

# Arkansas

## Early Childhood Newsletter

November-December 2008



**Immunization Records now Online!**

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International Brochure

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Walking the Years On

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## ► Director's Note

THE ARKANSAS EARLY  
CHILDHOOD NEWSLETTER



The Arkansas Early  
Childhood Commission  
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Tonya Russell, Director  
Debbie Malone, Chairman

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The Arkansas Early Childhood  
Newsletter is an information  
service of the Division of  
Child Care and Early Childhood  
Education, Department of  
Human Services.



As I write this, I have had the opportunity to meet with staff from early care and education programs in Batesville and West Fork in the past several weeks. As always, I am forever grateful and impressed with the professionals who work with young children each day and give up a Saturday or an evening to attend a meeting or training opportunity.

The Division of Child Care and Early Education is striving to provide early care and education professionals with the latest information and updates through the newsletter, the Division's website, [www.arkansas.gov/childcare/](http://www.arkansas.gov/childcare/), conferences and public meetings. We have recently expanded our capability to include WebEx training. Each unit within the Division will be adding this to the communications menu to allow professionals both training and information from the Division within their own center or community.

In the next several months, the Division will begin working on the state plan for the federally funded Child Care and Development Program that provides child care assistance to qualifying families and children. We will be scheduling a series of meetings around the state between January and May 2009. If you are unable to attend a meeting, please feel free to e-mail comments through the website.

Lastly, I encourage all early care and education professionals to review, individually and programmatically, the quality of care that is provided to the children in Arkansas. I am proud our State has made a significant investment to fund the Arkansas Better Chance program which includes nationally recognized quality standards. The State also has a formal Quality Accreditation program that allows participation by any licensed facility.

The growing body of research about high quality early childhood services related to improving outcomes for children's educational and life success, as well as the return on investment, cannot be ignored.

Tonya Russell, Director  
Division of Child Care and  
Early Childhood Education



# Checking Immunization Records Has Never Been Easier!

Did you know that child care providers can now use the computer to check and verify immunizations? The Department of Health maintains records of immunizations of all Arkansas children in the statewide registry called the Immunization Network for Children (INC). Recent changes in Registry rules allow child care providers' access to the Registry to check and verify immunizations of children in their care.

To access the Registry, you must participate in training provided by the Health Department. At that training, you will need to sign an Agreement of Compliance for Access to the Registry. You will then receive a PIN number for your organization, which will allow you to use the Registry to check immunization records on line.

A number of child care programs and centers throughout the state have already been trained on the Registry and have gained access to immunization records of children in their care. Here are some things that child care providers have said about the Registry:

- It will really help us keep up with our records more efficiently.
- It tells us when a child is due for all of the shots and if they need more to be complete.
- The Registry is great! With just one click, we have the answers.

Take advantage of this excellent tool by participating in the training provided by the Health Department! Contact your Licensing Specialist, who will work with the Immunization Program in the Health Department to set up training on the Registry in your part of the state.

## ATTENTION!

Due to the ever increasing cost of mailing and printing, your newest issues of Beginnings, Helps and Hints and School-Age Links can be found online. Just go to:

