

# Michigan Child Care Matters

Department  
of Human  
Services

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Program Evaluation

## FROM THE DIRECTOR

I recently attended the National Association of Regulatory Administration (NARA) annual seminar. NARA represents all human care licensing, including child care. The annual seminar is an opportunity to hear the successes and challenges other states face. This year I was able to share the progress Michigan is making in improving the quality of child care through new regulations.

One of the most informative workshops I attended was a review of a 2005 Child Care Licensing Study presented by NARA and the National Child Care Information Center (NCCIC). I'd like to share some of their findings with you, and let you know where Michigan stands in relation to the rest of the country. You can review the complete Executive Summary by visiting <http://nccic.org/> and clicking on "The 2005 Child Care Licensing Study."

Based on the data provided, this study estimates there is an average caseload of 130 centers and family child care homes for licensing line staff. Most state licensing agencies assign licensing line staff to inspect both child care centers and family child care homes. *Child Day Care Licensing consultants in Michigan have an average caseload of 275 centers and child care homes.*

Most states inspect child care facilities once a year. A full compliance review is completed once a year for centers and either once a year or once every two years for family child care homes. *In Michigan, full compliance reviews are done for child care centers and group child care homes every two years at renewal inspections. Family child care homes are inspected within 90 days of initial registration.*

*Renewal inspections are not conducted on family homes; however, 10% of the family homes in each county are randomly selected for inspections each year.*

Ten states post licensing information about child care on the Internet for parents and the general public to access. Most of these states post full inspection reports and information about substantiated complaints. *Michigan posts Original Licensing Study Reports, Renewal Licensing Study Reports, and Special Investigation Reports (when rule violations are cited) on our website. To view a child care facility report, go to [www.michigan.gov/dhslicensing](http://www.michigan.gov/dhslicensing), click on "Child Care" and then click on "License Lookups."*

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MICHIGAN DEPARTMENT OF HUMAN SERVICES  
Family Support Services  
Child Development and Care

and

Office of Children and Adult Licensing  
Division of Child Day Care Licensing



**EDITORIAL STAFF**

Rose Rafferty-Aguirre  
Licensing Consultant

Erika Bigelow  
Licensing Consultant

Sandy Rademacher  
Licensing Consultant

Elaine Rauch  
Licensing Consultant

Laura Schott  
Licensing Consultant

Jackie Sharkey  
Licensing Consultant

Toni Stagra  
Licensing Consultant

Kathleen Sinnamon  
Area Manager

Donald Vita  
Program Consultant

Kathi Pioszak  
Early Childhood Investment  
Corp.

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. All issues are available online:

[www.michigan.gov/dhslicensing/childcare](http://www.michigan.gov/dhslicensing/childcare)

**News**

*A direct link to the Office of Children and Adult Licensing (OCAL) is now available at:*  
[www.michigan.gov/dhslicensing](http://www.michigan.gov/dhslicensing)

**PLACEMENT OF STAFF IN AN EARLY CHILDHOOD SETTING**

Karen Eaton, *Executive Director*  
UAW-GM Child Development Center

Roberta Cox, *President*  
Genesee County Child Care Director's Association

Placing staff to fit classroom needs can be mind-boggling and it is often very time consuming to find the perfect match. There are so many factors that play an important role in finding an excellent team for each group of children. Those factors fall into four categories: Program needs, Child needs, Parent needs, and Staff needs.

These categories often overlap, however some things are specific to each. Frequently, the program itself has requirements that need to be met, including licensing requirements. There are age and education requirements that have to be met in order to hire an individual. As our profession matures and communities understand the importance of quality childcare, these requirements will continue to develop and grow more stringent.

The needs of the children are paramount. Children need caregiving staff that is well versed in the principles and knowledge of age appropriate practice. The team needs care giving staff that is warm, welcoming and genuine in their interest in children.

Parents also have an interest in the teaching team working with their children. The caregiving staff needs to be able to relate to parents and understand the importance of forming partnerships with them. It is vital that each child feel wrapped in a cocoon of loving care between home and school/center. This can only happen when care giving staff and parents form effective partnerships.

Caregiving staff have needs that should be considered. They want to work with team members they can relate to and with whom they can form relationships of mutual respect, trust and consideration. It is also great when they can have fun together.

