Educate the child,
Strengthen the family,
Build the community
Welcome to the Head Start/Great Start Readiness Programs!

Thank you for being involved in your NEMCSA Head Start/Great Start Readiness (GSRP) programs.

The staff of the ______________________________ Head Start/GSRP Program want to welcome you to this year of fun and excitement. With your involvement in the program, together we can build an experience for children that will last them a lifetime.

The information on the following pages will hopefully aid you in becoming involved in your program. Please feel free to talk to any staff member about questions or suggestions you may have. We want to hear from you.

This Handbook is intended to be used by parents/guardians and volunteers from the community. Therefore some of the pages may not apply to you if you are a community volunteer. However, the information is useful to all volunteers.

**Staff Names and Numbers**

Teaching Staff
________________________________ Telephone ________________________________
________________________________ Telephone ________________________________
________________________________ Telephone ________________________________

Family Services Coordinator
________________________________ Telephone ________________________________

Education/Supervisor Coach
________________________________ Telephone ________________________________

Others
________________________________ Telephone ________________________________
Parents work together with staff to determine the kinds of learning experiences they want their children to have.

**Mission Statement**

The Mission of NEMCSA Early Childhood Services is to provide high quality learning experiences and support for children and families to promote their future success.

**NEMCSA Head Start/GSRP Beliefs**

- The relationship between parent and child is the foundation for growth and learning
- Experiences and opportunities support growth and independence
- Time and energy invested in children impacts our future
- Life-long learning is essential for the growth of children and families
- Children, families, and staff have individual strengths and deserve respect
- Families are essential partners and integral to the success of Head Start
- Communication between families and staff builds relationships
- Diversity is an asset and an opportunity
- Community partnerships support families in their development
- Strong families strengthen communities

NEMCSA Head Start provides services within 21 counties in Michigan: Alcona, Alpena, Arenac, Bay, Cheboygan, Clare, Crawford, Gladwin, Huron, Iosco, Lapeer, Mecosta, Midland, Montmorency, Ogemaw, Osceola, Oscoda, Otsego, Presque Isle, Sanilac, Tuscola.

Great Start Readiness Programs are offered in the following counties: Alcona, Alpena, Arenac, Bay, Cheboygan, Huron, Iosco, Lapeer, Mecosta, Midland, Montmorency, Oscoda, Osceola, Otsego, Sanilac and Tuscola.

The NEMCSA Head Start/GSRP Program is committed to implementing a child-centered curriculum covering development across all domains. The curriculum is based on recognized National and State of Michigan Standards of Developmentally Appropriate Practice for the education of young children. These basic standards include the Head Start Program Performance Standards, NAEYC Developmentally Appropriate Practices, and the Michigan Early Childhood Standards of Quality. NEMCSA has chosen *The Creative Curriculum* for Preschool as its written curriculum.
General Volunteer Information

This handbook is designed to provide training for all volunteers that are involved in the NEMCSA Head Start/GSRP programs. The Following pages are full of information all volunteers can utilize.

Volunteers Make it Work!

All volunteers, except parents/guardians, will need to complete the necessary clearance paperwork.

Who can be a Head Start/GSRP Volunteer?

♦ Parents (Mom and Dad)
♦ Aunts and Uncles
♦ Grandparents
♦ Other special adults in a child’s life
♦ People from the community
♦ Minors with prior approval from local program staff

The children really enjoy having special people join them in the classroom for a day of fun and learning or being involved in the program in other ways.

We recognize the demands on your time in today’s world.
We appreciate the time you are able to give to your program.
You and the children will benefit from your time spent volunteering.

Volunteers Make the Difference!
Ways to Volunteer in Your Classroom

Everyone involved in the Head Start/GSRP Program encourages parents, family and community members to volunteer in the program. We know that there are circumstances that may keep you from volunteering in the classroom on a regular basis. However, there are other ways to volunteer in addition to being in the classroom. Here is a potential list, but feel free to suggest new and exciting ideas that you can offer to your Head Start/GSRP Program.

