



Bureau of Community and
Health Systems
Child Care Licensing Division
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Michigan Child Care Matters

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FROM THE DIRECTOR

We are finally able to say it is Spring here in Michigan. I mentioned in our last MCCM that we celebrated the 1st anniversary of our child care law changes. As you may have heard we are in the final stages of the legislative reviews for our new rules for homes, group homes and centers. As I write these comments about Quality Programs, I am hoping the public meetings for the rules will be happening soon. Once the public hearings are completed and the final rules approved, we plan to start statewide trainings to assist licensed providers on the new rules. We were recently able to present the draft rules at the Upper Peninsula Child Care Conference. We want to thank you all for your support and patience as we have implemented the new law and are hoping to start with the new rules in 2019!

Background check UPDATE

Since March 28th of 2018 until today we have processed almost 91,000 fingerprints of staff, household members and licensees in Michigan. Currently we have been averaging about 250-500 new background checks each week. We had no idea how many people actually worked in child care when we started this process. The state has paid for over \$3 million dollars of background checks for the child care providers. We have just been given the green light to run the free coupon code process again this summer and will be giving 2 free coupon codes for all home and group home providers and giving 8 free coupon codes to all center providers starting on June 1 until September 30th, 2019. The process will be the same as the process we used in 2018. We have about \$2 million dollars remaining for assisting providers with the cost of the 2018 required comprehensive background checks. We really appreciate the generous assistance from the legislature to support our licensees on this new federal and state requirement. This \$2 million in assistance will stay in the hands of providers or their staff.

New regions for consultants

We recently redistricted our 8 regions so you may have seen that your licensing consultant has changed. This should be a small number of providers that saw a change but call your old consultant to find out who serves you today if you aren't sure that things have changed. We are hoping the reduced caseloads for consultants will give you each more quality time with your licensing consultant.

Quality Programs

This MCCM is focused on Quality Programs in child care. Your licensing consultant is a great resource to discuss these articles with you in 2019! Our goal is to help you learn the new law and rules with trainings, assist you with finding trainings on Michigan Registry or have your consultant help you with finding answers to your questions. Enjoy the articles for a great 2019!

Sincerely, Mark Jansen



QUALITY FAMILY SUPPORT

Brooke Javurek, Quality Improvement Consultant
Great Start to Quality Upper Peninsula Resource Center



When caregivers support families, they are supporting children. As a caregiver you are in the unique position to be able to help support the child by also supporting the family. So, what does it look like to provide quality family support? It begins with building relationships. Having strong parent partnerships provides consistency for children. Caregivers can build relationships with families in a variety of ways: having a welcome area that creates a sense of community, daily communication that is positive and respectful, and inviting parents to be partners in setting goals for their child. Caregivers can also expand the quality of parent partnerships through communication, resources, and referrals.

Drop off and pick up times are an opportunity for caregivers and families to share day to day information. This informal conversation allows caregivers and parents to build a relationship around the care of the child. However, there can be challenges to having conversations during drop off and pick up times, as this time of day can be chaotic.

“Small supports for families can mean big outcomes for children”

The use of daily sheets, text messages, and emails can be useful tools for sharing day to day information with families. Daily sheets can be used to share child specific information. For example, an infant/toddler daily sheet at a center must include information like food intake throughout the day, diaper changes, nap times, and observations in development. This is also recommended for homes. Daily sheets for older children might include activities they enjoyed. It is helpful to talk with families to determine the best way to communicate. Some families are more responsive to text messages or emails, while others may prefer paper notes. General updates and communications can also be shared through emails, parent boards, and newsletters.

Parent areas offers a consistent space where families can look for communication and resources. This space should be welcoming and provide a sense of belonging for parents. A quality parent area can be used to share resources for parent education on a variety of topics that relate to supporting the development of children.

Caregivers have a unique relationship with families that provides an opportunity to share information on available resources and services like WIC, Child Development and Care subsidy, Oral Health, Child Well Checks, and Developmental Milestones. Parents do not always know where to turn to for support, especially in stressful times. It is important for caregivers to show respect when sharing resources or offering support to families when taking those first steps to connect with services. Keeping a referral log can help caregivers in following up with families to offer additional support as needed.

