

Michigan Child Care Matters

Department
of Human
Services

ISSUE 76, Fall 2006
PROFESSIONAL DEVELOPMENT

FROM THE DIRECTOR

We did it! Michigan is no longer the only state with no pre-service or ongoing training requirements for child care providers! By the end of this year, all regulated child care facilities in Michigan will have annual training requirements.

Family and group child care home rules took effect in January 2006. These rules require caregivers to receive 10 clock hours of annual training every year. Assistant caregivers in child care homes must obtain 5 clock hours of training annually.

With the completion of the child care center rules promulgation process, the new center rules take effect on December 7, 2006. All center caregivers and program directors will be required to obtain 12 clock hours of training each year.

Why did we feel so strongly about the need for ongoing training for caregivers?

- Research has consistently demonstrated that quality of care is related to the education and training of caregivers.
- High quality early education and care produces better cognitive development in young children.
- Caregivers who receive regular and ongoing training are better able to recognize and correct health and safety problems and promote children's healthy development.
- Training is a way to provide current knowledge and practices in early childhood development and care to Michigan's child care workforce.

The Division of Child Day Care Licensing demonstrated a commitment to training by developing a "New Rules" workshop for home-based caregivers. The purpose of this three hour training session was to review the changes in the family and group child care home rules.

Child Day Care Licensing area managers have completed more than 70 sessions, training over 2,000 caregivers! The "New Rules" trainings are no longer being routinely offered, as area managers prepare for a similar "New Center Rules" workshop.

This issue of Michigan Child Care Matters is devoted to professional development. Project Great Start was launched by Governor Granholm in 2004. The vision of Project Great Start is "a Great Start to make every child in Michigan safe, healthy, and eager to succeed in school and in life." You play a critical role in the lives of the children you care for. I hope you view the new training requirements as a professional development opportunity to improve your skills and knowledge, and to assure that every child in your care does, indeed, have a Great Start.

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

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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



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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 at the Child Day Care Licensing web page:

www.michigan.gov/dhs
**Licensing
Child Care**

CORRECTION

“**MARKETING IN TOUGH TIMES**” published in Issue 75, Spring 2006, was written by Lin Hirai, Early Childhood Consultant, Office of Young Children, Ingham Regional 4C.

TEACHER EDUCATION AND COMPENSATION HELPS

Jeremy Reuter, T.E.A.C.H. Program Director

T.E.A.C.H. Early Childhood® can help you complete college coursework in Early Childhood Education!

T.E.A.C.H. Early Childhood® Michigan provides a structure for a comprehensive sequence of early childhood professional development opportunities to directors, teachers and family and group child care home providers in early care and education programs. T.E.A.C.H. provides affordable opportunities to providers to earn college credits at participating community colleges and universities with early childhood programs.

T.E.A.C.H. is a unique scholarship opportunity; it ties education to compensation. Not only does the program pay for most of the cost of tuition, books and travel, it also often requires and supports paid release time. In addition, increased compensation is awarded upon attainment of a prescribed number of credit hours. T.E.A.C.H. not only impacts individuals, but also impacts child care programs by addressing the retention of staff.

T.E.A.C.H. is designed to assist providers who are working directly with children at least 20 hours a week in regulated child care facilities. For providers who are eager to access formal education in early childhood programs for the first time, our **Building Foundations Scholarship** assists with an approved early childhood education course at a participating college/university. These credits can be applied toward an Associate Degree in Early Childhood Education or Child Development, and would exceed Michigan’s new child care licensing training requirements.

T.E.A.C.H. offers a scholarship that covers the majority of the assessment fee charged by the Council for Professional Recognition for providers who are seeking assistance with the **CDA Assessment Credential**. This scholarship is available to providers who have completed their 120 clock hours of training and 480 hours of work experience with children.

The T.E.A.C.H. **Part Time and Associate Degree Scholarships** are designed to assist providers who are looking to complete their CDA assessment training hours, and those taking the next step towards an Associate degree in Early Childhood Education or Child Development. Our **Building Foundations, Part-Time, and Associate Degree Scholarships** would provide assistance for providers looking to complete their required CDA training hours at participating community colleges and universities with early childhood programs. The **Bachelor Degree Scholarship** is available to providers who have completed their Associate Degree and are looking to further their education at participating four-year university.

The T.E.A.C.H. Early Childhood® Michigan program has assisted over 2,675 individual providers in Michigan since 2001. To date, over 850 providers have earned their CDA credential, 185 have earned their Associate Degree, and since 2003, nine providers have earned their Bachelor Degree.