There are many factors to consider when planning placement of care giving staff. Caregiving staff want to work together to provide a balance of skills and knowledge. For example, one caregiver is great at working one on one with the children and the other is fabulous working with groups of children, one loves to do science activities and the other loves art. Directors have to balance the needs of children, parents and staff as well as meet all the program requirements to operate a successful center. When staff and parents know considerable time and effort goes into this process, it fosters healthy relationships and open communication among everyone involved. ❖

## EVALUATING YOUR CHILD CARE FROM A PARENT'S PERSPECTIVE

Erika Bigelow, Licensing Consultant

*Eaton County*

Finding quality child care can be a daunting task for parents. There are many components to quality child care for parents to consider when searching for the one facility that meets their specific needs. One of the first steps in evaluating child care is to visit the facility. Once at the facility, areas to evaluate include interactions between the caregiving staff and the children, the physical environment and materials available, the ratios of caregiving staff to children, the program, the discipline policy, and certain policies of the center.

When evaluating interactions, spend time watching the caregiving staff with the children. Observe whether the caregiving staff sit with the children, at their eye level or in adult-sized chairs above the children. The majority of the conversations should occur between the caregivers and the children, not between the caregiving staff. In the infant room, the caregiving staff should be with the children, talking to them, looking at them, playing with them and responding to their needs. The vocal tones and language used by the caregiving staff with the children should be nurturing. Children of all ages should be comfortable with the caregivers, and the interactions should be positive and genuine.

The environment for children should be safe; therefore, it is another area to observe. Hazards should be completely inaccessible to children of all ages. The facility and the equipment should be clean and in good repair. The materials used for sleeping/napping should be clean and sanitized on a scheduled basis. The lighting should be appropriate for the activity at hand. The outdoor play area should be safe, free from debris and animal waste. Outdoor equipment should be safe and well maintained.

The caregiver to child ratio is another area to consider. Licensing rules for child care centers provide the following caregiving staff to child ratio requirements:

- Children ages birth to 2 ½, the ratio is 1 caregiver to 4 children.
- Children ages 2 ½ to 3, the ratio is 1 caregiver to 8 children.

- Children ages 3 to 4, the ratio is 1 caregiver to 10 children.
- Children ages 4 to 5, the ratio is 1 caregiver to 12 children.
- Children ages 6 to 12, the ratio is 1 caregiver to 20 children.
- Children ages 13 to 17, the ratio is 1 caregiver to 30 children.

The program should incorporate literacy activities, provide opportunities for small and large muscle development, outdoor play and quiet/rest periods. It is critical to evaluate them to assure the individual growth of each child is supported. Field trips are another program component to consider. If the center takes children on field trips, the mode of transportation and supervision should be reviewed.

The discipline policy should be considered when evaluating a child care center. It should support positive discipline that teaches a child to gain control over his or her own behavior. Physical punishment, threatening or shaming a child, restricting the child's movement, depriving a child, or confining a child are prohibited. The discipline used should be related to the behavior displayed.

Certain center policies should be reviewed and considered by the parents. Specific policies for review include the following: fee policy, admission-withdraw policy, sick policy, and the policy regarding the provision of food. The center should encourage parents to review these areas before enrolling children.

Following these suggestions makes the daunting task of finding quality child care easier for parents. Reviewing the components above and visiting the center will assist parents in learning more about the center and deciding whether the center meets their family's needs. ❖

## EVALUATING YOUR CAREER CHOICE

### LOVING CHILDREN IS NOT ENOUGH

Rose Rafferty-Aguirre, Licensing Consultant

Wayne County

The decision to enter into a career working with children is not one to be entered into lightly. Many times I've heard people say that they are quitting their job to stay home and care for children or work with children because they "love children." They quickly discover that while loving children is certainly helpful, it is not enough. A career in child care is exciting and challenging but is also a tremendous responsibility. I would advise anyone considering a career working with children to do their research!

According to The National Association of Child Care Resource and Referral Agencies there are over 1 million children ages birth through 11 years in Michigan. The number of children under the age of 6 with both parents in the labor force is approximately 460,000. Government studies show that jobs for child care workers and preschool teachers are expected to grow as fast as or faster than the average for all careers through 2014. This is due in part to more mothers working outside of the home. The opportunity for a career working with children is certainly there.

Child care workers can choose from a variety of settings. Family home providers care for children in their own home.

They care for small groups of children that may vary in age from birth to school age. They are responsible for ensuring that their home is safe and accommodating to children. In addition to caring for children, they are totally responsible for the day-to-day operations of a small business, including hiring assistants and completing paperwork. There are also opportunities to care for children in child care centers, child development centers, nursery schools,

preschools, public schools, private schools, Head Start programs, and church programs. Hours may be long to accommodate working parents. Some homes and centers offer 24-hour care, others may offer part-time programs. A child care worker may choose to work with infants, toddlers, preschoolers, or school age children.

At the most basic level, child care workers nurture and care for children while their parents or guardians are at work. They meet the immediate needs of children such as food, play, and safety. They also play an important role in a child's development.



