

Michigan Child Care Matters

MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
Bureau of Family Services
Division of Training & Consultation



MONTH OF THE YOUNG CHILD

Issue 63, Spring 2003

From the Director

Professionalism is the underlying theme of this issue of Michigan Child Care Matters. It is your professionalism as a child caregiver that sets you apart from the baby-sitter that occasionally watches someone's child. It takes hard work and dedication to consistently provide quality child care. But there is more to being a professional than just working hard at your job.

You took the first step towards professionalism when you became licensed to provide child care. As part of the licensing process you became familiar with the rules that regulated family and group day care homes or child care centers. A licensing consultant came into your home or center and, using a set of observable standards, evaluated your program. The very fact that you continue to be licensed attests to the fact that you have been able to maintain compliance with these standards, the administrative rules.

The next step is a little bit harder. Continuing education is essential for professionals. The field of early childhood offers numerous opportunities to develop your skills and enhance your knowledge of children. There are frequent conferences, workshops and training sessions at the local, regional and statewide level. The hard part is getting there. Working with children is rewarding, but tiring! But the payoffs you receive when you attend a training session are well worth the effort. Not only do you get the specific workshop knowledge, you have the opportunity to interact with other child caregivers. Developing these informal support networks can be invaluable to your growth as a professional.

Accreditation is an avenue available for caregivers who choose to meet standards higher than those required by licensing regulations. The process of accreditation, and the benefits for providers who have become accredited are discussed in several articles

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in this issue.

Advocacy for children is another way caregivers can enhance their professionalism. Promoting the best interests of children and families entails more than just providing child care on a day to day basis. Advocacy is the process of sharing your knowledge about young children with the whole community.

April is the Month of the Young Child. This is a perfect opportunity to demonstrate to everyone in your community that you are more than a child care



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APRIL is Month of the Young Child®

Special Events and Focus Weeks

Celebrate Children

Michigan's communities celebrate every April as the Month of the Young Child® (MOYC®). MOYC focuses our attention on early childhood issues and highlights the needs of young children.

2003 MOYC Focus Weeks

- April 1-5 Celebrating Community Partnerships
- April 6-12 Promoting Healthy Children and Families
- April 13-19 Recognizing Early Childhood Professionals
- April 20-30 Advocating on Behalf of Children and Families

Help celebrate the Month of the Young Child!

For information and to order MOYC merchandise contact:
(517) 336-9700 or (800) 336-6424
MOYC@MiAEYC.com
<http://www.miaeyc.com>

Purple Ribbon Campaign

Displaying a purple ribbon shows you care about young children and are aware of their needs. Place a purple ribbon on your lapel, on your car, or in your window; place one on your briefcase, handbag or door. Ask your child to wear a purple ribbon too!

Doll Campaign

Write a "true story" about a child you know and attach it to a paper doll. Display the doll or send it to a legislator or community leader. Call MiAEYC for instructions.

Various days in April

Child Care Job Shadow Day

A job shadow day allows community leaders to "work" in child care centers or with home providers. This allows them to see the complexities and the skills involved in the child care profession.

April 13-19, 2003

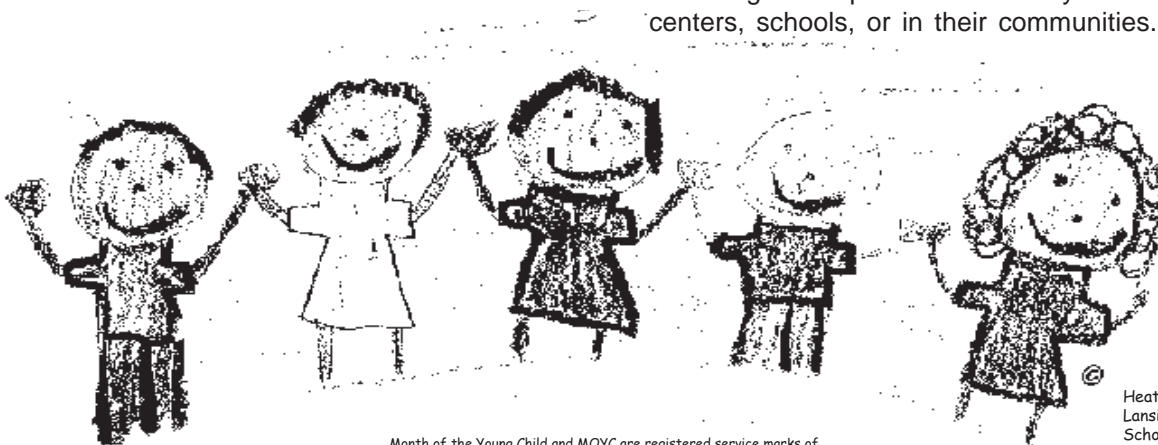
Early Childhood Professionals Recognition Week

Make a point to participate in this special week, which recognizes and thanks the many dedicated people who educate and care for young children.