The T.E.A.C.H. Early Childhood® Michigan Program is here to help you meet your training and education goals in early childhood education. For more details regarding T.E.A.C.H. Early Childhood® Michigan, please call 866-648-3224 or visit our web page at www.mi4c.org/teach. ❖

MICHIGAN CHILD CARE “FUTURES” PROJECT

Norma Eppinger, Program Specialist, Michigan 4C Association

A professional development program of the Michigan 4C Association

Michigan Child Care Futures is a professional development program of the Michigan 4C Association designed to meet the needs of child care providers. Futures training includes a variety of courses where participants may earn Continuing Education Units (CEUs), meet training hour requirements for a Child Development Associate (CDA), and may earn college credit. All completed hours of training meet the new child care licensing requirements for child care centers, group and family child care homes. Each course also addresses the Core Knowledge and Core Competencies for Early Childhood Care and Education Professionals.

The following course curricula are available:

Basics — a 16-hour course designed to provide basic information to child care providers and to cover all of the CDA competency goals. The Basics of Child Care provides the foundation for the other training courses. Providers can earn 1.5 CEUs from Michigan State University for completing the Basics course.

Administrative — a 15-hour course designed to cover the administrative and business aspects of child care e.g., working with staff, policies and handbooks, marketing, licensing and legal issues, facilities and financial management, advocacy and accreditation, community resources, contracts, budgets, insurance, etc. and at least four of the CDA competency goals. Providers can earn 1.5 CEUs from Michigan State University for completing the Administrative course.



Advanced Topics — The regional 4C offices offer 23 different 10-hour courses that allow more in-depth focus on caring for infants and toddlers and cover at least four of the CDA competency goals. Providers can earn 1.5 CEUs for each of the three courses.

Part A — An overview of caring for infants and toddlers.

Part B — Social/emotional growth and group care.

Part C — Learning, development and culture, family and providers.

Inclusive Child Care 1, 2, & 3 — A series of three, 16-hour courses designed to provide adults with information and training about how to include children with a wide range of abilities in the same child care program. Providers can earn 1.6 CEUs from Michigan State University for each of the three courses.

Part 1 — Then and Now — Why Inclusion? Abilities First — The Child with Special Needs, Early Risk & Warning Signs, Working Together — A Focus on Families.

Part 2 — The Preschool Environment — Supporting Children’s Play, Planning Developing & Teaching — An Inclusive Curriculum.

Part 3 — Listening & Talking — Knowledge of Various Special Needs, Guiding Positive Behavior, Kindergarten Transition.

Minis — five-hour courses to address specific topics related to child care. All of the courses have been developed to address at least two of the CDA competency goals required for the CDA.

Michigan Child Care Futures trainings are held on different days and times of the year to be convenient to providers. Your regional 4C agency has all the information you need. Call 1-866-4CHILDCARE (1-866-424-4532) or visit www.mi4c.org and click on “regional offices.” Click on the name of the agency that serves your county to find its local telephone number, address and website.❖

WHAT DOES IT MEAN TO BE A PROFESSIONAL?

Carol M. Grates, Consultant
Primary Directions, Frankenmuth

Reprinted from Issue 48, Winter 1999

What does it mean to be a professional? What sets a professional apart from others who do the same work? In a nutshell, professionals project a strong first impression supported by ongoing training and involvement in professional organizations.

First Impressions

First impressions count in any business. And that starts with how you answer the telephone. All staff should be trained to answer with your business name. Keep the important information regarding your hours and fees next to the phone. No one should be put on hold for a long time. If the staff person cannot answer the question, she should take the person's name and phone number and promise a return call within a reasonable amount of time. And then ... be sure to return the call!

Secondly, consider your answering message. It also should be professional. Save the cute little comments or children making noise in the background for other arenas. Remember each call is a potential paying customer. Chaos is very evident over the phone lines. If possible, locate your phone in a place that is away from the daily busy noise of the program. What may be the good sounds of children playing can sound like a program out of control to a stranger.

The second "first impression" you make is when the parent comes to your door. A doctor's office feels professional as soon as you walk in. The waiting room is not cluttered. It is quiet. A receptionist greets you. You are acknowledged and your questions are answered.

Is this realistic in a child care setting? To a degree, yes. You can arrange your home or center so that there is a small area to greet parents. Keep the area clear of toys and other equipment. Have some parent materials available such as books or magazines on parenting issues.

No parent should go unacknowledged when she comes into the setting. Again all staff should be trained to greet parents. The best thing is if you can be the one to greet them. This gives parents a sense of who is in control. It is very disconcerting to come into a program and have the staff act like they are not sure who is in charge.

