more about both qualitative and quantitative research. While quantitative research uses data and statistics to identify patterns, qualitative research focuses on emotions and behaviors. Both are important because they offer different types of information regarding human development. This helped me understand that no single type of research can offer the complete

picture. Another important aspect of this training was learning about research ethics. I learned that researchers need to ensure that involvement is voluntary, maintain confidentiality, and prevent harm in order to protect participants, especially children. This helped me understand that performing research should always be done respectfully and responsibly. I was able to comprehend and assess research and think more critically about the information I read because of CAFS 4000.

CAFS 4100 focused on applying research in real-world contexts, building on what I learned in CAFS 4000. I now understand how children, teenagers, and families are examined and evaluated through research in a variety of settings, such as clinics, schools, and community projects. I learned how professionals use assessment tools to determine a child's development and identify areas that may need support. Additionally, I learned that these resources must be fair and authentic for children from all social, cultural, and economic backgrounds.

Another important skill I developed was data interpretation. I improved my comprehension of data, facts, and research findings. This made it easier for me to analyze data and apply it to real children and families. Also, I learned how to evaluate various research articles and pinpoint research gaps that require more data. As a result, I was better able to think like a researcher and realize that research is always evolving. Furthermore, I learned how research is applied in practical settings, such as assisting struggling children or educators in refining their teaching strategies. This demonstrated to me that research is more than just theory and has an impact on practical choices. CAFS 4100 improved my ability to assess children and families using evidence-based reasoning and enabled me to use research results in useful ways.

I learned how research is used to comprehend human development in CAFS 3110, CAFS 4000, and CAFS 4100. I learned about developmental theories and the scientific foundation of

early childhood development in CAFS 3110. I learned how to read and assess research articles in CAFS 4000. I was able to connect studies to actual circumstances and use data in CAFS 4100 to better understand children and families. These courses helped me accomplish CAFS Goal C by teaching me how to use research to understand human development. I can now see how crucial research is to understanding how children grow, learn, and interact with their environment. I also learned how important it is to conduct thorough, trustworthy, and accurate research. I believe that research is essential to improving the quality of life for families and children, and I now have a more informed and evidence-based understanding of human development.

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April 15, 2026

CAFS 4908: Senior Seminar & Capstone

## CAFS Goal D

CAFS Goal D states, “Broaden their knowledge and skills in terms of pedagogical principles conducive to leadership within diverse communities.” This goal has influenced my learning in CAFS 2500 Child Health, Safety, and Nutrition, CAFS 1100 Introduction to Child, Adolescent, and Family Studies, and CAFS 4908 Senior Seminar and Capstone. Through these courses, I now understand how teaching strategies and leadership skills benefit children and families from a range of backgrounds, especially children between the ages of three and five. I've also learned that working with young children requires accountability, tolerance, and the ability to accept each child for who they are. Additionally, I've found that the social, emotional, and cognitive development of young children is greatly impacted by relationships, tradition, and everyday occurrences.

Before taking these courses, I believed that working with children mostly depended on firsthand knowledge and basic care. I used to think that being kind and helpful was all it took to be good with children. I now understand that effective teaching and leadership require strong communication skills, cultural sensitivity, developmentally appropriate strategies, and an understanding of child development. I have a better understanding of how to build positive relationships, deal with other families in a respectful and professional way, and nurture kids with more purpose. I also learned that learning, reflection, and real-world experience all support the

consistent growth of leadership. This has made me more aware of the significance of emotional support and stability in early childhood settings.

In the fall of 2024, I finished CAFS 2500 Child Health, Safety, and Nutrition; in the spring of 2025, I finished CAFS 1100 Introduction to Child, Adolescent, and Family Studies. These three unit courses taken together have given me a strong understanding of the physical and developmental needs of children, particularly those between the ages of three and five. Because of CAFS 2500, I now know how health, safety, and nutrition directly affect a child's development, conduct, and ability to learn. I learned that children need secure and healthy environments for their development and that basic needs like food, sleep, and safety may have a big impact on how they behave and interact with others. This course also taught me that because families come from a range of cultural backgrounds and life circumstances, they may have different habits, beliefs, and access to resources. Consequently, I learned how important it is to be understanding, kind, and supportive instead of making assumptions. I also learned about emergency situations and the necessity of understanding CPR and First Aid techniques, which reinforced the importance of responsibility and safety when working with children. This made it clear to me that professionalism in early childhood environments requires being organized and focused.