Various days in April

Kite Day

All who work with and care about young children are encouraged to sponsor a Kite Day at their homes, centers, schools, or in their communities. Contact




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Heather Wilson
Lansing Public Schools

APRIL

Month of the Young Child®

April is the Month of the Young Child; each week has a special focus. This calendar will help you to celebrate each day with a different activity.

Wear a purple ribbon all month to show your support for young children.		1		Donate food, toys, or clothing to a local shelter.	2		Join a parenting group or a parent organization.	3		Think of community leader who supports children and families.	4		Schedule a parent/teacher conference.	5		Make a donation to Head Start or to a similar program in your area.
6	Get ID cards for yourself and for your children.	7	Make hand washing a priority.	8	Schedule a physical for yourself to assure your well-being.	9	Learn how to properly install your child's car seat.	10	Make sure your child's immunizations are up-to-date.	11	Check your smoke detectors; hold a home fire drill.	12	Buckle up! Keep your child safe, and keep yourself safe for your child.			
13	Sign up for classes in first aid and CPR.	14	Read a book to your child.	15	Surprise your child's caregiver or teacher with a flower.	16	Volunteer in an early childhood program.	17	Donate a book to your school or library in honor of a caregiver, teacher, or child.	18	Look for quality in child care options before making a selection.	19	Send a thank-you note to your child's caregiver or teacher.			
20	Take a walk with your child.	21	Invite another family to dinner.	22	Take a family photograph.	23	Play a game of your child's choice.	24	Have your child help sort recyclables.	25	Send a thank-you note to your parents.	26	Give your child a hug.			
27	Plant flowers with your child.	28	Volunteer at a soup kitchen or charitable event.	29	Register to vote.	30	Make your children's favorite meal with their help.									

Focus Weeks

April 1-5
Celebrating Community Partnerships

April 6-12
Promoting Healthy Children and Families

April 13-19
Recognizing Early Childhood Professionals

April 20-30
Advocating on Behalf of Children and Families

2003 S M T W T F S

Accreditation: A Big Word, for an Even Bigger Challenge

Jodie Beatty, Owner and Director
Creative Kids Learning Center, Brighton, Michigan

As a graduate of Michigan State University's Early Childhood Program, accreditation was never an "if" but always a "when." I was educated by the best, trained at the Early Childhood Development (ECD) Lab, and never knew anything but accreditation. As a student I studied the developmentally appropriate practices of the National Academy of Early Childhood Programs, and as an educator I strive to continue the criteria. In the end, this is why I own and operate a nationally accredited day care facility, to make a difference, and I have. More importantly, you can too.

The purpose of the National Academy of Early Childhood Programs is to improve the quality of care and education provided for young children in group care across the United States. You must realize that accreditation is a long-term investment as well as a lifestyle change. For continued accreditation you must maintain the changes you make. Accreditation is an ongoing learning process that takes time and effort to accomplish. Here is what I call "10 Steps to Accreditation."

- 1) Orientation
 - Review guide and instructions
 - Meet with staff and go over project instructions
- 2) Self Study/Program Improvement
 - Staff observe their own classroom
 - Director observes classrooms
 - Staff and Director meet to discuss results and plan for improvements
- 3) Evaluate Program
 - Director uses "Administrator Report" (provided by the Academy) to evaluate program
 - Staff evaluate program using "Staff Questionnaire" (provided by Academy)
 - One staff member and one parent will evaluate cri-

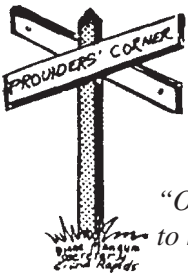


teria related to "Parent Questionnaire" (provided by the Academy)