Lasting Impressions

A parent handbook is a testimony to your professionalism. It shows parents you are serious about your work and have thought through the policies that will govern how you operate. This should be readily available for prospective families. And staff should be familiar with it also.

Staff should also dress in a professional manner. This does not mean suits and high heels. However, there should be an expectation that staff will be neat and clean. Providing smocks or aprons that are uniform will enhance your staff's appearance. It gives a sense that there is a commitment and continuity among the caregivers. Another way to professionalize your staff is to provide name tags. This will help parents to know the names of all the caregivers.

If you are a home child care provider, you should be up and dressed when the first parent arrives. It does not instill much confidence if you meet a parent at the door with rollers in your hair and your bathrobe on. You would think twice before going into a doctor's office where the receptionist was still putting on her make-up when you arrived.

The most important lasting impression is the way you and the staff talk to and interact with the children. Voices should be kept soft. Staff should get down to the children's eye level.

When talking with parents, sound assertive and secure. Never let a parent push you over the edge in front of the children or other parents. Go with an angry parent to another area and settle your differences.

A Trained Staff is a Professional Staff

Take the time to orient new staff to all procedures and policies. Review these at staff meetings on a regular basis so that all caregivers are well versed in what you expect. This is a basic requirement.

However, staff also need to be trained regularly on child development and programing. They should be able to explain what they are doing to parents who ask. Their

lesson plans should reflect the best knowledge we have in preparing a children's program.

Personal Professionalism

What does it take to be personally professional? A major indicator of a professional is membership in a professional organization or support group. This shows you see yourself as part of a larger field and want to improve the services you provide. It tells your families you are seeking to be the best you can be.

Secondly, a professional seeks continuing education. Attendance at conferences and workshops to learn new ideas and hone old skills is a hallmark of every professional.

Thirdly, professionals mentor other child care providers as they enter the field. Sharing your knowledge with new providers enhances the entire profession of child care. ❖

Take the Professionalism Test

- Do I have a handbook for parents?
- Do I have my hours and fees next to the telephone?
- Have all staff been trained to answer the phone?
- Have all staff been trained to greet parents when they enter the building?
- Do I conduct an orientation for all new staff?
- Do I review program policies and procedures at staff meetings?
- Do all staff have opportunities for training in child development and programming?
- Do I have some dress code expectations?
- Do all staff interact in a positive way with children and parents?
- Do all staff get on the children's eye level when talking with them?
- Would my program seem professional to me if I were the new parent coming in the door?
- Am I a member of at least one professional organization or support group?
- Have I attended at least one workshop or conference during the last year?



MEETING THE NEW CHALLENGE OF ONGOING STAFF TRAINING

Carole Grates, Consultant
Primary Directions, Frankenmuth

Reprinted from Issue 48, Winter 1999

In December, Michigan will introduce revised rules for child care centers. One of the major changes is the requirement for ongoing staff training. All staff must obtain a minimum of 12 clock hours of training related to the child care field each year. This presents a new challenge to centers from the monetary viewpoint as well as from the availability point of view.

When we think of training we tend to think first of workshops and conferences. However, there are other ways to meet the challenge, starting with good orientation training for new staff. This article will discuss the components of an effective orientation as well as explore two other means of providing staff training that can be on target and not expensive.

Recently staff trainers have been focusing on a new way of training that happens on-site and can be done by the director or peers. The current thought is that such training is more effective than workshops with no follow through.

Effective staff training has three major components (Johnston, "Assessing Staff Problems," Child Care Information Exchange):

- Clearly established goals
- Meaningful for the participants
- Actively valued by administrators

Orientation of new staff is critical to a quality program. It helps prevent rapid turnover and encourages consistent programming. Goal setting for orientation is best done by the director and the current staff. Develop a list of things to be covered and prioritize it to conform with center goals.

Set aside a specific time for orientation of the new staff so the process is not interrupted. Plan a time for preview of the overall plan as well as time for evaluation at the end. Evaluation time will help participants assess how the training was meaningful.

Orientation Training

Orientation can be done by using a variety of techniques:

1. Provide a written outline of the orientation procedure. Schedule a tour of the facility, introduce her to staff, and plan time to discuss center goals and philosophy.
2. Invite current staff members to teach a specific area.
3. Provide opportunities for the trainee to observe as well as to participate. An effective method is to have her work closely with a skilled teacher.

Ongoing Staff Training

Ongoing in-service training can be achieved through conferences and workshops. However, there are two other means of training that have more measurable effect.