CAFS 1100 built on this foundation by focusing more on how children learn and develop. I learned about developmentally appropriate teaching strategies, which consider the particular needs, abilities, and age of every child. This is especially important for kids between the ages of three and five, whose social, emotional, and cognitive skills are developing quickly. This course taught me that every child learns differently and that effective instructors must be understanding, patient, and willing to adapt their teaching strategies. I also learned that strong connections are

the cornerstone of early childhood education. Children learn best when they feel valued, safe, and supported, which requires ongoing trust and communication between teachers, students, and families. Additionally, I learned about justice and ethics when working with children, particularly the importance of standing out for children who may not always have a voice. This helped me see that creating inclusive environments where all children are supported is a part of leadership. One example of this is identifying when a kid is experiencing emotional difficulties and, instead of dismissing the behavior, reacting with support and compassion.

Currently, I am taking CAFS 4908 Senior Seminar and Capstone in Spring 2026, which is a 3 unit course intended to help students in becoming ready for their future jobs. I am able to integrate all I have learned throughout the CAFS program because of this class. Reflection is one of the most important parts of this course. I've discovered that being a leader requires more than just knowledge, it also requires the ability to think back on past experiences and keep getting better. I've grown more self-assured and conscious of my skills by reflecting on my areas of strength and improvement. Additionally, I'm learning how to speak more professionally, which is crucial when interacting with kids, families, and other professionals in the field. I also learned that leadership requires patience in difficult circumstances, particularly when kids between the ages of three and five are still learning how to control their emotions and may require additional assistance. Additionally, I've discovered that collaboration is a crucial component of leadership as it fosters better child care, improved support, and idea sharing.

These courses have given me a better understanding of what it takes to lead diverse groups. Every child and family is unique, and I've learned that it's important to recognize, value, and support those differences. Being a leader requires perseverance, flexibility, and a readiness to absorb knowledge from others. Because of CAFS 2500, CAFS 1100, and CAFS 4908, I have

acquired the knowledge and skills required to help young children, especially those between the ages of three and five, in a thoughtful and polite manner. In order to become a competent and responsible professional who helps various children, families, and communities, I plan to continue improving my skills and learning new things. I also want to continue building my confidence so that I can take the initiative and advocate for children's needs in a professional setting.

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March 24, 2026

CAFS 4908: Senior Seminar & Capstone

**Grant Paper**

National Grant: Head Start Program

Head Start is a national program that helps young children from low-income families get ready for school. It is funded by the federal government and provides assistance to children from birth to age five. The program encourages learning, health, and social development to prepare children for kindergarten. It also provides meals, health checkups, and family support services. This scholarship is essential to my future work as a preschool teacher since it supports the whole child. It helps provide a strong foundation for early learning. Programs like this are important for giving all children an equal start in school.

I would use Head Start funding to accommodate the needs of my 20-student preschool class and improve learning. I would carefully distribute the approximately $9,000 that the classroom would get each year. I would spend $3,600, or forty percent, on toys, books, and interactive educational resources. Thirty percent, or $2,700, would go toward parent seminars and other family-friendly activities. The remaining thirty percent, or $2,700, would be used for medical exams and further student assistance. It would contribute to the development of a comfortable and encouraging learning environment.

The results of this grant can be measured with numbers. Without support, around half of the children can be ready for kindergarten. With this program, that percentage could increase to over 75%. This represents a 25% increase in readiness. Furthermore, when $9,000 is split by 20

students, each kid receives about $450 in services. This demonstrates the program's significant impact on children's academic performance. It also helps close the early learning gap. Long-term outcomes can be enhanced by this type of early support. Early assistance may make education easier for kids as they become older.