Beginnings

<http://www.arkansas.gov/childcare/services/printedmats/beginnings.html>

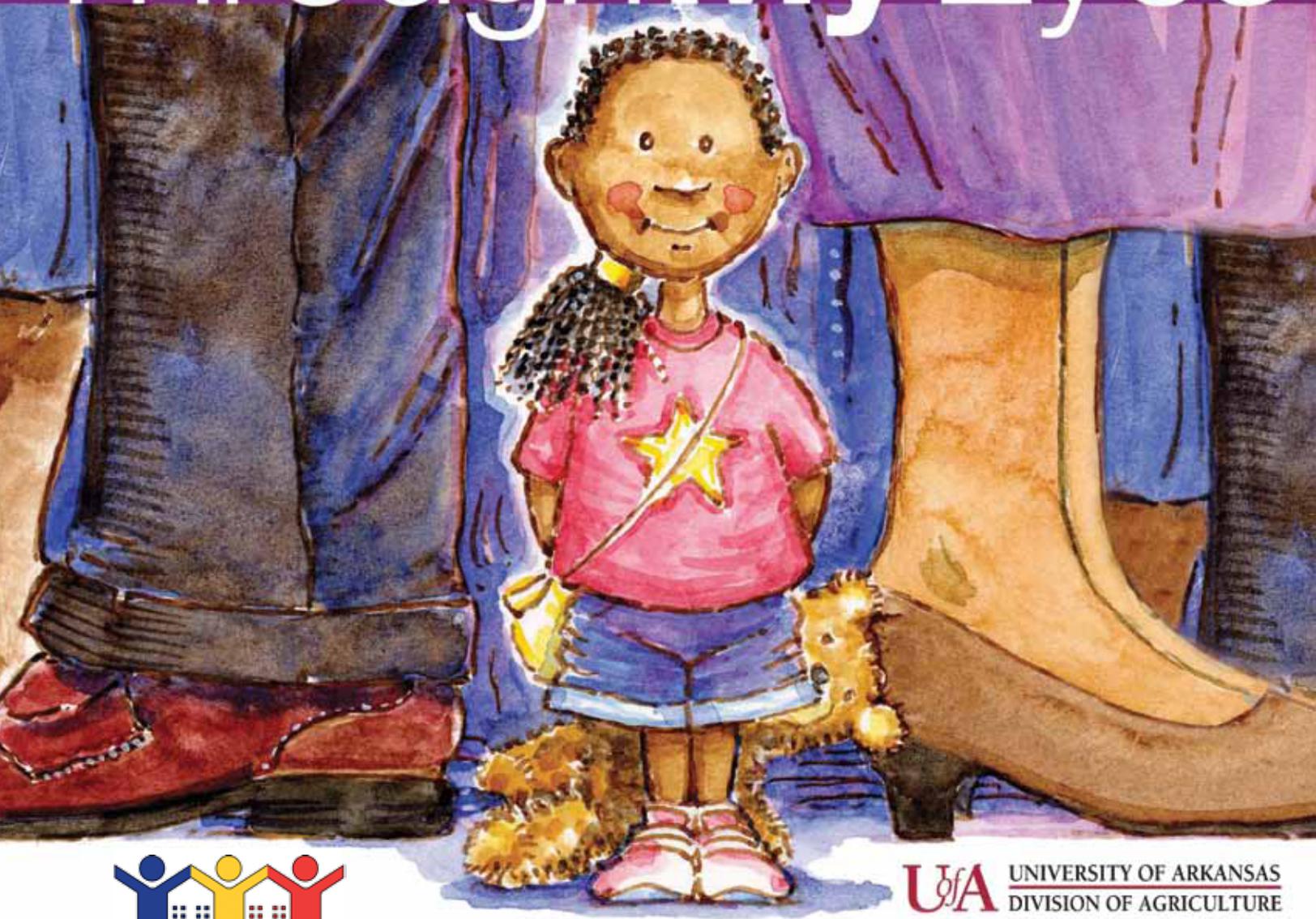
Helps and Hints

<http://www.arkansas.gov/childcare/services/printedmats/helpshints.html>

School-Age Links

<http://www.arkansas.gov/childcare/services/printedmats/schoolagelinks.html>

# See the World Through My Eyes



**U of A** UNIVERSITY OF ARKANSAS  
DIVISION OF AGRICULTURE

Cooperative Extension Service

## See the World Through My Eyes

Submitted by James P. Marshall, Assistant Professor – Family Life, and H. Wallace Goddard, Professor – Family Life from the University of Arkansas Cooperative Extension Service

When we were children, many of us told ourselves that we would never forget what it was like to be a child, especially when we were feeling mistreated or misunderstood by an adult. But then we grew up and we forgot. We get so immersed in the adult world that we forget what it was like being children.