1. Plan regular staff meetings with a problem solving format. Encourage staff to identify problems and to work on them as a team. Staff and administrators do not always identify the same problems so be open to all views during these meetings. Such a format encourages peer support and communication.
2. Use a staff meeting to evaluate the program areas they would like to improve. As a group, prioritize these areas and establish three or four goals to be achieved.

You can plan an on-site workshop on the areas of concerns. This can be done by an outside presenter or by a staff member who has a special skill in the area. The workshop should include the "why" as well as the "what" of the issue and should allow for active involvement by the participants.

Follow through is important to any workshop. It can be achieved through a good handout for future reference and by evaluating any implementation of the ideas in staff meetings.

In-service training that allows the staff to set their own goals will assure a meaningful, lasting experience. Whether done on a shoestring or on a champagne budget, the key is meeting the needs of the trainees as they perceive them, not as others perceive them.

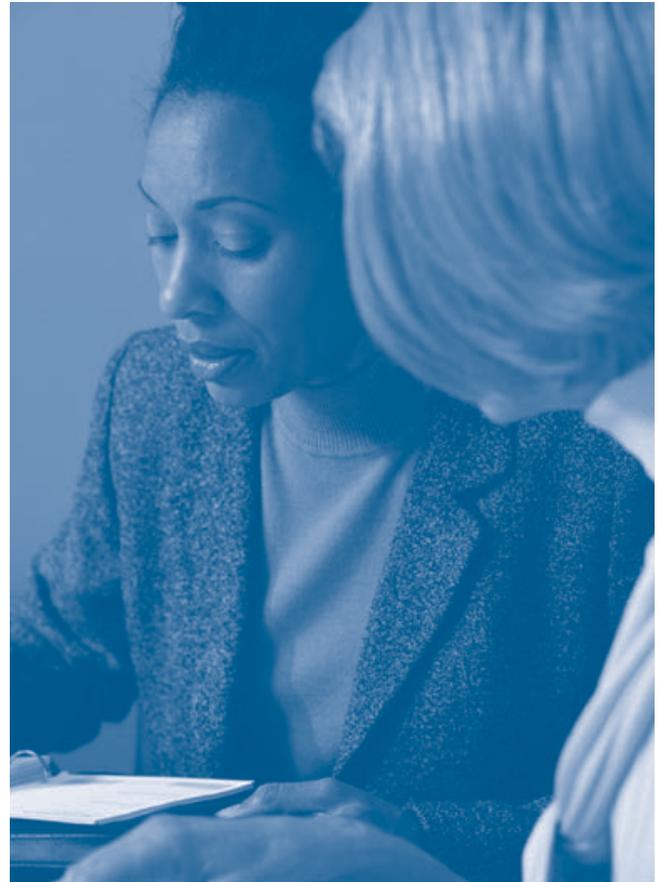
Issues and Topics Forums

In the Saginaw area, center directors involved in the local Quality Care Initiative are planning to provide eight issues forums during the next year. Each forum will be directed at one age group only — infants, toddlers, preschoolers, or school age children. In addition staff will be asked to suggest focus topics for the forum, such as biting or school age summer programming. Facilitators will support discussion and provide expertise from an experiential base as well as from an academic base. The focus of the forum will be to encourage participants to ask questions as well as share what has worked for them.

Each age group will have two forums throughout the year. Participants will receive a certificate verifying that they received two clock hours of training for each forum attended. Center directors and/or qualified staff with at least an Associate Degree in Early Childhood Education will facilitate the forum.

The first year of this program is being piloted through the Quality Child Care Initiative funded by the Saginaw Intermediate School District (SISD) in cooperation with the Saginaw Valley Regional 4C Association (SVR4C). Other than the original planning, no funds will be expended. The facilitators have agreed to donate their time as a professional commitment. The SISD training facility is free to community groups. However, this type of project could also be held at center sites if a facility like the SISD is not available.

The important thing about all three of these training modes is that they are planned with prior input from staff to assure the information is meaningful to them. The orientation training focuses on the basics that the caregiver needs to know to enter the program. The other two training modes require the planners to obtain input from the participants before the staff meeting or forum. And none of the three require a large output of center funds. Meeting the challenge needs creativity in these days of decreased funding and increased costs. Good luck in meeting your challenge using the talents you have at hand. ❖



In July 2006, all active home and center providers received a DVD, “Promoting Emergent Literacy in Licensed Care.” Along with the DVD was a booklet with suggestions for using the DVD as a training tool. The material, developed by Michigan State University, is a valuable tool designed to help you meet the licensing requirement related to providing 30 minutes of daily literacy experiences. To purchase additional copies, please go to www.msularc.org.