When reaching out to share resources with families, keep confidentiality in mind. Schedule a time to avoid disruptions or the possibility of other families over hearing the conversation. Each family is unique and each family's needs are different, but building quality relationships with parents will have a positive impact on each child in care. By offering some basic supports to families, you're helping that child and family succeed beyond your doors. Small supports for families can mean big outcomes for children. ◇





Sand play is a great way to learn about pouring, scooping, and measuring.

TAKE ME OUTSIDE! OUTDOOR PLAY FOR INFANTS AND TODDLERS

Meagan Guindon, Quality Improvement Consultant
Great Start to Quality Upper Peninsula Resource Center

Outside play is so important for children, especially infants and toddlers. These young children soak in every new experience; the outdoors can offer so many sensory opportunities for their developing brains. The texture of the grass, the feel of cold snow, or the sight of the rustling leaves on a tree can offer a completely different experience from what they get in the classroom. The diverse terrain of the outdoors allows children to move freely to build gross motor muscles, develop skills like balancing, hand-eye coordination, and cognitive skills. Getting fresh air helps with brain development; delivering oxygen to the body to reach optimal functioning. It can also improve the children's moods by breathing in fresh air and exploring a new environment. Being outdoors can also cut down on illness.

Infants and toddlers are natural explorers, and nature can provide the materials for exploration! There is no need to spend a large amount of money on outdoor equipment. Look around the play space to collect materials; pinecones, large rocks, sticks and logs are great materials to explore. Buckets and Tupperware containers allow children to collect materials and experiment with cause and effect as they dump and refill. A sand box or sand table provides sensory experiences and fine motor development through digging, squeezing and pouring the sand. An outdoor play space is the perfect spot to make messes with art materials! Children can use materials in their own way, without the fear of mess which fosters creativity. Think of the outdoor space as an extension of the learning environment, what experiences traditionally used indoors can be brought outside to experience in a new way? The winter season sets the stage for a whole new set of experiences, so it is important to get children outside all year long.

(continued on page 4)

A

A

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

C

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

H

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

Licensing has developed tests based on the content of this newsletter. You can receive up to one clock hour of annual training for reading three newsletters and passing the associated tests each calendar year. Each article will include a symbol 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. For more information on how to access these tests, go to www.michigan.gov/mccmatters.

Immobile infants benefit from outdoor exploration as much as the older children. Young infants spend a large amount of their



time laying on their backs or tummies, looking at the same surroundings all day. Getting outside twice a day gives them a change of scenery with new sights and sounds. A large blanket can be brought outside for the infants to sit or lay on. They can reach over to feel the grass or snow, experiencing different textures. Providers can bring a bin of developmentally appropriate toys for infants to explore on the ground. Balls, blocks, and natural materials can all be explored during outdoor time.

Getting infants and toddlers outside might seem like a challenge. How do you get a group of toddlers dressed in snow clothes without taking an hour to do so? When putting together a daily schedule, look at the times when all the children are usually awake and done with feedings to choose the best time to get outside. Make a consistent potty and diapering routine before outside time to ensure you can utilize

learning time outside and prevent trips back and forth to the bathroom.

While getting infants and toddlers dressed can take some time, once you make it a part of their routine it will go quicker. A consistent routine is key for young children. Have their snow clothes out and ready for them to choose from. Make it a game! Ask older toddlers to find their snow pants, mittens, etc. and everyone puts them on together. While they are working on dressing themselves (or attempting to), you can dress the younger children who are not able to dress themselves. Utilize primary care groups to dress small groups at once and take them out immediately to cut down on wait time during the transition. Make transitions fun with animal walks and use a wagon or stroller to transport immobile children. There are a few challenges involved with year-round outdoor play, but the effort is well worth it when looking at the benefits this part of the day can offer. Make a consistent outdoor routine and include outdoor experiences as part of the daily routine and learning environment. Take them outside and have some fun! ♦



WELL THOUGHT OUT DAILY PLANS

Erika Bigelow, Area Manager, Lansing



Daily plans are essential for successful days in child care settings. Establishing and consistently following daily plans and routines can provide children with a sense of security and control over their environments. Creating a well-planned routine can take time, but it can help create a quality program under which children may develop and learn.

