

# Michigan Child Care Matters

Professional Development Issue 101

## From the Division Director

**M**y name is Jerry Hendrick, and I am currently serving as the interim division director for the Bureau of Children and Adult Licensing's (BCAL) Adult Foster Care/Home for the Aged and Child Care Licensing programs. I have been serving in this capacity since late this spring when Jim Sinnamon retired and began a new chapter in his life.

Although I am very new to my current position, I have been employed by BCAL for over 20 years. My state service began when I accepted a position as an Adult Foster Care (AFC) Licensing Consultant in our Grand Rapids office. While working as an AFC licensing consultant, I was afforded the opportunity to work with providers in many areas of our state but was primarily responsible for the regulation of facilities located in Kent, Ottawa and Muskegon counties.

After nearly 17 years of working as a licensing consultant, I accepted the Grand Rapids AFC area manager position. This position included responsibilities for all of the counties located along the western border of the lower peninsula from as far south as Berrien County and as far north as Leelanau County. This was the position I held for three years until accepting the interim division director position this past May.

While all of my prior experiences in licensing have been in our adult programs, I previously worked for both Ionia and Kent County Community Mental Health which served families and children. In addition to these positions, I have also worked for a private agency in Northern Michigan serving children and youth.

Throughout my almost three decades of service to children and adults in the state of Michigan, I have had the opportunity to work alongside many incredibly knowledgeable and dedicated professionals. In addition, I have also had the opportunity to see firsthand the important role our public and private agencies play in ensuring our state's children and vulnerable adults' most basic needs are met. I have found this work to be extremely challenging but also very fulfilling as well.



State of Michigan  
**Department of Human Services**  
Bureau of Children and Adult Licensing  
Child Care Licensing Division  
[www.michigan.gov/michildcare](http://www.michigan.gov/michildcare)  
(866) 685-0006

Continued on page 15

## Table of Contents

- 2 Training-Who Needs It?
- 3 Licensing Can Help!
- 4 Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce
- 6 The Importance of a New Staff Orientation in Child Care Centers
- 8 Staff Evaluations
- 10 Make Sure Those Training Hours Count!
- 12 Free and Low Cost Training Options
- 13 Online Training Opportunities
- 14 A View Through the Looking Glass
- 15 Continuing Education Units
- 16 CPSC Recalls

All articles within Michigan Child Care Matters include one of the symbols below to identify for which type of provider the content is appropriate.



Article is appropriate for **all** child care providers.



Article is appropriate for **center** child care providers.



Article is appropriate for **home** child care providers.

## Training—Who Needs It?

Cynthia Jalynski, Licensing Consultant  
Oakland County



Licensing rules require 10 clock hours of annual training for licensees/registrants for family and group child care homes; assistant caregivers need five hours. At centers, all program directors, site supervisors and caregivers need 16 hours of annual professional development.

Some caregivers say, “I don’t need any training; I’ve been taking care of children for the past 20 years,” or “I already have a degree in child development, why do I need more training?” Most professionals who provide care to children, including doctors and certified teachers, need ongoing education to maintain their license and ensure best practices. The caregiver’s role is equally important for encouraging positive cognitive and emotional development in children.

We know that the first three years of a child’s life are critical for all areas of growth, including brain development. There is increasing evidence to support the benefits of early care and education for children. Training teaches caregivers many ways to help children get off to a good start. Research shows that well-trained child care professionals are most likely to help children succeed.

Child care professionals benefit from ongoing training to keep current on research. For example, new and better ways to protect and promote children’s welfare continue to evolve, such as the Back-to-Sleep campaign introduced in 1994. Research showed that the simple practice of changing an infant’s sleep position significantly reduced the number of infant deaths.

The needs of children change, and so does the knowledge for effectively addressing these needs. For example, the Centers for Disease Control concluded in April 2014 that 1 in 68 children is diagnosed with Autism Spectrum Disorder (ASD) and the numbers continue to grow ([www.cdc.gov/mmwr/pdf/ss/ss6302.pdf](http://www.cdc.gov/mmwr/pdf/ss/ss6302.pdf)). While caregivers should never attempt to diagnose a child, training provides them with a basic understanding of developmental milestones and resources for early detection to share with parents.

Training also provides caregivers strategies for helping children already diagnosed with special needs. Just having some

Continued on page 5

## Licensing Can Help!

Jacqueline Sharkey, Area Manager, Macomb County

Adapted from an article in Issue 48 by Judy Levine, Retired Area Manager



When your licensing consultant is at the door for an on-site inspection, how do you respond? Do you start to panic and feel anxious? Do the following words flash in your mind: It's the child care police? Or, do you feel relaxed and genuinely happy to see your licensing consultant? Do you think: good information, crisis intervention and honest exchange of ideas?