CHILD CARE HOME TRAINING-AT-A-GLANCE

Toni L. Stagray, Licensing Consultant
Genesee County

Training hours may include participation in any of the following:

- Sessions offered by community groups, faith-based organizations, and child care home associations.
- Trainings, workshops, seminars, and conferences on early childhood, child development, or child care administration, and practica offered by early childhood organizations.
- Workshops and courses offered by local or intermediate school districts, colleges, and universities.
- On-line courses that provide a certificate of completion.

Training topics may include but are not limited to:

- Child development — language, social, emotional, physical, intellectual.
- Programming for various age groups, i.e. math, science, art, dramatic play.
- Managing children’s behavior.
- Health and safety.
- Proper nutrition for young children.
- Caring for children with special needs.
- Make it — Take it workshops on games and toys.

TYPE OF TRAINING	WHO NEEDS IT?	HOW OFTEN?	DOCUMENTED?	RESOURCES
CPR	LICENSEE/ REGISTRANT	PRIOR TO BEING REGISTERED/LICENSED; EVERY YEAR THEREAFTER	YES — Signed card from certified trainer	LIST OF CERTIFIED TRAINERS ON OCAL WEBSITE
CPR	ASSISTANT CAREGIVERS	WITHIN 90 DAYS OF HIRE; EVERY YEAR THEREAFTER	YES — Signed card from certified trainer	LIST OF CERTIFIED TRAINERS ON OCAL WEBSITE
FIRST AID TRAINING	LICENSEE/ REGISTRANT	PRIOR TO BEING REGISTERED/LICENSED; EVERY 3 YEARS THEREAFTER	YES — Signed card from certified trainer	LIST OF CERTIFIED TRAINERS ON OCAL WEBSITE
FIRST AID TRAINING	ASSISTANT CAREGIVERS	WITHIN 90 DAYS OF HIRE; EVERY 3 YEARS THEREAFTER	YES — Signed card from certified trainer	LIST OF CERTIFIED TRAINERS ON OCAL WEBSITE

A list of current CPR and First Aid training providers can be found by visiting www.michigan.gov/dhs and then following this path:

1. Select “Licensing” in the right hand column
2. Select “Child Care” in the left hand column
3. Click on “CPR and First Aid Training” under the “Licensing & Requirements” section.

NOTE: CPR AND FIRST AID DO NOT COUNT TOWARD THE REQUIRED 10 HOURS OF YEARLY TRAINING.

TYPE OF TRAINING	WHO NEEDS IT?	HOW OFTEN?	DOCUMENTED?	RESOURCES
HOME RULES ORIENTATION	ALL FAMILY AND GROUP HOME APPLICANTS	ONE TIME REQUIREMENT CREDIT OF 6 CLOCK HOURS	YES — Certificate	OCAL OFFICE
CHILD CARE RELATED TRAINING	LICENSEE/ REGISTRANT	10 CLOCK HOURS ANNUALLY	YES — Signed verification from trainer or presenter	OCAL Website, MCCM Publication, Community-based training
CHILD CARE RELATED TRAINING	ASSISTANT CAREGIVERS	5 CLOCK HOURS ANNUALLY	YES — Signed verification from trainer or presenter	OCAL Website, MCCM Publication, Community-based training
SIDS & SHAKEN BABY SYNDROME (Required)	ASSISTANT CAREGIVERS — can be provided to assistants by the licensee/registrant	ONE TIME REQUIREMENT	YES — Can be provided by licensee/registrant	OCAL OFFICES-VIDEOS; Online Websites
CHILD CARE FOOD PROGRAM	Optional participation for LICENSEE/ REGISTRANT	ONE CLOCK HOUR PER YEAR	Written documentation from food program representative that at least 3 visits were made during the year for credit	LIST OF MICHIGAN CHILD CARE FOOD PROGRAM SPONSORS

Caregivers must maintain documentation of their participation in training that includes the date, time, number of hours, location, trainer/sponsor, and training topic. Verification shall be kept on file, i.e. certificate of participation or completion of Training Record form (OCAL-4590), if a certificate is not available.

- ◆ Assistant caregivers: anyone who helps out or subs for a caregiver regardless of the amount of time must meet the requirements under Rules 1904 and 1906.
- ◆ Clock hour: 1 clock hour = 60 minutes. (**Note that this is a change** from the Technical Assistance Manual which indicated that 50 to 60 minutes = 1 hour of training.)