In developing a daily routine, it is important to take into account that children learn and understand differently, based individually on each child's experiences and also generally on the age and developmental stage of the child. It is also important to understand and incorporate the needs of the children. For example, an infant's learning is based on senses and interactions with the environment.

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WELL THOUGHT OUT DAILY PLANS

(continued from page 4)

They need to have individual interaction with the caregivers. Toddlers also need more interaction with the caregivers. With both infants and toddlers, the caregivers need to focus on the children's physical environment that will support their cognitive, emotional and physical growth. Preschool children are becoming more social and are able to work better in groups, but are also able to work independently. These children are beginning to play more with dramatic play, blocks, and more structured activities such as math activities, art and language. School-aged children are more independent and are able to choose their own activities.

Quality daily lessons should be incorporate activities that support the ongoing growth and development of children. Such activities could include:

- Cognitive/intellectual – learning about numbers and shapes, counting, patterns, art, and dramatic play
- Language/literacy – reading books, telling stories, singing songs



“Well thought out, quality plans can help children experience a sense of control and security over their environment.”

- Social – modeling appropriate interactions with the children, teaching/modeling respect for others, helping children understand rules
- Emotional – helping children recognize and understand their feelings and feelings of others
- Physical – activities that use both gross motor and fine motor skills

When developing the daily routine, the guidelines below can be considered to help make a consistent, quality program.

- Consider the age of the children. Children have different interests and needs at different ages. What a preschool child wants to play with or when they nap is quite different than that of an infant.
- Be sure to allow for quiet activities as well as more physical activities. This allows the children a chance to slow down a bit and even possibly rest.
- Be consistent. Having a schedule and keeping that schedule as much as possible helps children know what to expect and can give them a sense of security.
- Allow for individual activities and group activities. Participating with group activities allows children to learn socialization skills while the individual activities allow the children to work quietly on their own.
- Plan for activities that allow the children to make their own choices and decisions. This can help the children develop their decision-making skills, give them a sense of control over their environment and help them experience a sense of achievement.

Well thought out, quality plans can help children experience a sense of control and security over their environment. The daily activities children engage in can help develop socialization skills with other children and other adults, besides their siblings and parents. It may take a bit more planning to create a quality plan, but the positive outcomes make it well worth the effort. ◇



QUALITY VS. COMPLIANCE



Jackie Sharkey,
Area Manager, Oakland County

Child care licensing rules are minimum standards for the safety and protection of children in child care settings. High quality child care is care that goes above the minimum standards.

Licensing rules are intended to reduce the risks to children in care. They are developed very carefully by a committee represented by the following:

- Bureau of Community and Health Systems
- Department of Community Health
- Department of Labor and Economic Growth
- Bureau of Fire Services
- State Fire Safety Board
- Department of Education
- Representatives of organizations affected by the Public Act pertaining to the regulation of child care organizations
- Parents of children affected by the Public Act.

The public also has a chance to comment on the rule change proposals before new rules are approved. The licensing rules can alert you to dangers you were not aware of and give you ways to keep children safe and protect your business.

Licensing rules provide the foundation for a good child care service. It's up to the child care center or child care home provider to build a high quality program on that foundation. Fortunately, most licensees want to go above and beyond the rules to provide quality care for the children in their care. Your licensing consultant is a resource you can turn to as you work out effective ways to comply with the rules and work to improve your service above the minimum standards. Other resources that can help you set quality goals for your program are Great Start to Quality (GSQ; www.greatstarttoquality.org) and the National Association for the Education of Young Children (NAEYC; www.naeyc.org).

Early childhood research has shown that group size, adult-child ratio and caregiver training are the most significant factors in child care quality. In each of these, there is a difference between what is required by licensing rules and what is recommended by quality criteria. Keeping lower group sizes and adult-child ratios than required can give each child more attention that can create a strong bond between the caregiver and child, which adds to the child's security. For many programs cost is a major issue when considering staffing above the minimum required by licensing rules. Some programs recruit parent or community volunteers, college student interns or work training program participants.