A lot of your reaction depends on how you view the licensing inspection. If you view it as an imposition, as something to endure or as a time to be criticized, then you will experience some negative reactions. If, however, these inspections are seen as an opportunity to receive objective feedback to improve or enhance services to the children and their families, then you will look forward to the inspection. Hopefully, your thoughts are of positive experiences that emphasize the role of the licensing consultant beyond assessing compliance with regulatory requirements.

You may ask, "What can the licensing consultant do for me?" You may not realize the educational and professional experiences of licensing consultants. All of the licensing consultants have a master's degree in Child Development, Early Childhood Education, Social Work or Guidance and Counseling. Many of them have experience teaching children in a variety of settings. Several have directed child care centers. Others worked with children and families in social work situations.

Licensing consultants have training in a wide variety of topics such as:

- Child development.
- Programming.
- Equipment for child care settings.
- Discipline.

- Working with special needs children.
- Identifying and working with children who have been abused or neglected.
- Controlling contagious diseases in child care settings.
- Environmental health and fire safety issues.

Licensing consultants are great resources to answer questions you may have. In addition, they may be available to train you and your staff. The fact that they inspect a variety of child care facilities (family homes, group homes and child care centers) means they see many creative ways of handling situations that they can share with you. Your licensing consultant can also send you helpful follow-up materials.

Sometimes you will hear licensing consultants tell stories about hardships other providers have encountered. They do not tell you these things as gossip but as a benefit to you. They are hoping to save you from experiencing similar unpleasant consequences.

Most licensing functions involve completing original and renewal licensing studies, complaint investigations and interim inspections. However, the role of licensing consultants goes well beyond those tasks. Licensing has many resources and technical assistance materials available on a variety of subjects. These include room arrangement, equipment, discipline techniques, hand washing procedures, school-age programming, outdoor play, nutrition and policies.

Licensing consultants share your goal to have children in quality child care settings. So the next time your licensing consultant comes to your door, take advantage of her/his knowledge base. Licensing is here to help! ❖

# Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce

Robin Zeiter, Professional Development Specialist, Office of Great Start



Take a moment and think about the skills and knowledge you bring to your role as an early childhood educator. Your skills and knowledge allow you to create the best possible environment to support children's learning and development. The Michigan Core Knowledge and Core Competencies (CKCCs) for the Early Care and Education Workforce outline what adults who work with young children need to know, understand and be able to do in order to provide quality early learning experiences.



## Competency Areas:

### 1. Child Development—

includes recognizing milestones and understanding their significance and understanding ranges of normal development and factors that can delay development and learning.

2. **Interactions and Guidance**—focuses on building nurturing and responsive relationships and planning opportunities for children to develop social skills, responsibility and autonomy.

3. **Teaching and Learning**—focuses on creating a safe, playful, inviting, culturally appropriate and well-organized learning environment that promotes physical, social-emotional, cognitive and creative development both inside and outdoors.

4. **Observation, Documentation and Assessment**—focuses on the types and purposes of assessment, including observing children's development and documenting your findings.

5. **Health, Safety and Nutrition**—focuses on providing safe and healthy environments that allow children and adults opportunities to learn and practice healthy behavior related to nutrition, illness and accident prevention and dental and physical hygiene.

6. **Family and Community Engagement**—focuses on the recognition that children come to settings within the context of their families and on understanding and valuing the critical role of positive, collaborative partnerships with families, colleagues and community agencies.

As a child care provider, you may use the CKCCs to:

- Assess your level of knowledge and skill in the competency areas.
- Identify areas where you need to improve.
- Create a professional development plan.
- Track and map your professional growth.

If your role involves hiring and/or supervising staff, you may use the CKCCs to:

- Identify knowledge and skills required for staff positions.
- Interview potential staff.
- Assess staff knowledge and skill to identify strengths and needs and to create a professional development plan.

The CKCCs have a birth to age 5 focus and are divided into eight **competency areas**. They outline what you need to know and understand to be competent in each area. You may be at a **developing, achieving** or **extending** level.

**7. Professionalism**—focuses on understanding the importance of advocating for program quality and services, reflecting on one’s practice and committing to a philosophy of continuous improvement and advocacy.

**8. Management**—focuses on ensuring program quality, complying with standards and rules, sound fiscal management and strong communication and leadership.