- 4) Improvement Program
 - Make improvements
- 5) Record Ratings
 - Director will meet with individual staff and agree on results of the "Classroom Observations" (provided by the Academy) to report to the Academy
 - Tabulate results of all "Classroom Observations" and compute average rating
- 6) Staff Questionnaire
 - Director will distribute "Staff Questionnaire"
 - Staff will complete the questionnaire
 - Director will summarize the results on the "Summary Sheets" (provided by the Academy)
- 7) Parent Questionnaire
 - Director will distribute "Staff Questionnaire."
 - Parents will complete and return the questionnaire (try taking \$5 off tuition for a returned survey)
 - Director will summarize the results on the "Summary Sheets"
- 8) Compile Program Description
 - Director uses "Administrator Report, Center Profile and Summary Sheets of..."
 - "Classroom Observations"
 - "Staff Questionnaire"
 - "Parent Questionnaire"
- 9) Mail Material to the "Academy"
- 10) Validators Will Set Up a Visit

The short-term costs may be great but there are programs that can help offset some of them. The Michigan 4Cs offer a wonderful opportunity to apply for an accreditation scholarship that will cover the costs of the application. Keep in mind that a nationally accredited center may also charge more

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What the Accreditation Process Has Meant to Us

Debbie and Scott Dusseau
Best Friends Daycare
Tecumseh, Michigan

"Of all knowledge, the wise and good seek most to know themselves."

William Shakespeare

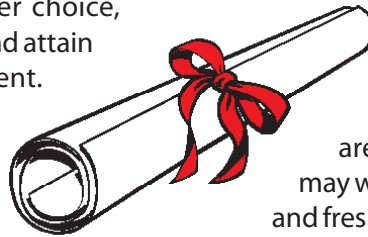
Do we ever really know ourselves? Do we keep excelling and perfecting? Many of us stop short and settle for much less than that of which we are capable. Each of us, regardless of career choice, should strive each day to make progress and attain self-fulfillment with each passing moment. Within the child care profession we have the opportunity to shape the future. We have the ability to offer life-learning opportunities to children that will enable them to "know themselves, the wise and the good."

Thirteen years ago I was a mother of two who decided to quit her job, stay home with my children and "baby-sit" to make ends meet. I would "go back to work" after my youngest entered kindergarten. Sound familiar? Many providers start out this way, many may not stay in day care, but many do. Those who continue this sometimes "unappreciated, tiring, taken-for-granted" work often reap many benefits. Children fill our hearts with so much love and fulfillment that we often forget that this is a "job" which should be acknowledged with the utmost respect and admiration. Opening first as a home childcare, we quickly fell in love with the children. You can't put a price tag on smiles, giggles and hugs.

We are currently in our seventh year of a preschool program. My husband, now my partner, supported me in these endeavors. We have been very blessed to have respectful and supportive families, along with the network of providers through the Lenawee County Child Care Association. It is through this association that we have challenged ourselves to become the best providers for our families. It is also through this association that we entertained the idea of becoming accredited.

As members of the UAW-Ford/Visteon Community Child Care National Network and Child Care Network/Washtenaw Regional 4C, the National Association for Family Child Care (NAFCC) Accreditation kit was purchased for us. Other providers interested in obtaining these kits may purchase them directly or

apply for grants to help with the costs. The process of becoming accredited is just a few steps up from preparing for your state license. You will receive a self-study booklet that takes you through various standards of the program. This booklet reflects on your parent relationships, your environment, the activities you provide to the children, learning goals, safety and health concerns, and your professional and business practices. In going through the book you realize that there are areas to improve on or issues that you may want to rethink or try something new and fresh. After you complete the self-study



book, which could take from six months to a year, you are ready for your home visit by the NAFCC. They offer grant incentives to purchase equipment and supplies. We used the grant to purchase play equipment, a new computer, and a changing table.

We feel that parents will choose childcare based on many variables, such as location, costs, program activities, and the connection between the provider, child and/or parents. Going through the process of becoming accredited will NOT guarantee that your program will always be full. However, the accreditation process will reflect your professionalism and desire to excel in the care you offer to families. Accreditation encourages higher standards to meet a national level of professional care.

In closing, we would like to tell you, the providers, the first and foremost reason that we decided to complete this process. Oh yes, the grant incentives were nice. They enhanced our day care and received many oohs and aahs. Boy, does new equipment brighten up your business! Then there is the networking with the many professionals that want you to succeed. They will aid you step by step. Don't forget the professional recognition that your business will attain. It takes hard work and dedication to raise your standards. Rumor has it that we may reap the benefits financially when becoming accredited due to the standards set forth in this program. These are all well and good, but the question we asked ourselves before starting this process was, "Will this benefit the children and families we serve?" The answer was simply, "Yes, yes it will." You will only gain

News From FIA

T.E.A.C.H. Early Childhood® MICHIGAN Scholarships

Education + Compensation = Opportunity



T.E.A.C.H. Early Childhood®
MICHIGAN

Are you interested in increasing your education and compensation?