I AM NOT A BABYSITTER!

Debbie Schlenker, Home Child Care Provider
Jackson County

Has anyone ever called you a “babysitter” rather than a child care provider? This has happened to me over the years that I have been caring for children. I do not think people really intend to insult you with the term “babysitter,” however, each time I hear it, I cringe a little and feel the need to correct them. A professional child care provider must earn this title and respect, just as other professionals do.

Training is one of the first steps to becoming a professional child care provider. A variety of training is available. Community sponsored training, local support groups, and colleges that offer CDA and Associate Degree programs are just a few. You may also help train other providers. As a professional child care provider, you have a wonderful opportunity to pass on your knowledge and experience to other providers.

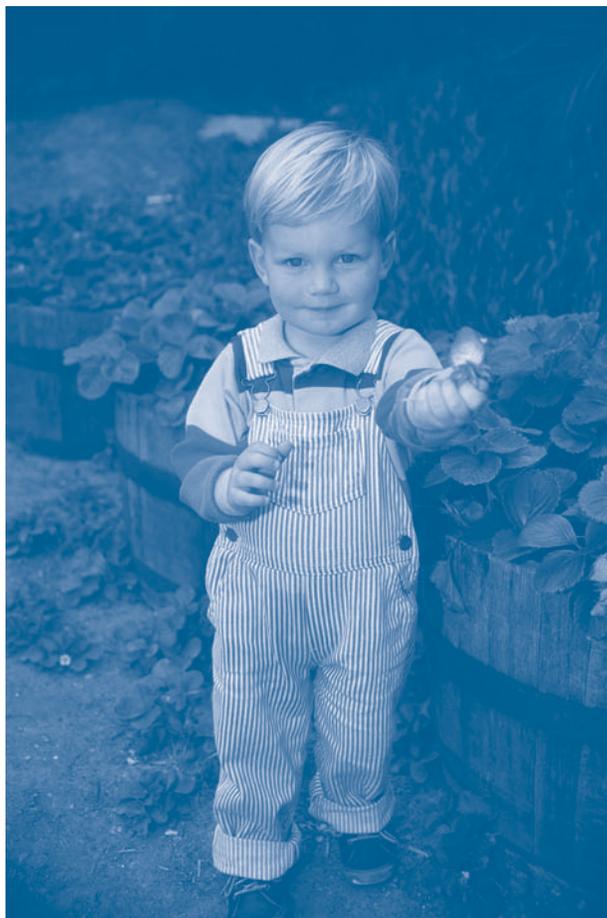
Secondly, it is important to present yourself in a professional manner. Being prepared for prospective clients creates a professional image that is very important. Having a Parent Handbook with your philosophy on child care and the child care administrative rules provides an important tool that will gain you respect as a child care provider during an initial interview. Personal appearance during an interview with a parent and while working with children will help you to present

yourself as being serious about your profession. You may need to dress in comfortable attire to play on the floor with small children and for outdoor play while still making sure that your clothing is always appropriate.

Thirdly, organization is a key to becoming a professional child care provider. It is important that you keep child information and staff records up to date, as well as

keeping records, files and your home or center organized. Of course, cleanliness is also essential to a child care home or center. Taking time to clean and pick up items as you go helps to keep things tidy and organized. This makes the major daily clean up work such as floors and furniture less time consuming. Toys and equipment should be organized and accessible so that the children can also help in the clean up.

Last, but not least, you are only as professional as your attitude. If your program provides a nurturing, supportive environment and the physical care that helps children grow, achieve, and develop positive self-esteem, and provides love and protection, then you have earned the title “Professional Child Care Provider.” Be proud of your profession, because children are the future and our most valuable asset.❖



MICHIGAN BETTER KID CARE

Karen Shirer, Assistant Professor and Extension Specialist
Family and Child Ecology, Michigan State University

Professional development opportunities for those who care for Michigan's children

Caring for our youngest citizens is one of the most important jobs of Michigan child care providers. These caregivers provide safe, healthy and stimulating environments for children. As a result, parents and guardians can work, making an important contribution to Michigan's employers, communities, and economy.

Professional development for providers plays an important role in ensuring the quality of child care. Michigan State University (MSU) Extension recently expanded the Michigan Better Kid Care Program to offer free and accessible training to child care providers across the state. Training opportunities are available to:

- Staff in licensed child care centers and group child care homes,
- Registered family child care homes,
- Relative care providers and day care aides,
- Anyone interested in becoming a regulated child care provider.