**Infant/Toddlers** – Caregivers who choose to work with infants and toddlers, whether in a home setting or in a larger facility, have the opportunity to contribute to the healthy social and emotional development of a child. Research shows us that infants and toddlers do better in an environment where they receive consistent, nurturing care and appropriate social interaction. An infant toddler caregiver should be nurturing and responsive to the child's needs. Caregivers working with this age group will be responsible for a variety of tasks:

- Diapering, feeding, cuddling, napping.
- Providing a stimulating environment through reading and talking.
- Assisting in meeting developmental milestones.
- Assisting in developing social skills.
- Organizing activities that stimulate children's physical, emotional, intellectual, and social growth.

- Assisting in eating, resting, toilet training.
- Being supportive, encouraging independence.
- Maintaining health and developmental records.
- Identifying children who are ill or show signs of emotional and developmental problems.
- Providing a safe and healthy environment
- Listening to and communicating with children, parents, and co-workers.
- Being culturally sensitive to families.

**Preschoolers** – Caregivers who choose to work with preschoolers are responsible for introducing children to the world of school. In addition to meeting the basic needs of the preschooler, caregivers will be responsible for a variety of tasks:

- Planning and organizing fun activities that help children develop language and vocabulary.
- Assisting in improving social skills.
- Providing opportunities to learn basic science and math concepts.
- Teaching children how to cooperate.
- Teaching conflict resolution.
- Providing an environment where children can take risks and make discoveries while keeping them safe.
- Providing fair, firm discipline that encourages self-control, self-direction, and self esteem.
- Anticipating and preventing problems.
- Dealing with disruptive children.
- Working as part of a team.
- Being sensitive to the needs of families.

**School Age Children** – Caregivers who choose to work with school age children typically provide before or after school care. Caregivers working with this age group will be responsible for the following tasks:

- Providing opportunities for children to become involved in various activities, including sports, games, and recreational activities.
- Providing an interesting and safe environment.
- Providing supervision while promoting self-direction.
- Providing transportation to and from school.

- Being responsive to the needs of children and families.
- Anticipating and preventing problems.
- Modeling effective communication including cooperation and problem-solving.
- Assisting children with homework.

When child care program directors in Wayne County were asked what characteristics they look for in potential caregivers they consistently responded that they look for a person with a professional demeanor and appearance, a warm personality, someone who is family-oriented, ambitious, patient, with a warm sense of humor. Responsibilities that were important to employers were effective, timely communication with parents and coworkers, appropriate classroom management and program planning, timely, accurate documentation, and the ability to listen, anticipate needs, and enhance self-esteem. Most employers felt that if a caregiver had a working knowledge of child development and exhibited the above characteristics they could work with them to find the “right fit” within their center.

Loving children is certainly motivation to evaluate career options in childcare. You should also have a sincere interest in contributing to the growth and development of children and supporting families. A career in childcare may never yield great financial rewards, but the knowledge that you made a difference in the lives of children and their families is priceless. ❖



## ORGANIZING THE BUSINESS

Toni L. Stagray, Licensing Consultant  
Genesee County

Operating a licensed child care home or a child care center can be a challenge from the perspective of dealing with children, staff, and parents on a daily basis. Learning how to become organized is a unique challenge in and of itself. An article recently published in the Beacon describing quality early childhood programs and good business practices, included sound fiscal management, record keeping, and other job responsibilities necessary to maintain a successful business. Keeping accurate records is an important part of your business.

Licensing rules require that all records be accessible and available at any time for review by your licensing consultant. It is a challenge for licensing consultants when records are unorganized, incomplete, or not available. Although we cannot tell any individual how to keep their records, we will provide consultation as needed.

Being prepared may eliminate some of the anxiety providers or program directors often feel when they know an inspection is pending. For larger facilities, the program director may want to delegate this task to another staff, but ultimately the responsibility for complete and accurate files falls on the program director.

### Getting Organized

- Paperwork required by licensing should be kept in the front of files for easy access. Other paperwork can be filed separately.
- Someone should be onsite at all times who can readily access these files. In a true emergency, this is critical.
- Homes are now required to maintain a file for all assistant caregivers.
- Centers must keep a file on each employee, as these are reviewed at each routine inspection.

### Suggestions

- Purchase a file cabinet or a portable filing box to store information.
- Organize files into categories, such as: child records, staff records, parent information, business

information, training, food program, billing, tax preparation, and miscellaneous (catch-all) file.

- Alphabetize them according to the child or the staff person's last name.
- Color-code them to make them visually identifiable.
- Highlight information you still need to get from parents.
- File information as soon as it is received.
- Do a file review periodically to keep things current, i.e. especially information on the child information card (annually).
- In a separate file, maintain files for children and staff no longer enrolled or employed.