T.E.A.C.H. Early Childhood® MICHIGAN provides scholarship money for tuition and books, travel, and release time for providers who are currently working in the early childhood field.

Associate Degree Scholarships

For providers who work in a center, group home or family home who want to get an Associate Degree in Early Childhood Education at a participating community college/university. This scholarship also helps pay for CDA training at the same locations.

CDA Assessment Scholarship

For providers who work in a center, group home or family home and have completed the requirements for a CDA. This scholarship helps with the assessment fee charged by the Council for Professional Recognition.

Part-time Associate Degree Scholarship

For providers who work in a center or group home 20-29 hours per week who want to earn an Associate Degree in Early Childhood Education at a participating community college/university.

Building Foundations Scholarship

For providers who work in a center, group home or family home who want to take an approved 3-4 credit course at a participating community college/university.

Michigan 4C Association



For more information on how you can qualify for a scholarship, call or write:

T.E.A.C.H.

Michigan 4C Association

839 Centennial Way

Lansing, MI 48917

1-866-MI TEACH

Website: www.mi4c.org Email: teach@mi4c.org



Why collaboration?

Maggie Sprattmoran, Leelanau Children's Center
Leland, Michigan

Collaboration provides tons of opportunities for all involved parties, but is it worth the time?

YES!!! Let me tell you about our experience. We are a small, full-day, early childhood program in rural Northern Michigan. At this point, the Center is well connected within the human services agencies in our county. But, how did it happen?

Early in our experience, we realized that if we were to meet our mission of integrating young children with special needs, we would have to build relationships with the special education folks – the administrators as well as the therapists. We simply did not have the expertise to fully serve these children. In an effort to succeed on this mission, we joined the local Family Support Team formed by Early On Staff. This network of early childhood providers meets monthly.

The Family Support Team experience put us in contact with other service agencies that served our same population. Eventually we found that our relationships with these agencies allowed us to get support when we or our families needed it. Our community involvement has grown. We sit on committees within our public school district, with our Strong Families/Safe Children Multi-purpose Collaboratives, as well as our local Family Support Team.

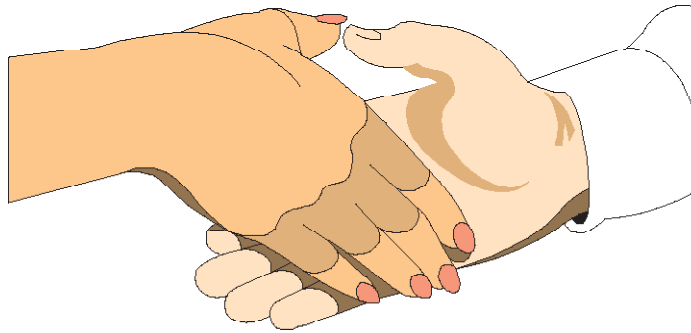
The specific benefits we reap from these collaborative endeavors include:

- ◆ Strong relationships with area agencies and professionals. We know whom to call about what, and in turn, human service providers call us with questions about child development and family issues.
- ◆ Interesting collaborative projects. We operate a home visiting and parent education program that is a subcontract of a larger project. We were identified as the obvious partner for this

project by our local public school – so those relationships pay off!

- ◆ Staff specializing in what we do best (early childhood education and parenting support). We can refer parents to professionals who can help them in the other areas of their life.
- ◆ We are cost efficient! We don't try to do what someone else can do better, and we often are paid to do what someone else thinks we do better.
 - ◆ Public school program improvement. Increased attention is paid at the school level to developmental programming and parent involvement.
 - ◆ More comprehensive programs. We are included in grants that other agencies write and have no trouble obtaining support for grants that we write.
- ◆ Better services for parents. Helping families find help (if it exists) is easy for our staff, and more efficient for families. We can usually help families handle problems before they escalate.
- ◆ Increased interagency trust. When we ask for help from other agencies, we usually get it because they know that we are trustworthy and professional.
- ◆ Early childhood education is a key component of both education and human services in our county.
- ◆ Better funding for early childhood education in our county.

Weigh the benefits (see above) against the cons (the cost of a few meetings) of collaborative efforts.



Advocating On Behalf Of Children and Families

MCCM Editorial Committee

The “Month of the Young Child” celebration designates the theme for the fourth week of April as “Advocating on Behalf of Children and Families”. This theme is very important and appropriate for those that care about children and their families in Michigan. Programs and services for children and families are often the first to be considered for reduction and elimination when budgets become tight. Learning how to effectively advocate on behalf of children and families is very important to child-care providers who desire to continue to serve the children in their care.