- Attend Open House, Orientation Meetings, Family Events, etc.
- Participate fully in your Home-Based Home Visits
- Do activities with your child at home for both Home-Based and Center-Based programs
- Help plan the curriculum/share ideas for classroom activities with your teachers to aid in making the activities individualized for your child
- Attend all Parent/Teacher Conferences
- Attend Parent Meetings and aid in making program decisions
- Make telephone calls for the program from your home or center
- Help provide speakers, information and ideas for Parent Trainings
- Plan and attend field trips
- Attend VIP or VIC days at the center
- Do computer work in the classroom and at home
- Donate magazines, dress-up clothes and other materials
- Wash play clothes, paint aprons, etc.
- Repair or alter dress-up clothes
- Repair both indoor and playground equipment
- Complete required physicals, dental exams and immunizations
- Share your heritage, family customs, talents, interests, or health skills in the classroom or at a parent meeting
- Recruit other volunteers
- Assist at meal time
- Help recruit families
- Serve as an interpreter in the center and on home visits
- Organize the lending library
- Make book bags
- Record story narration
- Help the Family Services Coordinator (FSC) with mailings, name labels or stuffing envelopes
- Put posters up in the community
- Keep the parent information boards current
Volunteering in the classroom may be a new experience for you. We hope that we will be able to make your time in the classroom as meaningful and enjoyable as it is for the children. The first step is to understand the different learning areas within the room. Every room arrangement is different but the same concepts and skills are being developed. Areas have signs listing the rationale and what the children are learning. Take time to tour the room and read the signs.

Children learn through play and hands-on activities. For example: in the Block Area what are the children learning as they build a structure with another child?

- **Language** - they are talking with each other, asking questions, giving or following directions, naming shapes or sizes. They are learning vocabulary and how to communicate.
- **Emergent Literacy** - they are “reading” road signs, blueprints or maps. Shelves and materials are labeled. They may be drawing plans. They are beginning to read.
- **Social Skills** - they are working co-operatively, sharing the blocks and making a plan.
- **Math** – it’s more than numbers. They are learning shapes, sizes, fractions, counting, measurements, length, sequencing, space and making comparisons (big, bigger, etc.). Are the blocks different shapes and sizes? This also increases perception skills and spatial awareness.
- **Science** - they can be building structures of different sizes and heights and learning about gravity, balance, stability, trial and error.
- **Children** are also developing eye/hand coordination and fine motor skills/grasping.

These are just a few of the things children learn while playing with blocks. Each learning area - housekeeping, art, books, sand/water table, large group time, table toys, science/discovery, writing area, games, music and other planned activities - offers the children opportunities to develop new skills.
Some Tips When You Volunteer in the Classroom

😊 Smile—give the children a smile to start their day.

😊 Talk to each child; make her/him feel you are glad s/he is there. Use the child’s name in conversations.

😊 Listen to what children tell you.

😊 Speak clearly and slowly.

😊 Give special attention to a child who seems tired, sad, angry, lonely or full of unfocused energy.

😊 Sit near the more active children during group listening times.

😊 Help a child to become interested in another activity if their favorite plaything is in use.

😊 Add ideas and participate in the children's house play or block play.

😊 Look at a book with or read a book to a child.

😊 Ask the staff if paint needs to be mixed and clean brushes after activity closes.

😊 Check with the teacher about bringing items to the program that you think the children may be interested in.

😊 Help children put away materials.

😊 Dramatize safety rules with small groups of children.

😊 Start a game with the children on the playground.

😊 When talking with the children, call attention to likenesses, differences, colors, shapes, sizes and sounds.

😊 Help some children learn to tie shoes, button, snap or buckle.

😊 When working with a timid child, pretend you are unfamiliar with the center and ask them to take you on a tour of the center.

😊 Talk to children about their favorite television programs.