State Grant: Preschool Development Grant (California)

The Preschool Development Grant is beneficial to California's early childhood education system. This grant aims to improve preschool programs and assist teachers in growing their skills. It also aims to increase access so that more children can attend preschool. The program encourages teacher preparation, family involvement, and program excellence. This funding is essential to my future career since it increases the productivity of teachers. Additionally, it increases children's enjoyment of learning. Effective early education programs can improve children's results across the state.

I would use most of the $5,000 I would get from this grant to improve my teaching skills. I would spend $3,000, or 60%, on seminars, training programs, and certifications. These would help me understand children's development and learn more efficient teaching methods. I would use the remaining forty percent, or $2,000, to buy classroom technology. Examples of this include tablets or learning programs that maintain students' interest. This plan would improve both my education and the classroom environment. It would also allow me to help a range of students.

This grant benefits both educators and students. When teachers develop new skills, students are better equipped to understand what they are being taught. A 15% increase in education can lead to better student outcomes. For example, students may advance from average

to better grades. If more kids have access to preschool, they can start learning earlier. This might improve children's future academic performance. This grant improves education in a variety of ways. It also gives more children the chance to succeed. Enhancing one's education at an earlier age might improve one's chances later on.

Local Grant: Wendy Wayne Scholarship (Kern County)

The Wendy Wayne Scholarship is offered by the Kern Early Childhood Council to anyone who is interested in early childhood education. This award is available to anyone who wants to work with children while they are in school. It helps students who wish to stay in their communities and pursue careers as teachers. This type of support is necessary to have a strong workforce in education. It also reduces the cost of education. It will help future teachers who want to work in early childhood education. This award will be very helpful to students who wish to work in Kern County.

I would use the $2,000 I would get from this reward to assist with my educational expenses. I would pay $1,200, or 60% of the tuition. The remaining forty percent, or eight hundred dollars, would be used to cover the price of books, supplies, and certification. This would lower my costs and allow me to concentrate on my education. I would get experience working with children as well. I would be better prepared to work as a teacher in Kern County with this assistance. Additionally, it would ease my financial burden as I finish my degree.

This award has a big influence on students who need financial aid for their education. Paying for half of a semester can make college less stressful. When more students graduate, more teachers can begin working. . Over time, this means more qualified teachers are available. This helps meet the need for preschool teachers. It also improves community education. More

teachers are able to give more children the help they need. As a result, schools may grow stronger and children might learn more efficiently.

## References

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California Department of Education. (n.d.). Preschool Development Grant (PDG). https://www.cde.ca.gov/sp/cd/op/pdgb5.asp

Early Childhood Council of Kern. (n.d.). Wendy Wayne Scholarship. https://earlychildhoodkern.org



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## Summary

Experienced in customer assistance, effectively addressing product inquiries and enhancing the shopping experience to foster store loyalty. Demonstrated proficiency in inventory management through efficient stocking and organization of merchandise displays, ensuring optimal product visibility. Skilled in cash handling and transaction processing, maintaining accuracy and integrity during shifts. Trained new associates on customer service protocols, contributing to a collaborative team environment and improving overall service quality.

## Skills

- Customer assistance
- Product knowledge
- Inventory management
- Cash handling
- Transaction processing
- Product display
- Stock replenishment
- Inventory and stocking
- Team collaboration

## Experience

Dollar General Market | McFarland, California
**Lead Sales Associate**
*08/2024 - Current*

- Assisted customers with product selection and inquiries, enhancing overall shopping experience and increasing store loyalty.
- Stocked shelves efficiently and organized merchandise displays, ensuring optimal product visibility and accessibility for customers.
- Operated cash register accurately, processed transactions swiftly, and maintained cash drawer integrity throughout shifts.
- Trained and mentored new associates on store policies and customer service protocols, fostering a collaborative team environment.
- Resolved customer complaints promptly and effectively, improving customer satisfaction and promoting repeat business.

## Education and Training

McFarland High School Early College | McFarland, CA
[redacted]

- Honor Roll
- Class Valedictorian
- GPA: 4.6

Bakersfield College | Bakersfield, CA
**Associate of Arts** in Spanish
[redacted]

California State University, Bakersfield | Bakersfield, CA
**Bachelor of Arts** in Child Adolescent And Family Studies
*08/2024 - Current*