### Attendance Records

Licensing rules require that homes and centers keep daily attendance for all children in care, which includes the date, the child's name, and the time of arrival and departure. Suggestions to make attendance record keeping less of a chore:

- A dated sign-in/out sheet on which parents indicate time of arrival and departure. To make it easier, a pre-printed list of children's names can be used.
- Keep this on a clipboard or somewhere it is visible and accessible to parents and staff
- Food programs that provide a record-keeping book that has a place to record attendance that includes the child's name, arrival and departure time, and the date are acceptable.
- A computer program, which allows parents to "log in" and sign their child in and out electronically is acceptable if it includes the child's name, arrival and departure time, and the date. This is very efficient, however, a start-up cost would be incurred.

Finding a system that helps make the licensing process flow smoothly will benefit all child care providers in either a home or center setting. Accurate record keeping can actually free you up to focus on other things and the obvious most important function you have – **caring for children.** ❖

### **From the Director** **Cont. from page 1**

Most states require criminal background checks for center staff prior to hiring. 41 states require criminal history record checks; 24 states require checks of child abuse and neglect registries; and 18 states require fingerprint checks. *With the amendments to 1973 PA 116 in January, 2006, Michigan requires fingerprint checks for licensees and program directors, and criminal background checks for all other center employees and adult household members of child care homes.*

The most common types of licensing complaints are on issues of (1) child-staff ratios, (2) supervision, (3) discipline/behavior management, and (4) health, safety, cleanliness, nutrition. *Last year, the most frequently cited rule violations in Michigan were (1) supervision; (2) child-staff ratios; (3) maintenance of premises issues (which directly impact on the safety of children in care).*

In child care centers, 16 states had a “master teacher” or “lead caregiver” position in addition to program directors and caregivers. *Michigan’s revised child care center rules include requirements for lead caregivers, bringing this number to 17 states.*

The number of ongoing hours required annually for caregivers in child care centers ranges from 3 to 30. The median number of required training hours is 12. Many states specify the content and approved delivery methods for ongoing training. *As of 12/7/2006, Michigan requires 12 clock hours of annual training for all child care center caregivers, 10 clock hours of annual training for child care home providers, and 5 clock hours of annual training for assistant caregivers in child care homes.*

Forty-one states specify the types of discipline or behavior guidance that centers are allowed to use with children and 49 states specify forms of discipline centers are not allowed to use with children. Three states allow corporal punishment. *Michigan requires both centers and homes to have a written discipline policy. Michigan also requires the use of positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation. Prohibited forms of discipline, which includes corporal punishment, are specified in rule.*

Among the 48 states that have requirements for infant and toddler care, 23 require that centers assign a primary, consistent caregiver to each child. *Michigan has long recognized the importance of primary caregivers, and has required centers to implement a primary caregiver system for many years.*

Safe sleep requirements are on the rise. 24 states require that centers place infants on their backs to sleep in order to reduce the risk of Sudden Infant Death Syndrome. 20 states allow physicians to authorize a different sleep position; five states allow parents to make this authorization. 17 states prohibit soft bedding/materials in cribs. *Michigan has safe sleep regulations for infants in care, regardless of the setting (homes and centers).*

I am proud of the strides Michigan has made to improve the safety and well-being of children in child care. Michigan’s children, and our future, are in your hands every day.

James S. Sinnamon, Director  
Division of Child Day Care Licensing



## CHILD CARE CENTER: RECORD REQUIREMENTS

### REQUIRED STAFF RECORDS

- Program Director credentials; livescan fingerprinting.
- Lead caregiver credentials
- School-age Multi-site Program Director credentials.
- School-age Site Supervisor credentials.
- ICHAT results (Internet Criminal History Access Tool) - by 12/31/06 for current employees, before hire on new employees.
- DHS Central Registry check for all staff and volunteers before contact with children.
- Written staff/volunteer screening policy.
- Written plan to assure compliance with the child protection law (1975 PA 238).
- Written statement signed by all staff confirming notification of center's CPS policy and requirements of the 1975 PA 238.
- Current CPR, 1<sup>st</sup> Aid training for program directors; lead caregivers; other staff as needed.
- Blood-borne pathogen training (Within 1 year for current staff; 6 months for new hires).
- Documentation of 12 clock hours of annual training for all caregivers.
- Documentation of Safe Sleep, Shaken Baby Syndrome training for infant/toddler lead caregivers.
- Medical report and TB test on all staff and volunteers (4 contact hrs in 2 wks).
- Copy of staff driving record and copy of valid operator's license for all non-volunteer drivers.