When one hears about “advocating,” it is very likely that what is immediately thought about is advocating in the political arena. An advocate can advocate in many different areas of life. An advocate on behalf of children can use advocacy skills in the following arenas:

- ◆ In the political/legislative process; local, state and federal levels.
- ◆ In the education area to get special services and assessments for children.
- ◆ In the health care area to get prevention services and health care for children.
- ◆ In the public and private agency area to get needed services for children and their families.

Children cannot speak for themselves and depend on caring individuals to advocate on their behalf. Advocacy can be anything from writing a letter to organizing a large group to change a policy or law. Make a commitment during the “Month of the Young Child” to speak up for children and their families and try the techniques listed below to become more

effective.

1. Write to your state or national legislator. One way legislators know what their constituents want is from reading correspondence on particular issues. If you are part of a group, have every one in the group write to a legislator.

2. Know the names of the legislative participants on committees that are involved with your issue. Contact all of the committee members instead of limiting your contacts to your own legislator.

3. Write to the head of the state department that is responsible for the management of the program that you want to impact.

4. Be well informed about issues before you go to a legislator or agency director. If you do not know the facts about your issue, you lose credibility.

5. Propose solutions rather than just raising concerns or complaining. Be able to describe the benefits of your solution compared to the current practices. Know what the fiscal implications of your solution are and be able to discuss them.

6. Become educated about candidates before you vote. Read the literature that is put out by the League of Women, the local newspaper, etc. Go to the forums that candidates put on and ask specific questions related to your issue. Be sure to vote!

7. Join local collaborative groups that are concerned about issues relating to children and families.

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Child Care Providers' Network Strives for Quality Child Care

Katrina Stewart, Owner
God's Love Home Child Care, Inc.

Child Care Providers' Network (CCPN) has been in operation in the Metro Detroit area for two and a half years. Several child care providers (home and center based) decided to meet once a month to support each other by networking together and problem solving.

Members volunteer their time, creative knowledge, and early childhood education to help the others achieve licensing requirements, curriculum standards or personal/business goals.

The goals of the organization are to help providers in the metropolitan area gather information and/or enhance their childcare facilities to better serve their community. They are better able to serve their community by providing quality child care, furthering their education, applying for grants, improving professionalism among providers, and being a voice in their community for the children.

CCPN's membership is currently comprised of 14 providers who are either home or center-based. Some providers offer nontraditional or 24-hour care, with more than 200 families benefiting from this one organization.

Membership requirements include:

- ◆ Licensure or registration with the state of Michigan.
- ◆ Payment of a \$75.00 annual membership fee. (Membership fees are used to assist members with education and conference costs.)
- ◆ Making your home available for a safety inspection by CCPN members.
- ◆ A willingness to accept constructive criticism.
- ◆ Attendance at a minimum of 6 of the 12 monthly meetings.
- ◆ A desire for further education and implementation of that knowledge in the facility.

The meetings are held at CCPN members' homes. Anyone can attend one free meeting. CCPN is also willing to provide mentoring services to any licensed or registered provider without them becoming a member.

All current members are working towards a CDA



and/or an Associate's, Bachelor's, or Master's Degree in Child Development. Members are strongly encouraged to obtain formal education. Members are also encouraged to apply for national accreditation.

Benefits of being a CCPN member include:

- ◆ Allowing child care providers the opportunity to share problem-solving ideas.
- ◆ Having a child care provider as a mentor.
- ◆ Sharing updated information that may affect member's businesses and the families they serve.
- ◆ Updating providers on local, state, and federal changes that are occurring.

As a network, members bring information to the monthly meetings that newly licensed providers might not otherwise receive. Newly licensed providers need hands-on training such as early childhood education, training in basic steps of professionalism, and plenty of patience to deal with day-to-day issues of childcare. New providers benefit greatly by visiting a licensed/registered facility and spending time observing as well as working with the children in care.

Working with children is rewarding but it can also be very demanding. Providers serve as social workers and child advocates, as well as caregivers to the children and families.

Once providers receive a license to care for children, they must remember one thing: They are child care professionals! To find out more about CCPN,

Facts About Children and Exercise

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Greystone.net Atlanta, GA

Exercise is an important part of keeping children healthy. Encouraging healthy lifestyles in children and adolescents is important for when they grow older. Lifestyles that are learned in childhood are more likely to stay with the child into adulthood. Changes in lifestyle are harder to make the older the person becomes. The best way to promote healthy lifestyles is for the whole family to become involved.