The CKCCs are professional standards and have recently been revised to reflect the very latest early care and education standards, such as the Great Start to Quality Standards and the Michigan Department of Education Early Childhood Standards of Quality. The newly revised CKCCs have been presented to the Michigan State Board of Education for endorsement. The CKCCs illustrate what early childhood educators should know and be able to do in their roles with young children and their families to ensure Michigan children will be served by a well-qualified workforce. The CKCC document and a related webinar are on Office of Great Start website at [www.michigan.gov/greatstart](http://www.michigan.gov/greatstart). ❖

---

---

### **Training—Who Needs It?**, from page 2

background about the unique challenges some children face and what these challenges look like day to day helps the caregiver respond to them more positively. For example, children diagnosed with ASD may struggle more with change or have more difficulty moving from one activity to the next. Knowledge of this tendency reduces the likelihood that a caregiver will mistake a child’s difficulty with behavior the child is able to easily control or change.

Training adds life to the child care environment. Repetitive activities may be helpful and enjoyable to young children. However, at some point, singing the same songs and working on the same type of projects week after week and year after year becomes dull and boring

for children and caregivers alike. Learning new ways to enrich the day or different approaches for teaching the basics is important. Attending training sessions also provides the opportunity to meet with other child care providers and to exchange ideas to help keep the child care setting new and exciting.

Professional development prevents caregivers from falling into other kinds of ruts as well. Without ongoing reminders and reinforcement, caregivers may slip into less useful ways of dealing with job stress, such as yelling at children or overusing negative words like “no” or “bad.”

Training gives child care professionals new insight into old challenges. While caregivers were once more likely to view a child’s maladaptive behavior as the child’s problem, the trained professional is more likely to look at the ways in which the child care environment might be contributing to the problem. If children are distracted or require many reminders to stay on task, it is possible the material or duration of the activity is not age appropriate or that a change from the routine is needed. The trained professional is better able to evaluate these needs and knows that even little things, such as the layout of the room, can make a big difference in keeping children engaged and content.

Quality child care means more than feeding, changing/toileting and supervising children. Child care professionals benefit from training to reinforce the importance of their role and the significant impact it has on children’s lives. At every stage of a child care professional’s career, training adds to a caregiver’s confidence and competence and provides fresh ideas for creating an environment where caregivers and children thrive. ❖

# The Importance of a New Staff Orientation in Child Care Centers

Katrice Sweet, Licensing Consultant  
Ingham County



In January 2014, a new center rule was established that states:

*The center shall provide an orientation of the center's policies and practices and the child care administrative rules to all staff hired after the effective date of these rules and prior to unsupervised contact with children.*

As a program director, we know times get crazy. A caregiver is no longer employed with your organization, and you need to fill that position as soon as possible in order to maintain appropriate caregiver-to-child ratios. You do a quick round of interviews, and hire the best of the bunch to start tomorrow. It is important that you do not assume that since this new caregiver has experience working in a licensed child care facility, he/she knows what is expected. Each center operates differently and may have very different practices, procedures and daily routines. For example, some centers have open meals where the children gather their food when they are ready to eat, while at other centers, the children are served their meals and everyone eats at the same time. Your practices and procedures may be quite confusing for a new caregiver. Before you throw him/her into the classroom to supervise and care for children, you must be sure that he/she has all of the relevant information needed to be successful.

Many questions have risen regarding exactly what should be included in a new employee orientation. You may consider dividing the information into sections: center philosophy and policies and everyday procedures. Many of the policies or specific procedures listed below are addressed by the Child Care Licensing Rules.

Center philosophy and policies would include:

- Organization chart and chain of command.
- Center mission, vision and goals.
- Job description.
- Blood-borne pathogen training.
- Emergency evacuation procedures.
- Child guidance and discipline policy.
- Reporting procedures for suspected child abuse and/or neglect.
- Staff/volunteer/child illness exclusion policy.
- Volunteer supervision policy.
- Child care licensing rules and laws associated with licensed child care.

To ensure a smooth transition to working in a classroom, it is important the orientation includes:

- Typical daily schedule, including routines such as the lunch routine.
- Food service policy.
- Hand washing policy.
- Planned daily activities.
- Sanitation procedures.
- Medication administration and allergy information.
- Opening and closing procedures.
- How/when to answer the center telephone.
- Policy on personal cell phone use.
- Appropriate communication with parents.
- Communicable disease recognition and prevention.

- Developmentally appropriate practices and expectations for the age group with which the caregiver will work.
- Accident/injury/illness/incident reporting procedure.
- Start the orientation with the most important issues. People are often more alert at the beginning of the day. Have the “get to know you” part after learning important job information.