### REQUIRED CHILDREN RECORDS

- Completed Child Information Card, updated annually or when information changes.

- Certificate of immunizations or waivers at initial attendance, update after 4 months.
- Medical evaluation by physician: Yearly for infants. Every two years for older toddlers and preschoolers.
- Parent signed statement that school age child is in good health, is up to date on immunizations with record on file at school.
- Written permission by parent for field trip participation at time of enrollment; notification before each field trip.
- Prior written permission for medication.
- Annual written parent permission for topical: nonprescription medications (sunscreens, insect repellents).
- Daily record for infants birth -12 months that includes:
  - Food intake information.
  - Sleeping patterns.
  - Elimination patterns.
  - Developmental milestones.
  - Changes in child's usual behavior.
- Written permission from infant's physician when an alternate sleeping position is necessary.
- Signed parental permission for a child 33-36 months old to be enrolled in 3-year-old classroom.
- Annual written parental permission for routine transportation.

### REQUIRED CENTER RECORDS

- CPS reporting policy in writing.
- Written screening policy for staff, volunteers and parents.
- Written ongoing staff training plan.
- Written discipline policy.
- Updated equipment inventory at renewal.
- Daily attendance, with child's first and last names, arrival and departure times.

- Floor plan of child use areas.
- Written health care plan for all centers including:
  - Health policies and procedures.
  - Hand washing, bodily fluids handling.
  - Cleaning and sanitizing.
  - Controlling infection and universal precautions.
  - Health related resources.
- Log of fire and tornado drills.
- Serious accident/injury report when a child receives emergency medical treatment.
- Record of medication administration, including signature of caregiver administering the medication.
- Written information packet to parents including:
  - Admission/withdrawal criteria.
  - Schedule of operation.
  - Fees.
  - Discipline.
  - Nutrition/food service policy.
  - Program philosophy; daily schedule
  - Health care plan.
- Documentation of primary care assignments.
- Documentation that outdoor play equipment complies with guidelines in 1997 Handbook for Public Playground Safety
- Documentation of weekly site visits by School-age Multi-site Program Director
- Annual motor vehicle inspection
- Certification that vehicle is in compliance with Michigan vehicle safety code
- Vehicle insurance and registration
- Fire Inspection before original issuance and every 4 years thereafter at renewal
- Inspection of fuel-fired furnace and water heater every 2 years at renewal
- Documentation of inspection or service of fire extinguishers
- Lead hazard risk assessment for newly licensed centers located in buildings built before 1978
- Integrated pest management program.

## REQUIRED POSTINGS

- License.
- Copy of current rules.
- Statement that criminal history checks are completed on employees.
- Daily activity guide for each age group.
- Dated menus (with substitutions noted).
- Emergency procedures and evacuation plans.
- Emergency numbers by telephone.
- Guidelines for diapering and hand washing posted in diapering area.
- Guidelines for hand washing posted in food prep areas and in toilet rooms.
- Fire and tornado evacuation plans.
- Serious accident/injury procedures.
- Crisis management plan (posted in a manner for only staff to see).
- Exit signs posted at all exterior exits.

*Thanks to Licensing Consultants Jackie Sharkey and Helen Parades for their contributions to this checklist.*

## LEAD CAREGIVERS

Starting on 12/7/2006, **all** centers must identify a lead caregiver for each group of children in self-contained or well-defined space. Specific education and experience requirements will not be necessary for lead caregivers until 2008.

Beginning 12/6/2008, all lead caregivers must have the education and experience required in R400.5103a(5) and (6).

## WHAT DO STAFF NEED TO KNOW?

Judy Gaspar, Licensing Consultant  
Reprinted from issue 67

Training staff in a child care center is a challenge and a responsibility. Phases of training might include: pre-service or orientation, beginning or initial training, infant-toddler caregivers training, and ongoing training.

### PRE-SERVICE OR ORIENTATION

Staff handbook  
Philosophy of program  
Code of conduct for staff

### BEGINNING OR INITIAL TRAINING

Some topics are required by licensing rules. Other topics could include information that helps staff provide a safe, nurturing environment for children.

Required topics:

- Child abuse and neglect training: what is the center's written policy on reporting, how to recognize signs of abuse or neglect.
- Discipline policy and child handling practices.
- Medication and record keeping.
- Emergency evacuation procedures for fire, tornado, and serious accident, how to use the manual or electric fire alarm system, how to record the drills.
- Hand washing procedures.
- CPR and First Aid training.