Now we wonder why our children do the things they do. We may find it difficult to relate to a crying baby, a one year-old who gets into everything, a two year-old who constantly says “No,” a three year-old who won’t eat her vegetables, a four year-old who thinks there’s a monster in his closet, or a five year-old who tells lies. And these are only some of the challenges parents of preschoolers face.

Take courage! The University of Arkansas Cooperative Extension Service has created *See the World Through My Eyes* to help parents, teachers, and early childhood professionals remember what it is like to be a preschooler.

### **Here’s what’s in the program:**

*See the World Through My Eyes* introduces parents, teachers, and care providers to 21 common developmental challenges as seen from a child’s point of view. Topics include things like crying, eating, exploring, potty training, etc. Each developmental challenge addressed in the curriculum presents information on: 1. what that issue is like for the child, 2. what the child wants us to know about the issue, and 3. how we can be of help to the child. The curriculum also describes four things we can do to help children grow up to be good people.

### **Here’s how you get the program:**

*See the World Through My Eyes* and many other parenting and family life resources are available free of charge to Arkansans. These resources can be accessed by visiting your local county Extension agent who can be found by going to [www.uaex.edu](http://www.uaex.edu) and clicking on **County Offices**. You can also visit our website at [www.arfamilies.org](http://www.arfamilies.org) and click on **Family Life**.

### **Here’s how the program can help you:**

*See the World Through My Eyes* can help you understand better and work more effectively with the children you serve. Also, if you are an early childhood professional, you can get up to eight hours of verified training by studying the program and answering questions about what you learned. You may find it helpful that you can study the materials at your convenience! For more information about getting verified training, check with your local county Extension agent.

Whether you use the program yourself or share it with others, it can help us understand and help children. We can all do a better job with children when we see through their eyes.

***Brought to you by:***



# CDA Approved Institutions

The following is a list of Arkansas institutions of higher learning that have been approved by the Division of Child Care and Early Childhood Education to receive Child Development Associate (CDA) Scholarship funding through June 30, 2009.