😊 Practice working the puzzles and experimenting with the table-top toys and other materials; making notes of ways you can use them with the children.

😊 Remember that no two children are the same. What seems easy for one may be challenging for another.

😊 Support a child’s attempts.

😊 Be enthusiastic about a child’s small successes.

😊 Do not be afraid to ask questions.

😊 Dress casually in clothes that you do not mind if you get paint, etc., on them.

**From L. Barker & B. Gonzalez, Volunteer Training Manual**
**Positive Examples of Communication**

Children are often numb to adult direction. Many teachers and professionals in child development are learning that it is important to direct children by saying “How to” rather than “How not to.” Adults may be surprised at how effective some of the following examples are:

<table>
<thead>
<tr>
<th>Please Say:</th>
<th>Please Do Not Say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit down when you slide.</td>
<td>Don’t stand up when you slide.</td>
</tr>
<tr>
<td>Dig in the sand.</td>
<td>Don’t throw sand.</td>
</tr>
<tr>
<td>Sit on the swing.</td>
<td>You’ll fall if you don’t watch out.</td>
</tr>
<tr>
<td>Use both hands when you climb.</td>
<td>You’ll fall if you don’t watch out.</td>
</tr>
<tr>
<td>Climb down the ladder.</td>
<td>Don’t jump off.</td>
</tr>
<tr>
<td>It is time to brush your teeth now.</td>
<td>Do you want to brush your teeth?</td>
</tr>
<tr>
<td>Keep the puzzle on the table.</td>
<td>Don’t dump puzzle pieces on the floor.</td>
</tr>
<tr>
<td>Turn the pages carefully.</td>
<td>Don’t tear the book.</td>
</tr>
<tr>
<td>Talk in a quiet voice.</td>
<td>Don’t shout.</td>
</tr>
<tr>
<td>Wipe your hands on the paper towel.</td>
<td>Don’t put your hands on anything.</td>
</tr>
<tr>
<td>Be sure the ladder is safe.</td>
<td>Be careful. Don’t fall off the ladder.</td>
</tr>
<tr>
<td>Move back on the rug.</td>
<td>Don’t lean forward – the other children can’t see.</td>
</tr>
<tr>
<td>Walk around the swing.</td>
<td>Be careful. The swing might hit you.</td>
</tr>
<tr>
<td>Wipe your paint brush on the jar.</td>
<td>Don’t drip paint on the floor.</td>
</tr>
<tr>
<td>Put an apron on.</td>
<td>Don’t you want to put an apron on?</td>
</tr>
<tr>
<td>Drink your milk.</td>
<td>Don’t you want to drink your milk?</td>
</tr>
<tr>
<td>Keep your hands to yourself.</td>
<td>Don’t bother the other children.</td>
</tr>
</tbody>
</table>
A Few Quick Tips

**Discipline**

The teaching staff will be responsible for disciplining each and every child as needed in the program. On your volunteer day, you can just enjoy the experiences happening around you and not be concerned with the task of disciplining. The Head Start/GSRP staff utilize positive behavior management techniques and guide the children in developing self-control.

**Please keep in mind:** For many children, this is the first time they have to “share” their parent with other children. Many children do negative things to get the attention of their parent. Please realize that this is normal. Be patient, reassure your child, and let the teachers deal with the behaviors.


If you do not know where to start when you are in the classroom, please ask the teacher for some direction. Teachers can give you suggestions as to which learning center you might want to start at. You may choose to sit and observe until you feel comfortable to join in the activities.

**Confidentiality**

Children sometimes give out information that their parent would prefer not be shared. You may also form personal opinions about children, their behavior and development, and their families. Please be respectful of families by not sharing this information or your personal opinions with others.

**Some Things to Bring**

Remember to dress comfortably and in clothing that you would not mind if an accident might occur. Please bring your great ideas and enthusiasm to the program.