### INFANT-TODDLER CAREGIVERS TRAINING

Required topics:

- Health care services plan.
- Record keeping of infant activities.
- Primary caregiving.
- Diapering and toilet training procedures.
- Hand washing procedures.
- Bottle and solid food feeding procedures and recording.

### ADDITIONAL TOPICS AND PROCEDURES

- Child arrival and departure procedures.
- Accurate daily attendance records: how to keep them.

- Health policies: how to prevent the spread of communicable disease, how to handle ill children, when to exclude ill children from care.
- Ratio and supervision requirements.
- Rules for bathrooming.
- Outdoor play rules and supervision.
- Appropriate programming for all age groups, including emergent literacy.
- Recordkeeping: location of child information records, child immunizations, and child physicals.
- Safety: the physical environment indoors and outdoors.
- Parent relations: parents as partners.
- Training for bus drivers and bus aides.

Training needs to be ongoing and repeated to refresh staff in all aspects of the child care program.

Documentation of training individual staff members can be kept in different ways:

In each person's file folder

- On sign-in sheets for each training.
- On a grid pattern.
- On a computer spreadsheet.

Well-trained staff are important to maintaining a high quality child care program. ❖

### Emergency Procedure

requirements effective December 7, 2007 include:

- Written emergency procedures for crisis management.
- At least 2 tornado drills between April and October.

**R400.5113a**

## QUALITY RATING IN MICHIGAN: A GREAT START FOR KIDS RECOMMENDATIONS FOR A CHILD CARE QUALITY RATING SYSTEM

**“If the brain is purposefully stimulated and nurtured before a child is old enough to tie his or her shoes, that child’s lifelong capacity to learn will be forever enhanced. And, unfortunately, if it is not, an opportunity is lost forever.”**

**Governor Jennifer M. Granholm**

The Quality Rating System Work Group, funded by the Michigan Early Learning Project (Joyce Foundation) has been tasked with developing recommendations for a child care quality rating system in Michigan. The following summary represents ongoing work of this group. It is important to remember that these are proposed *recommendations* for the development of a quality rating system in Michigan. Members of the work group include early childhood advocates, members of various state departments, early childhood care and education providers, and many others. For further information, please visit the Great Start for Kids website at [www.greatstartforkids.org](http://www.greatstartforkids.org).

Today, there are nearly half a million children in Michigan who have both parents in the labor force. The last several decades have also shown an increase in single-parent households. In 1970, only 30 percent of mothers with young children were in the workforce, in 1999, 60 percent of mothers with young children were working outside the home. Because of the growing number of parents in the labor force, more children are spending more time in care outside the home.

Research on brain development clearly shows that there is enormous potential for learning during the first five years of life. Too often this potential is left unrealized. The numbers of children who spend time in low quality and potentially harmful care situations are growing nationally. Time spent in these types of low quality environments can significantly limit the cognitive, social, emotional and physical developmental potential for children.

Michigan’s early childhood education and care industry needs crucial support to raise quality. Thirty-six other states have implemented or are in the process of implementing a Quality Rating Systems (QRS). Michigan has an exciting opportunity to

change the existing dynamic of early childhood education and care. By increasing access to high quality child care opportunities we can unleash the learning potential of our youngest children. Research shows that children who spend time in high quality early education and care situations have higher rates of school readiness, fewer behavior problems, higher graduation rates, and lower rates of grade retention.

### **What is Child Care Quality Rating?**

A QRS is used as a child care consumer guide comparable to a “report card” for quality in early education and care settings. A QRS for early childhood care and education is a way to define, measure, and improve the level of quality in different early care and education settings. A QRS offers providers and parents a better understanding of the quality level of care young children receive and offers a clear visual indicator of high quality programs by awarding stars for quality. A QRS provides a clear definition of the highest level of quality and a detailed explanation of how to achieve that highest level through professional development, program policy and administration additions or changes, staff retention plans, and program improvement assessments. A QRS brings together all child care quality initiatives and efforts within the state.

### **Why Quality Rating?**

A QRS serves several functions. First, it rewards the early education and care community for providing high quality care. Rewards come in the form of stars and incentives for further improvement. Next, a QRS alerts consumers to the level of care given by a provider. Finally, a QRS drives the early education and care market by creating a savvy consumer – aware that high quality early education and care

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## STAFF EVALUATION

Sandy Rademacher, Licensing Consultant

Saginaw County

Child care directors and home providers that employ staff and assistant caregivers have a responsibility to the success of their programs to evaluate the performance of those who are working with young children and families.

Child care providers who view individual differences in staff and assistant caregivers as an asset to their programs will value each one regardless of their training or credentials. Child care providers must help each individual to grow as a professional in both center and home environments.