A variety of training topics and formats are available, which include:

- Emergent literacy skills,
- Promoting healthy child development,
- Protecting the children in your care from abuse and neglect,

- Positive discipline,
- Play: enhancing early literacy, math, science and other learning,
- Keeping kids healthy and safe,
- Creating healthy and safe meals and snacks,
- Business basics for family child care homes.

Trainings are offered as one-time events, a series of workshops, a 36-hour training program for those interested in becoming child care providers, and an 18-hour training program for relative care providers and day care aides. Both the 36-hour and 18-hour training programs include CPR instruction and certification. Penn State satellite training is offered as a series each year to providers; those who attend all five sessions receive one CEU. MSU Extension also offers independent learning modules on various topics available for check out from most County Extension offices.

Extension Educators for the Michigan Better Kid Care Program provide the training or find community resource people to serve as guest speakers.

The telephone number is listed in the county government section of your local phone book. You may also contact Kendra Moyses at MSU Extension, Family and Consumer Sciences, 517-432-7654 or at kmoyses@msu.edu. The Michigan Better Kids care website is www.fcs.msue.msu.edu/bkc/ ❖



ON-GOING STAFF TRAINING PLAN

Jackie Sharkey, Licensing Consultant
Macomb County

Professionals of all types need continuing education to learn the latest trends in their fields based on research and changes in society. This includes early childhood professionals.

Child care centers are required to have a written on-going staff training plan to promote professional development. What does this plan need to include?

New staff members at a child care center will need to be provided with information regarding the center's policies, the child care center rules, Public Act 116, and specific information regarding the age group with which they will be working. Staff members also need on-going training to reinforce policies and to learn new skills.

The training plan should include a basic training portion. Basic training may include a complete review of the center's employee policy manual, CPR and First Aid training, supervision, hand-washing procedures, administering medications, emergency procedures, and/or abuse and neglect acknowledgment and reporting. This introductory training will not be the same for everyone. It will need to cover all areas that are relevant to each program.

Within the training plan there should be an explanation of how this information will be given to staff. This could be a new employee checklist, one-on-one meetings with the program director, assistant director or training coordinator, and/or media materials.

On-going training needs to assist staff members in maintaining a level of knowledge and good habits to help them provide proper care of the children. This can be accomplished through monthly staff meetings, program specific trainings and community offerings.

Monthly staff meetings may include topics such as transitions, brain development, and discipline. An example of what a written training plan may look like for discipline is as follows:

October staff meeting — conducted by the center director.

Discipline — This interactive training will give teachers an opportunity to define the differences between discipline and punishment in large group activities. Teachers will explore discipline methods for different age groups in small group activities.

All staff members will need to sign an attendance sheet to receive credit for this type of training.

Program specific trainings give each staff member an opportunity to enhance their knowledge of the age group with which they are working. This could be provided through small group or individual activities within the monthly staff meetings, special speakers, or community offerings.

Community offerings include sessions by community groups, faith-based organizations, child care associations, early childhood seminars and conferences, local or intermediate school districts, colleges, and universities. If staff members attend one of these trainings, they will need to obtain a certificate of participation to keep on file.

Having a written training plan will help staff keep up on best practices for caring for children. On-going staff training is an important part of meeting the needs of each child in care and a key component of a well-run program. ❖

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NAEYC Accreditation Workshop

“A New Standard of Excellence”

Presented by Karen Hughes

Washtenaw County AEYC

September 16, 2006

Pendleton Room at the Michigan Union

Ann Arbor, MI

(734) 975-1840, Ext. 17

www.miaeyc.org

MiAEYC Infant/Toddler Conference

September 29, 2006

Sheraton Detroit Novi Hotel

Novi, MI

(800) 336-6424

www.miaeyc.org

14th Annual Parenting Awareness Michigan Conference

Parenting Awareness Month

October 19, 2006

Marquette, MI

(800) 968-4968

www.preventionnetwork.org

22nd Annual International Conference on Young Children with Special Needs

The Division for Early Childhood

October 19-22, 2006

Little Rock Statehouse Convention Center

Little Rock, AR

(406) 543-0872

www.dec-sped.org/conference_05/about_the_conference.html

14th Annual Parenting Awareness Michigan Conference

Parenting Awareness Month

November 6, 2006

Lansing, MI

(800) 968-4968

www.preventionnetwork.org

NAEYC National Conference and Expo

November 8-11, 2006

Atlanta, GA

(202) 232-8777

www.annualconference.naeyc.org/

Supporting Families with Infants, Toddlers, & Young Children Conference

NOTE: Conference Scholarships may be available to regulated child care providers.