**Arkansas Northeastern College**  
Lisa Staggs, Coordinator  
Phone: (870) 763-1486

**Arkansas State University**  
Childhood Services  
Virginia DeMaine, Coordinator  
Phone: (870) 972-3055

**ASU-Heber Springs**  
Karen Cooper  
Bus: 501-362-1209

**ASU-Searcy/Beebe**  
Teddy Davis  
Bus: 501-882-8273

**AR Tech University-Russellville**  
Dr. Mary Ann Rollans-Dean  
Bus: 479-968-0234

**Black River Technical College-Paragould**  
Vicki Kuykendall, Director  
Phone: (870) 239-0969

**Black River Technical College-Pocahontas**  
Patti Blaxton, Coordinator  
Phone: (870) 248-4180

**Cossatot Community College-UA**  
Robbie McKelvy, Division Chair  
Phone: (870) 584-4471 Ext. 105

**Crowley's Ridge Technical Institute**  
James Laws, Supervisor of Instruction  
Bus: 870-633-5411

**Harding University**  
Sharen Crockett, Professor  
Phone: (501) 279-4676

**Mid-South Community College**  
Lynn Sharp, VP of Learning  
Bus: 870-733-6730

**Mid-South Community College**  
Lori Payne  
Bus: 870-733-6784

**National Park Community College**  
Bob Kissire, CDA Coordinator  
Phone: (501) 760-4320

**Northwest Arkansas Community College**  
Rebecca Evans  
Bus: 479-619-2265

**Ouachita Technical College**  
Dr. Blake Robertson  
Phone: (501) 337-5000 Ext. 1135

**Ozarka College**  
Dr. Michael DeLong  
Phone: 870-368-7371 Ext. 2004

**Phillips Community College of the UAR**  
Edelma Simes  
Phone: (870) 338-6474 Ext. 1311

**Pulaski Technical College**  
Julie Williams, Coordinator  
Phone: (501) 812-2342

**Rich Mountain Community College**  
Dr. Steve Rook  
Bus: 479-394-7622 Ext. 1300

**SAU Technical**  
Lisa Oden, Teacher Ed Coordinator  
Phone: (870) 574-4548

**South Arkansas Community College**  
Mary Pat Cook, Director  
Phone: 870-864-7184

**Southeast Arkansas**  
Linda E. Lewis/Dan Wessell  
Bus: (870) 543-5989

**UAM College of Technology-Crossett**  
Linda Rushing  
Bus : (870) 364-6414

**UAM College of Technology-McGehee**  
Vickey Haycox  
Phone: (870) 222-5360

**University of Arkansas Community College-Batesville**  
Tamara Griffin  
Bus: 870-612-2022

**University of Arkansas-Fort Smith**  
Shelli Henehan  
Phone: (479) 788-7917

**University of Arkansas Community College-Hope**  
Laura Massey, RN  
Phone: (870) 722-8278

**University of Arkansas-Monticello**  
C. Morrell Jones  
Bus: 870-460-1662

**University of Arkansas Community College-Morrilton**  
Phone: (501) 977-2070

**University of Arkansas-Pine Bluff**  
Dr. Makuba Lihono  
Phone: (870) 575-8812

# DECORATE SAFELY

This Holiday Season



-  Holiday lights should be tested by a recognized lab such as UL or ETL.
-  Keep holiday trees away from fireplaces and lighted candles.
-  Purchase fresh, green trees with needles that are hard to pull from branches.
-  Never use electric lights on a metallic tree.
-  Keep candles away from other decorations and wrapping paper.



**U.S. Consumer Product Safety Commission**

CPSC hotline: 800-638-2772  
and 800-638-8270 (TTY)

This alert was produced by CPSC's Neighborhood Safety Network program.

Sign up to receive free NSN safety alerts and posters at

**[www.cpsc.gov](http://www.cpsc.gov)**

- *Can worksheets build a foundation for “real” learning—reading, writing, and math?*  
In the early years, children construct numbers by thinking about them and by manipulating materials, whether they are table blocks or dishes in the dramatic play center. Worksheets only permit children to copy or match numerals or letters, often out of context. Furthermore, it is more meaningful for children to see letters in their natural surroundings, such as in the “EXIT” sign by the door. Introduce sounds by reading and discussing well-illustrated, exciting, thematic alphabet books.
- *Can worksheets provide a good way to assess knowledge?*  
Just because a child circles a set of three items on a worksheet does not mean he or she understands what “three” means. Instead, the child’s concept of numbers can be evaluated during daily activities such as counting out three cookies for a snack or by sorting a button collection according to color or the number of holes. You can photograph their fascinating findings for documentation.
- *Can using paper and pencils provide concrete experiences?*  
Although children may be capable of holding a pencil and moving it across the paper, preschoolers must have access to a wide variety of manipulatives (e.g., beads, Legos, sand, dress-up clothes, musical instruments) in order to develop physically and intellectually. Rather than being concrete, the marks on the worksheets are symbolic representations, which may be confusing for toddlers and 3- to 4-year-olds.

## Conclusion

Often, early childhood educators give children worksheets because they and the parents want to see evidence that the children are learning. However, all young children, including kindergartners, learn best through appropriate hands-on experiences and interactions with others. Playing and talking with friends enhances children’s whole development. Continuous opportunities to think and act creatively are essential if children are to develop their minds to the fullest potential. Children need to be involved with many meaningful problem-solving situations, rather than sitting passively while filling in worksheets.

**Association for Childhood Education International**  
17904 Georgia Ave., Ste. 215  
Olney, Maryland 20832  
800-423-3563

# ACEI SPEAKS

## Worksheets in Preschool: Too Much, Too Soon

Susan A. Miller  
Patricia Cantor

**Association for  
Childhood Education International**

You may remember worksheets as a “tried-and-true” method of learning when you were a child in school. If you went to school before the advent of the photocopier, you might even recall ditto sheets—those funny-smelling worksheets stamped with purple ink. Sometimes the teacher would group a number of worksheets together to form a workbook. If you did well on your worksheets, receiving lots of gold stars and happy faces, you may have good memories about worksheets and, thus, feel comfortable with their use. You may, however, not have liked worksheets or you may have been bored or frustrated by them. Today, many early childhood programs still use worksheets despite prominent education researchers’ recommendations for other, more developmentally appropriate ways for young children to learn. On the other hand, if your child’s program does not use worksheets—a readily available, inexpensive teaching method—you may be wondering why.