Staff evaluations help to determine if the goals of the program are being met. Staff members need to know if they are performing at a level that enhances the growth and development of young children, as well as be aware of their own strengths and weaknesses. The evaluation process should support and assist in training opportunities to improve their skills. For positive results and good communication, evaluations should take place on a regular basis, at least yearly. Critical issues that involve staff members should not wait for a formal evaluation, but need to be handled immediately and professionally.



Conducting evaluations with staff members can create anxiety for both parties involved. Few people are completely comfortable with situations that might make them feel judged or criticized for their performance. The evaluation process needs to be implemented in the manner that creates the best setting for discussion, encouragement, and feedback.

Some of the techniques that will help to facilitate a comfortable evaluation include the following ideas:

### Staff should always know in advance:

- When and where the evaluation will take place.
- What is considered a satisfactory level of rating for the specific job description.
- What the format and the method of evaluation will be. Will it be written, oral, or include any direct classroom observation by the evaluator.
- What the evaluation will be used for.
- The evaluation will be non-judgmental, and will focus on strengths first and weakness or areas of improvement second.

### Tips for the evaluator:

- Be objective. Some levels of performance can be observed or measured on a rating scale. Other skill level factors may not always be visible, i.e. how did this staff member encourage decision making in a child?
- Be gentle, positive first, negative last.
- Establish a good climate for listening and communication.
- Be constructive. Help staff to find alternatives and other resources available to them.
- Be professional.
- Confidentiality is imperative!

There are many types of rating scale evaluation tools available online and accessible to child care providers through resource materials of local, state, and national education programs. Child care providers need to use an evaluation tool that best fits their program and individual staff members.

Other choices of evaluation include a self-evaluation, where the staff member and the child care provider fill out the same tool individually and then compare those ratings together. This format assists in identifying areas of improvement and staff training needs.

## Quality Rating Cont. from page 11

Peer evaluations are another useful tool for staff working together in the same program areas. Peer evaluations can encourage mentoring. However, they should not replace other evaluations, but supplement them.

Evaluation is an effective and powerful tool to be used with great care and sensitivity. It can be an instrument for change and self-growth or it can produce discouragement and anxiety if not implemented appropriately. ❖

means higher child outcomes and better results for their family. Market forces serve to increase quality throughout a community by creating competition. Community-wide quality improvement leads to increased access to high quality early education and care programs for young children and their families. Increased access to high quality early education and care provides critical support to working families.

### Inclusion

The system will allow all registered family child care homes, licensed group child care homes, and licensed child care centers to participate. All programs that have a regular license, or current certificate of registration, from the Office of Children and Adult Licensing (OCAL) will automatically earn the first star in the QRS. Further movement toward quality within the system is voluntary. ❖

## DID YOU KNOW?

Under the Michigan Child Protection Law (1975 PA 238), child day care providers are legally mandated to report suspected child abuse and/or neglect. Child day care providers must report ANYTIME they suspect that child abuse and/or neglect has occurred or may be occurring. Mandated reporters are required to report the suspected child abuse and/or neglect **immediately**, by telephone or otherwise, to Children's Protective Services (CPS) and then to submit a written report (DHS-3200) within 72 hours.

A notification to any other person (e.g., program manager, licensee, co-worker, etc) does not relieve the caregiver of their obligation to report the situation to CPS.

## UPCOMING PROFESSIONAL DEVELOPMENT SEMINARS, CLASSES AND OTHER TRAINING OPPORTUNITIES

### Michigan Collaborative Early Childhood Conference

January 24-26, 2007  
Hyatt Regency, Dearborn, MI  
(800) 336-6424  
[www.miaeyc.org](http://www.miaeyc.org)

### 33rd Annual Early Childhood Conference

“Partners for Children: Juggling the Many Hats You Wear”  
Kent Regional 4C  
January 27, 2007  
Crown Plaza, Grand Rapid, MI  
[www.4CChildcare.org](http://www.4CChildcare.org)

### 2007 Early Childhood Conference

March 29-31, 2007  
Amway Grand Plaza Hotel and DeVos Place  
Grand Rapids, MI  
(517) 336-9700  
(800) 3366424  
<http://www.miaeyc.org>

### 2007 Early On Annual Conference

April 26-27, 2007  
Bavarian Inn  
Frankenmuth, MI  
(517) 336-9700  
(866) 334-5437  
<http://eotta.ccrea.org/>

### Michigan After School Collaborative Conference

April 27, 2007  
Hyatt Regency, Dearborn  
(517) 321-2395  
<http://www.macae.org>

### High/Scope International Conference

Ypsilanti, MI  
May 1-4, 2007  
(734) 485-200 ext. 228  
<http://www.highscope.org/TrainingConferences/MayTraining/mainpage.htm>