According to a study conducted by the National Children and Youth Fitness Study:

- ◆ At least half of youth do not engage in physical activity that promotes long-term health.
- ◆ Less than 36 percent of elementary and secondary schools offer daily physical education classes.
- ◆ Most classes were unlikely to foster lifelong physical activity.

Establishing an exercise plan:

A daily exercise program can provide a way to share an activity with family and friends, while helping establish good heart-healthy habits. The following exercise guidelines for children and adolescents can help you and your child plan activities:

- ◆ Children older than six and adolescents should be involved in light to moderate activities at least four to six times a week for approximately 30 minutes each time.
- ◆ Children and adolescents older than six should also be involved in more strenuous exercise that causes an increase in heart rate and an increase in their breathing at least three times a week for approximately 20 minutes at a time.

Even low-to-moderate intensity activities for as little as 30 minutes a day can be beneficial. These activities may include pleasure walking, climbing stairs, dancing, or home exercise.

However, more vigorous aerobic activities, done three or four times a week for 30 to 60 minutes, are best for improving the fitness of the heart and lungs. Regular, aerobic physical activity increases a child's capacity for exercise and plays a role in prevention of heart diseases. Aerobic activities are continuous activities that cause the heart rate to increase and

cause the breathing rate to increase. Aerobic exercise may also help to lower blood pressure. These activities may include the following:

- Brisk walking
- Running
- Swimming
- Cycling
- Roller-skating
- Jumping rope
- Playing on the playground
- Dancing
- Gymnastics
- Hiking
- Soccer
- Tag games



Exercise on a regular basis is part of a healthy lifestyle. However, some children can exercise too much. If your child begins losing weight and falls below his/her normal growth patterns, or if exercise interferes with other normal activities and school, consult your child's physician.

For children and adolescents, daily exercise may help prevent conditions such as obesity, high blood pressure, poor cholesterol levels, and poor lifestyle habits that may lead to heart conditions later in life.

Benefits from regular exercise or physical activity

The following are just some of the benefits that regular exercise or physical activity provide:

- improved blood circulation
- weight control
- improved blood cholesterol levels
- prevents/manages high blood pressure
- prevents bone loss
- boosts energy level
- tension release
- improved sleep
- improved self-image
- stress management
- counters anxiety and depression
- increased enthusiasm and optimism
- increased muscle strength

Physical Activity Guidelines for Infants and Toddlers

Confining babies and young children to strollers, play pens, or car and infant seats for hours at a

time may delay development such as rolling over, crawling, walking, and even cognitive development. Certainly such restrictions can begin the path to sedentary preferences and childhood obesity, warns the National Association for Sport and Physical Education (NASPE). Infants should be encouraged to be physically active from the beginning of life. That is among the recommendations of the first physical activity guidelines specifically designed to meet the developmental needs of infants, toddlers and preschoolers.



from an interaction between hereditary potential and movement experience. These behaviors are also clearly influenced by the environment. For instance, a child who does not have access to stairs may be delayed in stair climbing and a child who is discouraged from bouncing and chasing balls may lag in hand-eye coordination.

Guideline 1 — Toddlers should accumulate at least 30 minutes daily of structured physical activity; preschoolers at least 60 minutes.

Guideline 2 — Toddlers and preschoolers should engage in at least 60 minutes and up to several hours per day of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.

Guideline 3 — Toddlers should develop movement skills that are building blocks for more complex movement tasks; preschoolers should develop competence in movement skills that are building blocks for more complex movement tasks.

Guideline 4 — Toddlers and preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.

Guideline 5 — Individuals responsible for the well being of toddlers and preschoolers should be aware of the importance of physical activity and facilitate the child's movement skills.

During the preschool years, children should be encouraged to practice movement skills in a variety of activities and settings. Instruction and positive reinforcement is critical during this time in order to ensure that children develop most of these skills before entering school.

Copies of the full document are available by calling 1-800-321-0789. The cost is \$10 for NASPE/AAHPERD members, and \$13 for non-members. Stock number is 304-10254. Information about the National Association for Sport and Physical Education (NASPE) can be found on the Internet at www.aaahperd.org, the web site of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

To receive a free copy of "99 Tips for Family Fitness Fun," send a stamped self-addressed legal size (#10) envelope to: National Association for Sport and Physical Education, 1900 Association Drive, Reston, VA 20191. For bulk purchases, call NASPE Publica-

Guidelines for Infants

There are five guidelines for each age group. They are intended to answer questions relative to the kind of physical activity, the environment and the individuals responsible for facilitating the activity. Part of the infant's day should be spent with a caregiver or parent who provides systematic opportunities for planned physical activity. These experiences should incorporate a variety of baby games such as peek-a-boo and pat a cake, and sessions in which the child is held, rocked, and carried to new environments.