## Questions About Worksheets

Let’s explore some common questions parents have about the use of worksheets and their paper-and-pencil activities. These questions represent what parents may believe to be the goals or purposes of effective preschool programs. Given recent research into ways young children learn, however, there are better ways to achieve these objectives.

### • Can worksheets help develop fine motor skills?

Young children’s small finger muscles and hand-eye coordination develop slowly. Children need time playing with paintbrushes at the easel and squeezing play dough before trying to grip a pencil and confine their marks on a small sheet of paper. The young child can be frustrated by not being able to stay within the lines while copying letters, and children may find little meaning in coloring an adult-created illustration.

### • Can worksheets teach self-discipline and how to focus on a task?

It is often difficult for preschoolers to sit and do paper-and-pencil tasks conceived by adults. Young children construct their learning from active participation. They learn best when manipulating concrete materials like wooden blocks and clay, which allow them to use appropriate gross and fine motor skills while focusing on meaningful activities that interest them.

### • Can worksheets enhance creativity?

Some adults believe that young children are learning how to draw when they color in adult-created illustrations on worksheets. Adults praise children for staying in the lines and coloring neatly in one direction. Young children’s immature fine motor skill development, however, may make this goal impossible to achieve. It is true that many children like to



color in pre-drawn pictures. Other children, however, receive the message that their own drawings are not acceptable, and so they may stop trying to draw creatively. It is more beneficial to give young children blank paper and crayons, allowing them to express themselves freely.

### • Can worksheets stimulate interest?

Worksheet activities may be a relaxing, entertaining way for some children to fill in the time. Many children successfully complete worksheets. When they already know the material, however, worksheets become simply low-level, non-productive busy work. Instead, children need to be challenged to develop their skills. As children use hands-on materials, adults should ask open-ended questions such as, “How many things can you do with this box?” Children should be able to explore questions that have more than one right answer, unlike those on most worksheets.

## Welcoming a New Child

In her article, "[A Classroom Community: Where Everybody Knows Your Name](#)," in the September 2008 issue of **Exchange Magazine**, Joni Levine, talks about the many ways of building community in an early childhood classroom. One basic way is how you welcome a new child. Here are her suggestions:

"When a new child joins a classroom community, there is a great opportunity — not only to welcome the new child, but also to strengthen a sense of cohesion among all of the children in the group. Here are some concrete ways to welcome a new member of the community:

- Prepare the class. Share with them some basic information about the new child. What are some of this child's hobbies or interests? Draw attention to commonalities. Perhaps you can tell Shawna that Kyle also has a pet dog!
- Explain the goal of welcoming a new child. Ask the group to brainstorm ways they can help the new child to feel comfortable and welcome. Maybe they would like to make a welcome banner or sign.
- Pair up the new child. Assign a buddy. This child can help the newcomer feel welcome and connected as well as serve as a guide by touring the classroom

and explaining routines. Pick a child you know would be willing and enthusiastic for this task. An outgoing, highly verbal child is a good choice. Additionally, pairing up children who know each other is an effective way to promote collaboration and teamwork.

- Break the ice. Take the time to revisit "getting to know you" games and activities. Have all of the children wear nametags again. Play games that focus on names and identity (e.g., "My name is Tony and I like tangerines")."

## Smoking and Kids

An Australian study reported in the March issue of [Indoor Air](#) found that parents who smoke outside their house are still exposing their children to the harmful effects of passive smoking. The study found that the levels of respirable suspended particles, including nicotine, were significantly higher in houses where smokers lived than in smoke-free homes — even if the parents only smoked outside.