All of the above information seems exhausting; however, there are several benefits for providing a quality orientation for newly hired caregivers:

- The caregiver will learn the ground rules and will know the policies and procedures, allowing confidence in the classroom working with the children.
- It conserves manager and peer time by answering the most common questions and explaining and clarifying procedures and issues in advance. An ounce of prevention is worth a pound of cure.
- It reduces new employee anxiety and stress.
- It helps to establish a positive, can-do attitude toward this new situation and future possibilities.
- It also reduces caregiver turnover.
- Do not overwhelm new employees with too many details/instructions at once. Consider a multiple day orientation. The morning could include learning important information, leaving the afternoon for the new employee to shadow in the classrooms, working closely with other caregivers, but not charged with directly supervising children.
- Use a buddy/mentor system.
- Discuss the mission of the center and how the employee fits in with the mission and improves the outcomes for the children attending the center. Discuss the importance of their contributions to the center’s success.

It is important that your new caregivers know what is expected of them before being placed in a classroom for the safety of the children and the stress level of new caregivers and the other caregivers working in the classroom. There is so much information that should be included in an effective orientation, it can be overwhelming. It is important that the information provided is clear to alleviate any confusion. Here are some tips for a successful orientation:

- Emphasize the people factor as well as the job duties. You want your employees to feel that they are vital to the success of your center. Allow time for the new employee to spend quality time with other caregivers, especially the staff he/she will be working with closely.

As you hire new caregivers, the last thing you want to do is overwhelm them or cause anxiety and stress and unintended accidents to the children in the classroom. A well-planned and thorough orientation will provide your caregivers with the information needed to be well-equipped, confident and successful. This success will carry over to the success of the children and to the center overall. ❖

## Staff Evaluations

Jackie Sharkey, Area Manager  
Macomb County



A staff evaluation plays a key role in improving employee performance. Evaluations provide objective feedback to employees and help them focus on areas that need improvement.



Program directors are required to monitor staff, including completing an annual evaluation of each staff member. A written evaluation is not required; however, the evaluations must be verifiable by a licensing consultant. Ways to show that an annual evaluation was completed, include, but are not limited to, any of the following:

- A written evaluation document.
- A signed statement that it was completed.
- A checklist documenting the date the evaluation was completed.
- Interviews with the program director and staff to determine they were completed.

At the time of renewal, if the evaluations have been updated in the past year, the center will be in compliance with this rule. The annual evaluation may be documented on the Staffing Plan (BCAL-5001) form.

Before completing a staff evaluation, many directors will often give staff members a copy of the objectives in the evaluation so that they know what the work expectations are and can measure their own progress. It is also helpful to establish a set guideline for when evaluations will occur. Some programs will schedule staff

evaluations at the end of a probationary period and then annually after that. It is helpful to ask the staff member to complete the evaluation form first, thereby allowing the ratings to show areas of agreement or discrepancy.

When ready to complete an evaluation, analyze records related to an employee before writing the evaluation. Consider personal accomplishments and employee weaknesses. Determine an employee's job performance according to center policies. Focus your attention on the factors related to job performance instead of personal behaviors and attitudes. For example, judging an employee's performance on social skills would be wrong unless such skills are required in the job description. Avoid personal preferences while writing an evaluation.

Use appropriate criticism in staff evaluation forms. If employees are not meeting an objective, tell them in a straightforward manner. Praise good points, such as an employee coming in early for work.

Spend adequate time writing evaluations. They should not be written under pressure. Keep a record of employee performance throughout the evaluation period. Short notes should be made to keep your memory fresh throughout the evaluation period. Choose words that your employee can easily understand. Your staff should be able to comprehend all of the points clearly.

Avoid guess work in your evaluations; any feedback should be based on facts. A written evaluation should be based on your observations as well as the observations of other supervisors, not on rumors.

Provide practical advice to your staff to achieve particular goals. The main objective of an

evaluation is to enhance performance, and it can only be improved when employees receive effective advice.

Conclude evaluations on a positive note, so that staff members do not leave with negative feelings. Inform the employee that all mistakes can be corrected with more effort and hard work.

The Michigan Core Knowledge and Core Competencies for Early Care and Education outline what staff need to know when working with young children. See the article on page 5 for more information. Other things to think about when evaluating staff:

### **General Work Habits**

- Arrives on time.
- Reliable in attendance.
- Responsible in job duties.
- Alert in health and safety matters.
- Flexible with assignments and schedule.
- Maintains a positive attitude.
- Gives ample notice for absences.
- Remains calm in tense situations.