**Some Things NOT to Bring**

Please do not bring items into the classroom that could result in injury (glass, sharp items, etc.). Also we ask that you refrain from consuming food and drink (pop, coffee) that are not available to the children as part of their regular daily program. Please turn your cell phone on vibrate and refrain from using it during your visit in the classroom and while attending any fun event. Thank you for understanding.
Conversation Starters at Meal Time

Volunteers should participate in conversations with the children, especially at mealtime. Mealtime is an excellent time to discuss good nutrition and the importance of a healthy diet with the children. Some of the following questions may help the children focus on nutrition.

1. “What is your favorite food? Why do you like it?”
2. “Which of the foods that we’re having at this meal/snack do you like best? Why?”
3. “Are we eating any meat (or vegetable, fruit, grain or milk) at this meal/snack?”
4. “Are we eating any yellow (or other color) food?”
5. “What did you have for breakfast?” (if this is an afternoon program).
6. “What do you think you might have for lunch or dinner?”
7. “How do we get milk?”
8. “Where does our fruit or vegetable come from?”
9. “What do we use to chew our food?”
10. “How do we keep our teeth clean and healthy?”
11. “Who cleans up when we’re through eating at school; at home?”

Additional questions to ask at mealtime include:

1. “Where would you like to work today?” (if this is a meal service before the children start their free-choice activities).
2. “Where did you work today?” (if this is a meal service after free-choice activities).
3. “Who did you work with today?”
4. “What is your favorite thing to do at school?”
5. “What do you like to do outside?”
6. “What will you share with your family about your day at Head Start?”
7. “Did anyone do anything special over the weekend/yesterday?”
8. “Does anyone have a pet? Tell me about it/Them.”
9. “Who is in your family?”
10. “What are some of the things you like to do with your family?”

“This institution is an equal opportunity provider.” The full version of the USDA non-discrimination statement may be viewed on the And Justice For All poster found in the classroom or by visiting the following website: http://www.fns.usda.gov/usda-nondiscrimination-statement.
NEMCSA encourages parents/guardians to observe their child in order to support shared parent and staff planning of each child’s learning experiences, to review the child's learning goals, discuss child’s behaviors and note developmental progress. In compliance with The Head Start Program Performance Standards 1302.34 Head Start programs must structure education and child development services to recognize parents’ roles as children's lifelong educators, and to encourage parents to engage in their child’s education. Head Start must offer opportunities for parents and family members to be involved in the program’s education services. Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program. One way you can provide feedback to teachers that will help them plan individualized experiences is to observe your child as they work and play in the classroom.

The Parent Observation Form is used as a tool to enhance individualized and group planning for children.

Please complete the Parent Observation Form while observing your child in the classroom.

Ask the Staff in your program for the Parent Observation Form.

Review the form with your child’s teacher at the end of the session or during Parent/Teacher Conferences. As you observe the children at play, think of additional things they can learn.

JOIN IN THE FUN!!!!
You know your child differently than we do. We would like to know your child the way you do. Please observe your child in the classroom. It will give you the opportunity to assist in developing activities for your child.

Child’s Name: ___________________________
Observer’s Name: ________________________
Date: _________________________________
Program: ______________________________

How many minutes can your child pay attention at group/story time? ______________________

What does your child enjoy most/ participate in at school? _______________________________
_____________________________________

Is there an activity your child did not participate in? ______________________________________

Does your child play alone, with others, or next to other children? _________________________

** Please feel free to add any comments you may have on the back.

Date follow-up completed: ________________         Initials of participant: ______________________

PARTICIPATION YES NO NOT YET

<table>
<thead>
<tr>
<th>Activity</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in mealtime conversations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in available activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in clean up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in circle activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in small group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAY/WORK HABITS YES NO NOT YET

<table>
<thead>
<tr>
<th>Habit</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows daily routines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately joins other children in play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes a task before leaving it</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriately seeks teacher’s attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not disturb others as they work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays and shares cooperatively with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses words to identify feelings (sad, happy, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes turns with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joins in conversations with other children/adults</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SELF-HELP SKILLS YES NO NOT YET

<table>
<thead>
<tr>
<th>Skill</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes to the bathroom alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses self to go outside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushes teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats meals provided</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**In-kind for Head Start**

Head Start is a federally funded program, free to families who qualify. However, we are required to match the $7,159.00 per child that we receive from the federal government with 25% In-kind. So for every $1.00 given to the program, we need .25 worth of In-kind. In other words: we need to generate $1,790.00 worth of volunteer time and donations for each Head Start child.