Lead author of the study, Dr Krassi Rumchev of Curtin University of Technology, says the findings indicate that the level of passive smoking by children at home may be underestimated, as those whose parents smoked outside were exposed to levels of environmental tobacco smoke high enough to cause harm. "According to the study, smoking outdoors seems inadequate to protect children," Rumchev says. "[The] results demonstrate clearly that if parents want a smoke-free environment for children, they need to stop smoking."

She adds that children were more likely to have respiratory illnesses including asthma, coughs, and colds than those in tobacco-free households. She says smokers appear to disperse pollutants into the home when returning inside. "When people come inside they're still breathing out smoke and it contaminates the air. It's enough to do harm," Rumchev says. "Nicotine attaches to the hair and body, and pollutants are dispersed into the air off clothes, because small particles can attach to clothes."

## Bare Essentials of Obesity Prevention in Child Care

In his article, "[Michelangelo and the Prevention of Childhood Obesity](#)", in the May 2008 issue

of Exchange, Martin Maimon outlines “bare essentials of obesity prevention in child care”:

- Build in at least one hour of planned physical activity on a daily basis - with structured (15-20 minute sessions) and unstructured activities.
- French fries don't count as a vegetable. Teach kids, and the adults in their lives, about different food groups, and provide fruit and vegetable choices.
- Cultivate a relationship with a health care professional that can be an advisor on health-related issues and content for your program (local pediatrician, family doctor, nurse health consultant, nutritionist, health educator).
- Develop and refine a health policy a health policy that calls attention to the fact that health is critical to successful early learning. Among other important topics, it should highlight your chosen strategy for modeling healthy behaviors (e.g., physical activity and nutrition).
- Portion size - remember as we grow our stomach is roughly the size of our fist. This gives a rough guide of how much food it takes to fill our stomach. Eating too much is not good for our body. Consider family-style meal service where children serve themselves and determine their own portion size.

## Walking the Years On

Walking can add years to your life and life to your years. This is what

Dr. Roy Shephard of the University of Toronto reports in [Work & Family Life](#) (September 2008). According to Shephard, with age, your ability to consume oxygen declines; but vigorous walking for an hour a day, five days a week can boost your ability to consume oxygen by up to 25 percent. And that, he says, is enough to turn back the clock on 12 years of natural decline.

Improving your oxygen consumption means that your heart is pumping better and your muscles are able to receive and use more oxygen — allowing you to perform better and longer. In the article, Dr. Shephard also suggested that aerobic exercise may extend a person's independence in other ways as well, such as fighting off other conditions that also take a toll: obesity, diabetes, heart disease, stroke, osteoporosis, and even some forms of cancer.

-ExchangeEveryDay

## The Child's Right to Play

The American Academy of Pediatrics has published an excellent set of guidelines for pediatricians on the importance of promoting play. The report, "[The Importance of Play in Promoting Healthy Child](#)

[Development and Maintaining Strong Parent-Child Bonds](#)" by Kenneth R. Ginsburg, includes a extremely useful summary for all who care about young children, on the reasons play is becoming a diminishing part of children's lives and why this is harmful to their development. In the Introduction, Ginsburg observes...

“Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child. This birthright is challenged by forces including child labor and exploitation practices, war and neighborhood violence, and the limited resources available to children living in poverty. However, even those children who are fortunate enough to have abundant available resources and who live in relative peace may not be receiving the full benefits of play. Many of these children are being raised in an increasingly hurried and pressured style that may limit the protective benefits they would gain from child-driven play. Because every child deserves the opportunity to develop to their unique potential, child advocates must consider all factors that interfere with optimal development and press for circumstances that allow each child to fully reap the advantages associated with play.”