### **Interaction with Children**

- Friendly, warm and affectionate.
- Uses modulated, appropriate voice.
- Shows respect for individuals.
- Is aware of developmental levels.
- Encourages independence and self-help.
- Avoids stereotyping and labeling.
- Reinforces positive behavior.
- Uses positive discipline techniques.
- Regularly records observations of children.

### **Classroom Management**

- Creates an inviting learning environment.
- Maintains a safe environment.
- Provides age appropriate activities.
- Develops goals from observations.
- Facilitates growth in all areas of development.
- Serves as an appropriate role model.
- Anticipates problems and redirects behavior.
- Is flexible and responsive to children's needs.

- Is prepared for the day's activities.
- Handles transitions well.

### **Working with Parents**

- Is available and approachable.
- Listens and responds well to parents.
- Is tactful with negative information.
- Shows respect for those from diverse backgrounds.
- Maintains confidentiality.
- Seeks a partnership with parents.
- Regularly shares information about the child's progress.
- Involves parents in center activities and events.

### **Working with Co-workers**

- Is friendly and respectful.
- Strives to assume a fair share of work.
- Shares ideas and materials.
- Communicates directly, avoids gossip.
- Approaches criticism with learning attitude.
- Looks for ways to be helpful.
- Solves conflict independently.

### **Professionalism and Growth**

- Takes job seriously, seeks skill improvement.
- Participates in workshops, classes.
- Sets goals for personal growth.
- Behaves in an ethical manner.

The evaluation of staff serves many purposes. In addition to a tool used for promotion and dismissal, staff evaluations can be valuable sources of feedback and tools used for professional growth. Used properly, checklists and performance appraisals can clarify expectations and help promote open communication between the child care staff and administration. ❖

## Make Sure Those Training Hours Count!

Kate DeKoning, Licensing Consultant  
Muskegon County



**T**raining improves the quality of care and assures that caregivers are challenged, are stimulated, have access to current knowledge, and continue to develop needed skills. Just because you have been doing something for a long time, you can always learn a new (and maybe even better) way to work with children and their families.

The licensing rules require that annual training be related to your job. As a child care home provider or assistant, that might mean workshops in child education/development, new activities to do with the children, health and safety, nutrition, maintaining your child care business, working with families, or learning more about licensing rules. Caregivers working at a center have a very similar list and can also include training provided by their center in child abuse and neglect reporting, emergency procedures for the center and orientation to center policies and procedures. Program directors at a center can consider adding courses in leadership or program management.

All caregivers, home- or center-based, who work with infants and toddlers will need to have training in infant safe sleep and shaken baby syndrome.

No matter what topic you have chosen, make sure the course you take meets the licensing definition of training. Types of training and how to document that training include:

- Sessions offered by community group and faith-based organizations. This may include courses such as:
  - How to Talk so Kids Will Listen and Listen so Kids Will Talk.
  - Love and Logic.
  - Church-sponsored classes on how to teach children about your faith.

**Documentation** (containing the training topic, date and number of hours):

- o Certificate or statement signed by the trainer or sponsoring organization.
- o Program booklets/flyers with name badge and receipt.
- Trainings, workshops, seminars and conferences on early childhood, child development or child care administration offered by early childhood organizations such as:
  - Michigan Association for the Education of Young Children.
  - Local early child care associations.
  - Great Start to Quality Regional Resource Centers.

**Documentation** (containing the training topic, date and number of hours):

- o Certificate or statement signed by the trainer or sponsoring organization.
- o Program booklets/flyers with name badge and receipt.
- Workshops and courses offered by local or intermediate school districts, colleges and universities such as:
  - Credit or non-credit courses in early childhood education or child development.

**Documentation** (containing the training topic, date and number of hours):

- o Certificate or statement signed by the trainer or sponsoring organization.
- o Program booklets/flyers with name badge and receipt.
- o College transcript or continuing education unit certificate.

- Online courses. Any online training must have an assessment of learning to be counted toward training hours. If you have a question about an online course/company, contact your licensing consultant.

**Documentation** (containing the training topic, date and number of hours):

- o Certificate signed by the trainer or sponsoring organization.
- In-service center training and training by child care home associations. Training must be at least 30 minutes long and on a specific training topic (separate from the general staff meeting), such as:
  - A program director or lead caregiver presents to a group of center staff.
  - A child care provider facilitates a group discussion after the group watches a child development video (the participants receive training hours, the presenter/facilitator does not).

**Documentation** (containing the training topic, date and number of hours):

- o Certificate or statement signed by the trainer or sponsoring organization.
- o Written statement or training log from center documenting in-service or staff training provided by the center.

Remember - a receipt for the training is not enough, you need to have proof of attendance!