Guideline 1 — Infants should interact with parents and/or caregivers in daily physical activities that are dedicated to promoting the exploration of their environment.

Guideline 2 — Infants should be placed in safe settings that facilitate physical activity and do not restrict movement for prolonged periods of time.

Guideline 3 — Infant's physical activity should promote the development of movement skills.

Guideline 4 — Infants should have an environment that meets or exceeds recommended safety standards for performing large muscle activities.

Guideline 5 — Individuals responsible for the well being of infants should be aware of the importance of physical activity and facilitate the child's movement skills.

Guidelines for Toddlers and Preschoolers

For toddlers, basic movement skills such as running, jumping, throwing, and kicking do not just appear because a child grows older, but emerge



TV-Turnoff Week 2003 will take place April 21-27, 2003

Please join the celebration!

April 21-27, 2003, millions of children and adults around the world will turn off their televisions and discover that life without TV may just be more rewarding, fun, and relaxing.

Why Turn off the TV?

Television cuts into family time, harms our children's ability to read and succeed in school, and contributes to unhealthy lifestyles and obesity. Here are just a few of the facts:

- ◆ On average, children in the U.S. will spend more time in front of the television (1,023 hours) than in school this year (900 hours).
- ◆ Forty percent of Americans frequently or always watch television during dinner.
- ◆ As former U.S. Surgeon General Dr. David Satcher said at the Kick Off of TV-Turnoff Week 2001, "We are raising the most overweight generation of youngsters in American history... This week is about saving lives."

Who Participates?

Anyone and everyone. Millions of people all over the world have participated in TV-Turnoff Week since it began in 1995. Children and adults, rich and poor – people from every background and all walks of life – take part through schools, churches, or community groups, as families or individuals.

What's So Great about TV-Turnoff

Week?

Turning off the television gives us a chance:

- ◆ To think, read, create, and do
- ◆ To connect with our families and engage in our communities
- ◆ To turn off TV and turn on life

Benjamin Loxley, a second-grader, sums it up well, "I had a great time, and my only question is, if this is so great, why don't we turn off the TV for the other 51 weeks of the year?"

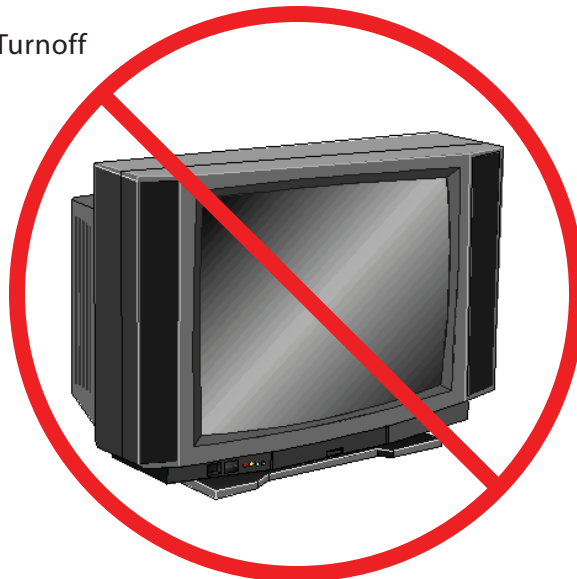
TV-Turnoff Week Works!

According to hundreds of responses to TV-Turnoff Week follow-up surveys, 90 percent of responding participants reduced their TV-viewing as a result of participating.

Sound like fun? It is! Join thousands of parents, teachers, pediatricians and other families by celebrating TV-Turnoff Week 2003 this April 21-27.

"I really didn't like TV-Turnoff Week except that I did notice that my grades went up and I was in a good mood all week." – Second-grader Drew Henderson, Donora, PA

Reprinted courtesy of TV-Turnoff Network,
www.tvturnoff.org



Consumer Product Safety Commission Infant/Child Product Recalls (not including toys)

- Hufco-Delaware Company and Evenflo Company Inc. Recall of Portable Wood Cribs
- Kolcraft LiteSport Stroller Recall
- Safety 1st Recall of Cabinet and Drawer Spring Latches
- Fisher-Price Recall of Portable Bassinets
- Infant Seat Pad Recall
- Hand Trucks and Baby Walker Recall
- Peg Perego USA Recall of High Chairs
- Century Recall of Multi-Use Strollers
- Swings on Backyard Gym Sets Recalled by Hedstrom
- Activity Rockers Recalled by COMBI International
- Changing Tables Recalled by Child Craft Industries
- Evenflo Joyride Infant Car Seat/Carrier Recall

This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to parents of children in care, or to provide them with the web address so they may receive their own copy. Issue 43 and beyond are available on the internet. This document is in the public domain and we encourage reprinting.