-All articles courtesy of ExchangeEveryDay

More articles like these can be found at : <http://www.childcareexchange.com/eed/>



# Sample

## October 2008 Early Childhood Physical Activity Calendar

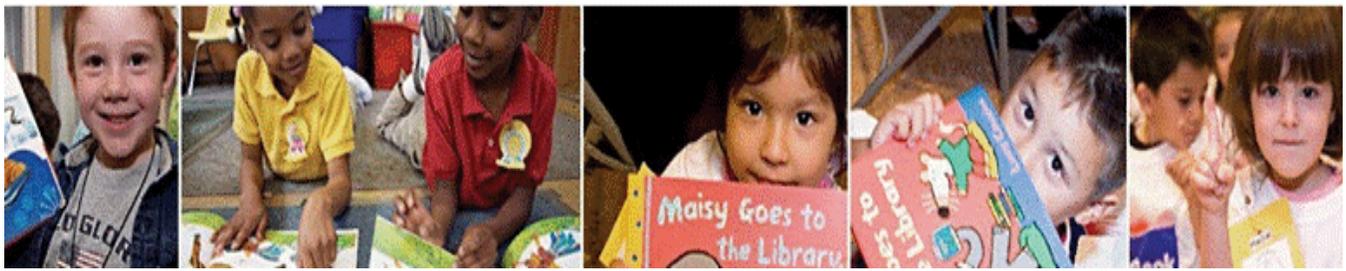


SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Duplicated with permission from the National Association for Sport and Physical Education (NASPE). To assess whether your child is receiving a quality physical education program, visit <a href="http://www.naspeinfo.org/observePE">www.naspeinfo.org/observePE</a> for an observation assessment tool.</p> <p><b>5</b> Pretend to be an airplane. Lie on the floor, push up and down to start your engine, stand up with arms out and fly around. Land as you started.</p> <p><b>12</b> Use the paper balls from yesterday and practice self tossing and catching. Can you clap between catches?</p> <p><b>19</b> Musical Freeze—play music, turning it on and off. When on, you must dance and move, when turned off, you must quickly try to balance and freeze.</p> <p><b>26</b> Run and Touch—have someone say a part of your body and a number—you run and touch that many items using that body part (elbow- 8).</p>	<p><b>6</b> Make a big circle on the floor—move into and out of the circle, and over, around and under it. Can you move with one foot in and one out? Challenge yourself!</p> <p><b>13</b> Turn your favorite music on and play the "Follow the Leader" dance. The first person leads a dance movement and others follow-take turns.</p> <p><b>20</b> Get out the alphabet chart you made on the 8<sup>th</sup>. Make your name and other words with your body. Hold each letter for a count of ten.</p> <p><b>27</b> Galloping fun—find something around your house that can be a horse (broom, hockey stick, etc.). Go for a horse ride- walk, run, then gallop.</p>	 <p><b>7</b> Magical Zoo- take turns naming an animal as your friend/family member has to move like that animal.</p>  <p><b>14</b> Cut out different shapes. Try to put your body into each shape and hold while you count to ten.</p> <p><b>21</b> Using a jump rope, practice making the numbers 1-10. After making each number with the rope, you can jump over the rope that number of times.</p> <p><b>28</b> Go on a parade—take turns leading and pretending to play different instruments. Wave to everyone watching!</p>	<p><b>1</b> Go for a color walk—keep track of the different colors you see around your home or apartment building. Draw a picture when you get home.</p> <p><b>8</b> Write out the alphabet on a sheet of paper. Using this as your guide, create the letters with your body. Save for later.</p> <p><b>15</b> Roll up a pair of socks. Balance the socks on different parts of your body as you move throughout space—over, under and around things.</p>	<p><b>2</b> How many steps? Find a starting spot and choose different places to go. Count how many steps to get to each place. Which is farthest? Which is closest?</p> <p><b>9</b> Clean up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, crab walk the item to a new spot.</p> <p><b>16</b> Take turns acting out different characters from your favorite movies.</p>	<p><b>3</b> Play follow the leader with someone—take turns leading each other on a crazy adventure inside or outside.</p> <p><b>10</b> Place a broom or other long object on the floor and jump over it; move the broom slightly off the floor and jump again. Keep raising the broom for more challenges.</p> <p><b>17</b> Walk around your house or apartment, forwards, backwards, and sideways. Now tip-toe. Can you stay balanced?</p>	<p><b>4</b> Jumping obstacle course—line up pillows across the floor and try to jump from one to another without touching the floor.</p> <p><b>11</b> Put a big box in a room. Make balls by crunching up paper. Throw the balls into the box from different distances and angles. Save the balls for tomorrow!</p> <p><b>18</b> Fold a towel and place on floor. Pretend it's a puddle you are going to leap over. Each time you leap, make it a little bigger.</p>