Now that you have those hours and the documentation - **hang on to it!** You will need to show your licensing consultant all training done within your previous licensing period (not just the past year). It is best practice to create a training file and save all past training -- you never know when you may need a list of all training in order to meet a continuing education, accreditation or Great Start Quality standard. Homes must use the Training Record (BCAL-4590) form to summarize training received.

Child care centers may use the Professional Development Record (BCAL-4591) to summarize training received. The acceptable documentation outlined above must be provided in addition to these forms.

Whether you work in a home or a center, getting training related to the work you do is an important step to increase your knowledge and your tool bag of skills and abilities. You work hard for those hours, and sometimes spend well earned money to get them; you want to make sure they are going to be counted toward the hours required by licensing. ❖

### BCAL-4590

**TRAINING RECORD**  
**FAMILY/GROUP CHILD CARE HOMES**  
**STATE OF MICHIGAN**  
 Department of Human Services  
 Bureau of Children and Adult Licensing  
 Division of Child Day Care Licensing

Caregiver's/Assistant Caregiver's Name
Registration/License Number

All caregivers must complete a total of 10 clock hours of training annually, not including CPR, first aid and blood-borne pathogen training. The training must be related to child development, program planning, and administrative management for a child care business. For family home providers, verification of each training must be submitted with this form. For group home providers, this form and verification of each training is to be kept on file by the provider and available for Department review. Assistant caregivers must complete a total of 5 clock hours of training annually, not including CPR, first aid and blood-borne pathogen training. [R400.1905]

1 clock hour = 60 minutes. Training must be accrued annually during the calendar year.

Training Date	Title of Training	Location	# of Hours	Training Organization/Presenter

### BCAL-4591

**MICHIGAN CHILD CARE AND EDUCATION PROFESSIONAL DEVELOPMENT RECORD**  
 Michigan Department of Human Services  
 Bureau of Children and Adult Licensing

Use this form to record training experiences including, but not limited to, workshops, community-based training, college courses, conferences.

- To comply with Michigan Child Care Licensing Rules for Family/Group Child Care Homes all caregivers must complete a total of 10 clock hours of training annually, not including CPR, first aid and blood-borne pathogen training. Assistant Caregivers must complete a total of 5 clock hours of training annually, not including CPR, first aid and blood-borne pathogen training.
- To comply with Michigan Child Care Licensing Rules for Child Care Centers all caregivers and program directors must complete a total of 10 clock hours of training annually. CPR and first aid training may count for up to 2 hours of training in the year taken.
- Training must be accrued annually during the calendar year. Verification of participation of required training is to be kept on file by the provider for Department review.
- Refer to Michigan Child Care Licensing Rules for a list of topics and trainings that meet training requirements. Rules can be found at [www.michigan.gov/michdhs](http://www.michigan.gov/michdhs).
- 1 clock hour of training = 60 minutes. Record the actual number of training hours not including breaks, lunches or travel.

Caregiver's/Assistant Caregiver's Name	Date of Hire	Michigan Early Childhood Professionals Core Knowledge Areas
Registration/License Number		1 = Child Development and Learning 2 = Health, Safety and Nutrition 3 = Family and Community Collaboration 4 = Program Management 5 = Teaching and Learning 6 = Observation, Documentation and Assessment 7 = Interactions and Guidance 8 = Professionalism

Training Dates Beginning/Ending	Title of Training	Training Organization/Presenter	Core Knowledge Area(s)	# of Clock Hours	Training Certificate Received	If applicable, list # of CEU or College Credits earned	
						# of CEUs Earned	# of College Credits Earned

## Free and Low Cost Training Options\*

Catherine Edgar, Licensing Consultant  
Genesee County



As licensing consultants, one complaint that we often hear from both center and home registrants/licensees is the lack of availability of free or low cost trainings. Each calendar year, home registrants/licensees must complete 10 hours of training, while their assistants must complete five hours of training. All center staff now must complete 16 hours of annual training, making the need for affordable training even greater.

A good place to start when searching for training resources is to contact your local Great Start Regional Resource Center. They can be reached at [www.greatstartconnect.org](http://www.greatstartconnect.org) or at 1-877-614-7328. Most of their trainings cost around \$10 per session and they occasionally offer free trainings as well. Many Michigan State University Extension (MSU-E) offices offer free and low cost trainings. Contact your county's MSU-E office to find out what is available in your area.

Child and Adult Food Program sponsors offer free and low cost trainings for those enrolled in their food programs. The three food program sponsors for home providers are:

- Association for Child Development ([www.acdkids.org](http://www.acdkids.org)).
- Kent Regional 4C ([www.4Cchildcare.org](http://www.4Cchildcare.org)).
- Mid-Michigan Child Care Centers, Inc. ([www.midmichigancc.com](http://www.midmichigancc.com)).