Your time is very valuable to your child and to your Head Start Program. When you attend Head Start functions, such as program planning, volunteering in the classroom, or going on a field trip your time is worth $13.98 per hour.

Another way of collecting In-kind would be to participate in the **Individualized School Readiness Activities**

The staff in your program will be sending home an activity you (or another adult) and your child can do at home. It will be related to the activities happening in the classroom and individualized to your child. Use the activity as a way to extend the activities you observed your child doing in the classroom. Along with the activity will be a form for you to record the time you spent with your child. Record the time on the In-kind form and return to your program’s staff.
Family and Community Partnerships:

NEMCSA Head Start/GSRP offers parents opportunities and support for growth, so they can identify their own strengths, needs and interests. The objective of Head Start Performance Standard 1302.52 is to support family well-being, support child learning and development, provide services and supports for children with disabilities and to foster parental confidence and skills that promote early learning and development of their children.

Family Partnerships

All families are offered the opportunity to establish a Family Partnership with the program. By offering family specific partnerships, staff work with each family to identify their interests, needs and efforts toward a goal achievement. Staff will work with families to become aware of information, services and agencies within their communities.

Community Partnering

The active involvement of parents within their community is encouraged. By partnering with other community members in advocacy and activities, parents can make a difference and help community service agencies to be more aware of community concerns and needs.
Car Safety
Air bags, car seats, and your child’s safety

Seatbelts and air bags help prevent injuries to drivers and passengers in cars involved in accidents. They work well enough that the government insists that they are included as mandatory equipment on new cars. And there are laws that require motorists to use them.

When children are riding in a car, they must be secured in a car seat or strapped in with a seatbelt at all times. Children under age 8 or not yet 4’9” must be in a child safety seat or booster seat.

But car safety equipment must be used properly. Infants and young children need to use a car seat, properly secured, instead of seatbelts. Older children should use booster seats or seatbelts.

Children under the age of 12 should not sit where an air bag can be activated. When triggered, an air bag can result in serious injury to a young child or death.

The safest place for all infants and children under the age of 12 years is in the back seat. But remember, even riding in the back seat requires them to be in a car seat, a booster seat, or to be secured by a seat belt.

It is up to you, as a parent, to make sure your child is using all appropriate car safety equipment, and is using it properly. If your child is at least 40 pounds, he or she has outgrown a child car seat. Use a booster seat, instead.

Check to see if the back seat of your car has seat belts with shoulder straps or only lap belts. Then, get a booster seat for that kind of seat belt.

The following pages were taken from a publication of the University of Pittsburgh Office of Child Development made possible with help from the Frank and Theresa Caplan Fund For Early Childhood Development and Parenting Education.

For more Parenting Guides and other information, visit http://www.safekids.org/coalition/safe-kids-midmichigan

You & Your Child may be reproduced for non-profit use only.
AIR BAG SAFETY

An air bag can save your life. But air bags and children do not mix. Following a few simple rules will help you keep your child safe in a car with air bags. Keep infants out of the range of an air bag. Never put an infant under 1 year of age in the front seat of a car with an air bag.

In an accident, air fills the bag in a split-second, and it explodes outward with great force to form a protective cushion for the passenger.

But the force of an air bag can seriously injure or kill a young child, particularly an infant. Several infant deaths have been reportedly caused by air bags.

If your car has an air bag...