November 13-15, 2006

Amway Grand Plaza, Grand Rapids, MI

www.childcrt.org

DeborahJensen@childcrt.org

National Training Institute - Zero to Three

December 1-3, 2006

Albuquerque Convention Center

Albuquerque, NM

(202) 624-1760

www.zerotothree.org/nti/

Michigan Collaborative Early Childhood Conference

January 24-26, 2007

Hyatt Regency, Dearborn, MI

(800) 336-6424

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 Rapids, MI

www.4CChildcare.org

2007 Early Childhood Conference

March 29-31, 2007

Amway Grand Plaza Hotel and DeVos Place

Grand Rapids, MI

<http://www.miaeyc.org>

HighScope Conference and Training Opportunities

www.highscope.org

(734) 485-2000 ext. 234

RESOURCES: PROFESSIONAL DEVELOPMENT

Alexander, N., Workshops Work: Early Childhood Workshops That Work, The Essential Guide to Successful Training and Workshops, 800-423-8309, www.redleafpress.org

Albrecht, K., The Right Fit: Recruiting, Selecting and Orienting Staff, 800-424-2460, www.naeyc.org

Bloom, P., Making the Most of Meetings: A Practical Guide, 800-424-2460, www.naeyc.org

Bloom, P., Leadership in Action: How Effective Directors Get Things Done, 800-423-8309, www.redleafpress.org

Dischler, P., From Babysitter to Business Owner: Getting the Most Out of Your Home Child Care Business, 800-423-8309, www.redleafpress.org

Lee, K., Solutions for Early Childhood Directors: Real Answers to Everyday Challenges, 800-424-2460, www.naeyc.org

Koralek, D., Colker, L., Dodge, D., The What, Why, and How of Quality Early Childhood Education: A Guide for On-site Supervision, 800-424-2460, www.naeyc.org

Lombardi, J., Time to Care: Redesigning Child Care to Promote Education, Support Families, and Build Communities, 800-424-2460, www.naeyc.org

Rand, M., Giving It Some Thought: Cases for Early Childhood Practice, Training Guide, 800-424-2460, www.naeyc.org

Sullivan, D., Learning to Lead: Effective Skills for Teachers of Young Children, 800-423-8309, www.redleafpress.org

Innovative training tools published by Redleaf Press: The Visionary Director: A Handbook for Dreaming, Organizing, and Improving in Your Center & Training Teachers: A Harvest of Theory and Practice, 800-423-8309, www.redleafpress.org

Did you know...

An emergency person may provide care and supervision **only** in the case of an emergency. This person is not required to have any criminal or CPS clearances, medicals or TB testing, annual training, CPR or first aid certification. An assistant caregiver must have **all** of these. Any adult providing care in any circumstance other than an emergency must meet all requirements for an assistant caregiver. Scheduled medical appointments, shopping, or staff absences are not considered emergency situations.

The Department of Human Services office in the county where the assistant caregiver lives will perform a central registry check to determine whether or not that person has been involved in a substantiated case of child abuse or neglect. The county DHS office will have a form for the person to complete and will provide a written response at no charge. Each assistant caregiver must have this clearance completed and on file at the child care home **prior** to caring for children.

OCAL has recently developed a self-certifying form for assistant caregivers, "Assistant Caregiver Certifications for Child Care Homes." Use of the form is not mandatory, but is a convenient way for caregivers to assure that their assistants meet all of the requirements of R400.1904 and 1906. The form is available on the Child Day Care Licensing website, www.michigan.gov/dhs. Check it out!

DEPARTMENT OF HUMAN SERVICES
 OFFICE OF CHILDREN AND ADULT LICENSING
 7109 W. SAGINAW, 2ND FLOOR
 P.O. BOX 30650
 LANSING, MI 48909

PRSR STD
 U.S. POSTAGE
 PAID
 Lansing, Michigan
 Permit No. 1200



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

These recalls have been added since the last issue:

- “Baby 2 Pack” Pacifiers Recalled for Choking Hazard
- Rainbow Play Systems Swing Seats
- Adventure Playsets Swing Sets
- Bicycle Child Carriers Recalled Due to Fall Hazard
- Regal Lager Inc. Recall to Repair Phil & Teds Twin Strollers
- Sycamore Kids Inc. Expands Recall Again of Mountain Buggy Jogging Stroller
- Swing Sets Recalled for Repair Due to Risk of Top Beam Disconnecting
- Safe-Seat Infant Seats for Shopping Carts Recalled, Chalky Residue Could Cause Skin Irritation

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

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 Department of Human Services

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