Some additional free or low-cost training:

- Texas A&M AgriLife Extension ([www.childcare.tamu.edu](http://www.childcare.tamu.edu)) offers nine free courses covering a variety of infant and toddler topics. These training topics are suitable for both home and center providers.
- Care Courses offers low cost online and correspondence courses averaging around \$6 a training hour ([www.carecourses.com](http://www.carecourses.com)).

- Let's Move Child Care ([www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)) offers online training modules focusing on healthy nutrition and physical activity. The cost is \$5 per certificate.
- Child Care Lounge ([www.childcarelounge.com](http://www.childcarelounge.com)) offers online training in a wide variety of topics for \$4 per training hour.
- Appelbaum Training Institute ([www.atiseminars.org](http://www.atiseminars.org)) offers in-person and self-study training options.

For those child care providers looking to earn accredited CEUs online while obtaining training hours, the Childcare Education Institute ([www.cceioline.com](http://www.cceioline.com)) and Early Childhood Training on Demand ([www.ectod.com](http://www.ectod.com)) are good options. Since the CEUs are accredited, they can be used towards qualifying a child care center staff member as a lead caregiver.

You may receive one clock hour of annual training for reading all of the home- or center-related articles in three different issues of this newsletter and pass the tests associated with those issues during the calendar year. Each article will include a symbol in the title of the article to identify the content as appropriate for center caregivers, home caregivers or all caregivers. The tests will be geared to those articles. For more information, see the box on the next page or go to [www.michigan.gov/mccmatters](http://www.michigan.gov/mccmatters).

While this is only a few of the many free or low cost training opportunities out there, hopefully it will give you some options for completing your required number of annual training hours. If you ever have any questions regarding whether a particular training will count, contact your licensing consultant.

\* The department does not specifically endorse any of the training providers listed in this article. ❖

## Online Training Opportunities

Kate DeKoning, Licensing Consultant  
Muskegon County



**M**any child care providers have a hard time finding time to attend classes or conferences - but still need to meet licensing regulations for training hours. Online courses meet many of the needs of providers and caregivers who want to study in the evening or on weekends when they don't have child care responsibilities.

There are a number of online educational companies that offer training that can be used to meet the training requirement. Online classes range from short (maybe granting only one hour of training) to lengthy (you can obtain a college degree through online classes) but normally online classes grant from one to twenty clock hours of training.

Training formats vary, depending on the company. Most require the participant to do some independent reading, and some add videos to watch as part of the coursework. If you are taking an online college class, the instructor may require participation in regular group chats/discussions.

To count toward training hours, any online training must have an assessment of learning. This is usually a test you take at the end of the class, although some courses also require you to submit a written paper or project.

Remember, always obtain a certificate or documentation from the trainer that you have completed the class - and save the certificate with your paperwork! ❖

### Want to Receive Credit for Reading Michigan Child Care Matters?

Licensing has developed tests based on the content of this newsletter. Each article will include a symbol (below) in the title of the article to identify the content as appropriate for center child care providers, home child care providers or all child care providers. The tests are geared to those articles.

To receive one clock hour of annual training, you must read all of the center- or home-related articles in three different issues and pass the tests associated with those issues during that calendar year. Only one clock hour of annual training requirements each year can be earned by reading issues of Michigan Child Care Matters.

When taking a test, you will need an access code. To obtain an access code, email Colleen Nelson (NelsonC7@michigan.gov) and include your name and license number.



Article is appropriate for **all** child care providers.



Article is appropriate for **center** child care providers.



Article is appropriate for **home** child care providers.

## A View Through the Looking Glass

Vickie Rick, Group Child Care Home Provider  
Barry County



Mention trainings, and child care providers tend to groan. However, I remember a five-page licensing rulebook that required no training. In my area, home providers felt such a need for networking that even 20 years ago we would meet once a month at different homes as a way to seek answers to questions.

Providers from centers and homes now have the opportunity to glean information from so many sources: Webinars, online trainings, conferences, small individual trainings through the Great Start Regional Resource Centers, 4-Cs, and National Association for the Education of Young Children.

Not only are the training subjects geared to fit our careers, but there are also opportunities for networking. Wrapped into every face-to-face training experience is not only the gift of new ways to encourage children to learn, but we find our own form of encouragement as well.

We support and help each other solve problems and shared experiences like no other industry out there. We are in the field of caring, and we very often extend it to other providers. I see it at conferences. We may only see each other once a year, but there are hugs and smiles everywhere.