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Resources: Professionalism

Physical Activities for Children

Altman, R., Jump, Wiggle, Twirl, and Giggle, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Aronson, S., Healthy Young Children: A Manual for Programs, 4th edition, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Ellison, S., & Gray, J., 365 Afterschool Activities: TV-Free Fun Anytime for Kids Ages 7-12, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Levin, D., Remote Control Childhood? Combating the Hazards of Media Culture, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Oser, A., Star Power for Preschoolers: Learning Life Skills through Physical Play, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Rivkin, M., Great Outdoors: Restoring Children's Right to Play Outside, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Sanders, S., Active for Life: Developmentally Appropriate Movement Programs for Young Children, NAEYC resource catalog, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Smith, C., & Hendricks, C., & Bennett, B., Growing, Growing, Strong: A Whole Health Curriculum for Young Children, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Theemes, T., Let's Go Outside: Designing the Early Childhood Playground, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Thompson, M., Jump for Joy! Over 375 Creative Movement Activities for Young Children, Redleaf Press, 2002, 1-800-423-8309, www.redleafpress.org

Advocacy

Hendrick, J., Why Teach?, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Kagan, S., & Bowman, B., Leadership in Early Care and Education, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Robinson, A., & Stark, D., Advocates in Action: Making a Difference for Young Children, 1-800-424-2460 ext. 2001, Fall 2002 or e-mail: resource_sales@naeyc.org

Accreditation

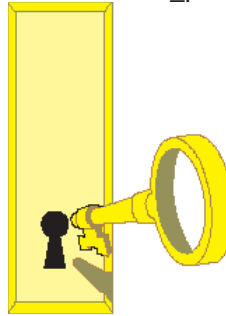
Berkwitt, J, & Flis, D., Accreditation Readiness Survey: Getting Started in Easy, www.naeyc.org/accreditation/readiness

Supporting Quality Programs for Young Children through Early Childhood Accreditation-What Business and Community Leaders Should Know, www.naeyc.org/accreditation/naeyc_accred/info_resources-biz1.htm

Accreditation, from page 2

tuition due to increased benefits to the families; more qualified staff with lower teacher/child ratios (this may lead to less staff turnover), more consistent staff due to better benefit packages and higher staff self esteem and job satisfaction knowing they “can” make a difference. What can I say - the benefits are endless.

I am proud to advertise that I am a nationally accredited center through NAEYC. I came into the day care field to make a difference, as most of us do. It certainly isn't the great pay, the long hours, or the sick winters that keep us here. But I found a different view. A view filled with hope and inspiration that I could run a program where the children are educated, the staff are happy to come to work, and more importantly, the parents respect the program. I would like to end with a quotation from a letter I received from a parent recently (I always get concerned when I see a letter on my desk, sealed, with my name on it). It began with, “Maybe you are not told enough by parents that you run an outstanding center, with excellent staff and programs. You have

**Advocating on Behalf of Children, from page 8**

8. Form your own advocacy group around an issue that is important to a number of people who are willing to work on making change happen.
9. Join organizations that are already advocating for children and families such as:

- ◆ Michigan's Children (www.michiganschildren.org)
- ◆ Michigan AEYC
- ◆ Local 4C groups
 - Children's Defense Fund
 - Abuse Councils
 - Child Care Task Force

10. Be persistent, but patient. Change does not happen over night. If an issue is important to you and your group, you will have to pursue change over a period of time. It may happen in small increments and you have to be willing

**“I am only one, but I am one.
I cannot do everything, but I can do
something. And I will not let
what I cannot do interfere with
what I can do.”**

—Edward Everett Hale

Professional Development Opportunities

May 8, 2003

ACTIVE TIMES - QUIET TIMES: MAKING TRANSITIONS EASIER

Contact: MSU Extension, 517-432-7652 or email

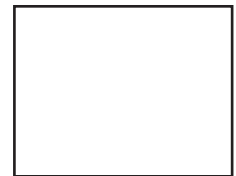
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