## NASPE Activity Calendars

The National Association for Sport and Physical Education (NASPE) is pleased to announce that our new early childhood physical activity calendars are now posted for September on [www.naspeinfo.org](http://www.naspeinfo.org) under Teacher Toolbox in both English and Spanish. Please share these with other early childhood professionals, and encourage them to share with their colleagues and parents of students. As you can see we also have physical activity calendars for elementary and secondary age students and their families. Thank you for helping NASPE spread these wonderful resources.

-Paula Kun  
[pkun@aahperd.org](mailto:pkun@aahperd.org)



## EXCITING OPPORTUNITY FOR EARLY CHILDHOOD PROGRAMS TO RECEIVE BRAND NEW BOOKS FROM FIRST BOOK

### FIRST BOOK:

First Book is a nonprofit organization that provides new books to children in need addressing one of the most important factors affecting literacy – access to books. Since 1992, First Book has distributed over 60 million new books to children from low-income families throughout the country.

- First Book distributes only *brand new* books.
- All books are free or drastically reduced in price.
- First Book provides new books to children in need through existing programs that serve children from low-income families such as after-school initiatives, schools, health centers, hospitals, shelters, soup kitchens and more.
- First Book's model enables program administrators to select the most appropriate books for the children they serve.
- First Book offers a wide array of award-winning and age-appropriate books to eligible programs serving children in need.

### THREE WAYS YOU CAN GET BOOKS FROM FIRST BOOK:

- The First Book National Book Bank distributes free books to programs that serve at least 80% children from low-income families.
- First Book Advisory Boards make community level grants enabling local programs that serve at least 80% children from low-income families to receive free books.
- The First Book Marketplace is an online store selling books and educational materials discounted up to 90% off retail prices to programs that serve at least 50% children from low-income families.

### THE NEXT STEP - REGISTER YOUR PROGRAM TODAY:

- Registering ([www.firstbook.org/register](http://www.firstbook.org/register)) will give you access to First Book's programs.
- Online registration is free and only takes a few minutes.
- You will need your center's Employer Identification Number (EIN). This number can be found on the bottom of your paycheck or on file at your center.
- Join a free informational conference call to learn more about First Book on October 16 at 2:00 PM — register by 10/14 at ([www.firstbook.org/conferencecall](http://www.firstbook.org/conferencecall))

**GET BOOKS FOR THE KIDS IN YOUR PROGRAM.  
CONNECT TO FIRST BOOK.  
REGISTER YOUR PROGRAM TODAY.  
[www.firstbook.org/register](http://www.firstbook.org/register)**

Adventures...  
FOR  
**Toddlers**



A curriculum for children from 18 to 36 months

# Newsletter Reader Survey

**We need your comments and suggestions!!!** Please take a few minutes to fill out the following survey to help us customize the newsletter to your needs and/or interests.

*The survey can be faxed to 501-682-4897, mailed to the address listed on the back page, or be completed on our website at <http://www.arkansas.gov/childcare/news.html>*

1. What information in the newsletter do you find most useful to you and/or your program?

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2. What topics/information would you like to see in the newsletter?

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3. What types of articles/information in the newsletter would you like to see more of?

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4. What information/topics are not of use to you and/or your program?

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Please feel free to list any additional comments or suggestions. \_\_\_\_\_

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**Thank you** for taking the time to complete the survey and helping us customize the newsletter to your needs and interests. If you have any questions, please feel free to call us at 501-682-9699.



Department of Human Services  
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