### Michigan Association for Infant Mental Health Conference

May 4-8, 2007  
Ann Arbor, MI  
(734) 785-7700  
[www.mi-aimh.msu.edu/intro/index.htmlmiaeyc.org](http://www.mi-aimh.msu.edu/intro/index.htmlmiaeyc.org)

### MiAEYC Infant-Toddler Conference

September, 2007  
(517) 336-9700  
(800) 3366424  
[www.mi-aimh.msu.edu/intro/index.html](http://www.mi-aimh.msu.edu/intro/index.html)

## ONGOING PROFESSIONAL DEVELOPMENT CLASSES (call organization for classes, dates, and times)

### Michigan 4C Association

[www.mi4c.org](http://www.mi4c.org)  
(517) 351-4171  
(800) 950-4171

### Michigan State University Extension

[www.fcs.msue.msu.edu/bkc/](http://www.fcs.msue.msu.edu/bkc/)  
(517) 432-7654

### T.E.A.C.H. (Teacher Education and Compensation Helps)

[www.mi4c.org/teach](http://www.mi4c.org/teach)  
(866) MITEACH  
(866) 648-3224

### HighScope Training Opportunities

[www.highscope.org](http://www.highscope.org)  
(734) 485-2000 ext. 234

## RESOURCES: PROGRAM EVALUATION

Alexander, N., [Early Childhood Workshops That Work. The Essential Guide to Successful Training and Workshops](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Bloom, P., [Blueprint for Action, Achieving Center-based Change through Staff Development](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Carter, M., Curtis, D., [Training Teachers. A Harvest of Theory and Practice](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Carter, M., [Side by Side. Mentoring Teachers for Reflective Practice](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Drummond, T., [The Hiring Tape. Four Scenes at Preschool](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Harms, T., Clifford, R., [Family Day Care Rating Scale](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Harms, T., Clifford, R., Cryer, D., [Early Childhood Environment Rating Scale, Revised](#)

[Edition](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Koralek, D., Colker, L., Dodge, D., [The What, Why, and How of High-Quality Early Childhood Education: A Guide for On-Site Supervision \(rev. ed.\)](#), NAEYC, Early Childhood Resources, 1-800-424-2460, [www.naeyc.org](http://www.naeyc.org)

Laurion, J., Schmiedicke, C., [Creating Connections. How to Lead Family Child Care Support Groups](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

MiAEYC, [The Beacon : Are You a Leader? Vol. XXIX No.2.](#), (issue contains articles on leadership). [www.MiAEYC.org](http://www.MiAEYC.org)

Neugebauer, B., [The Beginnings Workshop Book Series. Professional Development Topics](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

Talan, T., Bloom, P., [Program Administration Scale, Measuring early Childhood Leadership and Management](#), Redleaf Press, 1-800-423-8309, [www.redleafpress.org](http://www.redleafpress.org)

### T.E.A.C.H.

#### (Teacher Education And Compensation Helps) Early Childhood® Michigan

**T.E.A.C.H.** is a scholarship program for providers working in a licensed or registered early childhood program in Michigan. This program helps cover the majority of tuition and book costs, provides a travel stipend, offers a release time stipend and a bonus for continued professional development. This program requires that providers continue to work at their sponsoring program or home program in the early childhood field. Scholarships are available for associate or bachelor degrees in Early Childhood Education or Child Development and to help cover the cost of the CDA assessment fee.

Call 1-866-MITEACH (1-866-648-3224) or visit [www.mi4c.org/teach](http://www.mi4c.org/teach) for more information

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### CONSUMER PRODUCT SAFETY COMMISSION INFANT/CHILD PRODUCT RECALLS (not including toys)

These recalls have been added since the last issue:

- Scandinavian Child Recalls Cariboo™ Baby Changing Tables Due to Fall Hazard
- Regal Lager Inc. Recalls Travel Cots Due to Choking Hazard
- Lands' End Children's Light-Up Backpacks Recalled for Overheating
- Children's Lamp Sold at The Home Depot® Recalled for Laceration Hazard
- Plastic Hardware Covers on Children's Furniture Recalled for Choking Hazard
- Children's Cloth Books Recalled by Simon & Schuster

Details on these product recalls may be obtained on the Consumer Product Safety Commission's website: [www.cpsc.gov](http://www.cpsc.gov). To review the complete list, see the Child Care Licensing Division website at: [www.michigan.gov/dhslicensing](http://www.michigan.gov/dhslicensing) (child care).

Copies Printed: 19,900  
Cost: \$4,730.16 (.23 ea.)  
Authority: DHS Director



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