When we gather for training, we walk away with so much more than new information and a certificate. We leave with the gift of fellowship and a sense of family.

There are always offers of help, shared materials and many times exchanged emails and phone numbers. New providers are enfolded in the group, and an offer to help refer new parents is not uncommon.

When looking through that looking glass called training, for a few hours every month we have the opportunity to take part in a community of providers who very well could hold the key to the question you have. In addition, you walk away with educational materials to enhance the care you provide.

No one ever knows too much. After 40 years of providing care, I can honestly say I learn something from every training I take, even the trainings where I am the facilitator. We all have something to share and learn.

So no groaning. Get out there and walk through that looking glass to some great opportunities. Trainings will make a difference to the care you offer, and your input will make a difference to your fellow providers who attend with you.

Vickie Rick is a licensed group child care home in Barry County. She has been licensed for over 10 years and has a 3-Star rated program in Great Start to Quality. Vickie has an associate's degree in Early Childhood Education. ❖

### **Need More Information about Positive Methods of Discipline?**

The publication "Positive Discipline - Including the Proper Use of Time Out (BCAL-Pub 787)" is available at [www.michigan.gov/michildcare](http://www.michigan.gov/michildcare).

## What continuing education units (CEUs) are accepted by licensing?

CEUs must be awarded by an accredited college or university sponsor of CEUs or equivalent awarded by the Michigan State Board of Education. The U.S. Department of Education website ([www.ope.ed.gov/accreditation/](http://www.ope.ed.gov/accreditation/)) provides a listing of college and universities that are accredited.

As of May 18, 2012, Michigan State Board of Education CEUs (SB-CEUs) became State Continuing Education Clock Hours (SCECHs).

- SB-CEUs were calculated by dividing the total number of contact/instructional hours by the number 10. An eight-hour session was eligible to receive 0.8 SB-CEU.
- SCECHs are the total number of contact/instructional hours in a program. An eight-hour session is now eligible to receive 8 SCECHs.

As an example, an individual must take 30 clock hours of training eligible for CEUs/SCECHs to meet the child care administration course requirements of rule 400.8113(13). An individual would receive 3 CEUs or 30 SCECHs to meet the requirements of the rule.

**Note:** CEUs from the International Association of Continuing Education and Training (IACET) are directly transferable as approved CEUs per a collaborative agreement between the state of Michigan and IACET.

## Michigan Child Care Matters

Editorial Staff

**Thanh Biehl**

Licensing Consultant

**Kate DeKoning**

Licensing Consultant

**Catherine Edgar**

Licensing Consultant

**Cynthia Jalynski**

Licensing Consultant

**Colleen Nelson**

Child Care  
Program Consultant

**Jacqueline Sharkey**

Area Manager

**Yolanda Sims**

Area Manager

**Katrice Sweet**

Licensing Consultant

From the Division Director, from page 1

I am very excited to be in my current position and am humbled to be given this opportunity to help lead a team of highly dedicated and competent child care and adult foster care licensing professionals. While the challenge to fill my friend's shoes will be great, I look forward to the opportunities this position will bring. I would like to thank you for your commitment to providing high quality child care to the children and their families you serve. I look forward to our future work together as we continually strive to improve the quality of child care services in our state.

**Jerry Hendrick**  
Child Care Licensing  
Interim Director



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

These recalls have been added since Issue 100 (Summer 2014):

- IKEA recalls children's swing due to fall hazard.
- Tray Vous recalls snack and activity trays for strollers due to strangulation hazard.
- Bexco recalls Franklin & Ben Mason 4-in-1 convertible cribs due to fall and entrapment hazard.
- Dream On Me recalls high chairs due to strangulation and fall hazards.
- Mayborn USA recalls to repair baby monitors due to strangulation hazard.
- Oeuf recalls to repair cribs due to entrapment hazard.
- Graco recalls rear-facing infant seats due to faulty buckle.
- phil&teds recalls infant car seat adaptors for strollers due to fall hazard.
- Summer Infant expands recall to replace video monitor rechargeable batteries due to burn hazard.
- Graco recalls forward-facing car seats due to faulty buckle.

Details on these product recalls may be obtained on the CPSC's website ([www.cpsc.gov](http://www.cpsc.gov)). Post this page in your facility to be in compliance with the Children's Product Safety Act (2000 PA 219).

Department of Human Services (DHS) will not discriminate against any individual or group because of race, religion, age, national origin, color, height, weight, marital status, sex, sexual orientation, gender identity or expression, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to a DHS office in your area.