♦ Plan ahead so that you do not have to drive with more children than can be safely restrained in the back seat.
♦ Only children 12 years or older should ride in the front seat of a car that has airbags, and even then, only when necessary.
♦ If an older child must ride in the front, move the seat back as far as it can go, away from the air bag.
♦ In some models, air bags can be switched to the ‘off’ mode when necessary.

Car Seat Safety

Seat belts do no good if they are not worn, and even the safest car seat can fail your child if it is not used properly. Take a minute to check your child before driving. Follow a few simple safety rules.

⇒ Secure all children
All children must be properly secured in car safety seats, booster seats, or shoulder/ lap belts that are correctly matched to their size.

⇒ Check the instructions for the car seat
Follow all instructions. Be sure your child matches the recommended age and weight for the car seat.

⇒ Is your child facing the right way?
Infants ride in rear-facing car seats in the back seat until they are at least 20 pounds and 1 year old. A child who weighs more than 20 pounds and is older than 1 year faces forward in the car seat, which is still secured in the back seat of the car.

⇒ Now, before you start your car...
♦ Check to make sure the car seat harness is snug against your child.
♦ Make sure the seat belt holding the child safety seat is fastened around the child car seat correctly and is pulled tight.
Crossing the Street—Pedestrian Safety

How to teach your child to cross safely

The street is a dangerous place for young children. They are used to running wherever they want to. And they don’t really understand the harm that can come to them if they run into the street.

It takes time to teach young children how to safely cross the street – many years in fact, before they really understand the danger and become responsible enough to cross on their own.

But you must teach them, for their own safety and for your peace of mind.

The best way to teach your child to cross safely is to do it slowly, step by step. Don’t hurry your child and don’t expect too much of him or her too soon.

And because the street is so dangerous, you need to be very firm about not allowing your child to go into the street.

Keep very young children out of the street.

Very young children – children under 4 years old – should never go into the street at all, unless you are carrying them or holding their hand.

Between the ages of 4 & 6, start teaching them how to cross

Teach in a way that is clear to children. For example:

- Stand on the edge of the street, hold your child’s hand and say, “First we look and listen this way. Any cars coming? Then we look and listen this way. Any cars coming?”

- If a car is coming, say, “Car coming. We have to wait.” Then start the look-and-listen process all over again.

Insist on crossing the street with your child while holding his or her hand

Don’t let your child cross the street alone, even if you are watching. It is hard for children to understand when it is okay to cross alone and when it is not okay. Set a simple rule – “You never go into the street alone.”
Teach your child not to chase a ball into the street

Even a child who seems to be learning how to cross the street is likely to forget and chase a ball or follow a friend into the street.

If a ball rolls into the street, let it go. Tell your child to stay on the side of the road while you walk – not run – to get it. Look and listen both ways before going into the street to get the ball.

When your child is ready to cross alone, practice together

Between the ages of 6 and 8, your child may be ready to cross the street alone if you have trained him or her. Practice together.

♦ Stand at the side of the street. This time, don’t hold your child’s hand
♦ Let your child go through the crossing routine, looking and listening up and down the street.
♦ Watch your child walk across the street. Be sure he or she doesn’t run.
♦ For a long time, the rule should be that your child can only cross when you are watching.
♦ Practice many times before allowing your child to cross without you being around to watch.

Breaking the rules

If your child breaks a rule, stop him or her, say what was wrong about what he or she did, and practice the right way.

You might even bring your child into the house for awhile and say, “You can’t play outside unless you obey the rules.”

Always follow the rules yourself when your child is watching

When you cross the street and your child is with you, look both ways and even say out loud, “No cars coming this way, No cars coming that way.” If you don’t, your child will not understand why it’s okay for you not to look and listen before crossing.
Thank you for being involved in the education of a child.

NEMCSA HEAD START
A Tuition Free Preschool Program for 3-5 year olds

Great Start Readiness Program (GSRP)
A State Funded Preschool Program for 4 year olds

**These materials were developed under a grant awarded by the Office of Head Start and Michigan Department of Education.**