Caregivers who are educated and trained in early childhood topics are better able to understand the needs and development of children. This helps them plan activities for children and interact with them in developmentally appropriate ways. There are many low-cost trainings available for child care. The GSQ Resource Centers and the Michigan AEYC have annual conferences with many workshops. The local intermediate school district office may also offer workshops open to the public.

Although licensing rules do not guarantee a good program, they provide the starting point. Those who go above the rules will tell you it is much easier to run a quality program. Children and parents will be happier, and your job will become more satisfying and enjoyable. ♦



PRIMARY CAREGIVERS IN CHILD CARE

Angie Wilhelm,
Licensing Consultant, Oakland County



For children to become resilient, determined and independent they first must be able to rely and trust in the main adults in their life. Children need at least one adult to meet their daily needs and this usually would be a family member; however, a child that attends child care will need a caregiver to take on this responsibility to help support each child's well-being; this role is called a primary caregiver.

What is a Primary Caregiver?

Primary caregiver means the caregiver to whom the care of a specific infant/toddler is assigned. The assigned person is responsible for the direct care, interaction and the main response to all of the child's needs. The primary caregiver is also responsible for the majority of interaction with the child's parents regarding any needs or experiences the child has during the day.

All child care centers with an infant and/or toddler program must implement a primary care system so that each infant and toddler



“When using the primary caregiver system, it can eliminate confusion or mishaps when it comes to the children’s diapering, feeding, and sleeping.”

has a primary caregiver. The purpose of this is to ensure that each child's needs are being met throughout the day as well as, improving the trust between the child and adult which will enhance the positive social-emotional development of the child.

Responsibilities of a Primary Caregiver

When using the primary caregiver system, it can eliminate confusion or mishaps when it comes to the children's diapering, feeding and sleeping times. Even though all caregivers can help out with all children, the primary caregiver is responsible for making sure their assigned children's needs are met.

Primary caregiving must be documented in writing. It can be done by a posting in the classroom, writing it on the infant/toddler daily record sheet, using the infant/toddler primary caregiver form (BCAL-4557) found on the child care licensing website www.michigan.gov/michildcare or by using another form or written documentation done by the center. This assures that parents know who primarily responsible for their child's care and with whom they need to communicate regarding their child. It will allow for quicker, smoother, and more efficient communication between a caregiver and the child's parents. The parents will know who to go to speak with about any issues or concerns they may have which will enable prompt and appropriate responses to their child's needs.

Primary caregivers need to keep daily records for each child. The documentation must consist of the following for each infant/toddler:

- Food intake; what time the child ate, how much and the type of food provided.
- Sleeping patterns; when and how long the child slept.
- Diapering; times the child was changed and if the child had a bowel movement.
- Developmental milestones
- Changes in the child's behaviors.

Benefits of using Primary Caregiving

The primary caregiver system ensures that every child has a special person, and that a secure attachment is being formed while sharing daily routines or special moments. Even though all caregivers do fill in and help out with all of the children, as a primary caregiver your main responsibility is for the care of the children who are under your primary care.

PRIMARY CAREGIVERS IN CHILD CARE (continued from p. 7)

Using primary caregiving shows that the caregivers have concern for the emotional well-being of the child. Primary caregiving reduces stress for the child right from the start and supports the child to get through long days away from their parents.

Commitment is key!

It is not enough to simply assign caregivers as primary caregivers. Primary caregiving that nurtures a child's wellbeing requires the full commitment of the early childhood service, for example:

- Ratios** - infants and toddlers need lots of attention from their primary caregiver, so caregiver to child ratios of 1:4 is required; however, 1:3 is preferred for quality care.
- Staff continuity** – a high turnover of staff doesn't fit with primary caregiving. Long serving and dedicated staff are important for quality primary caregiving.
- No job rotation** – Centers structuring staff duties on a roster type system won't fit primary caregiving. For example: this week Susie does diaper changes, next week meal clean up, etc. Centers operating like this are more focused on work productivity instead of putting the individual needs of each child first.
- Training** – The most important part of primary caregiving requires knowledge, training, and experience. With the proper knowledge and training, using the primary caregiving system can make the overall quality of the program and using primary caregivers flourish. ♦

QUALITY PLAYTIME

Candice Case-French
Licensing Consultant, Otsego County



As caregivers go through the daily routine, it's easy to forget the importance of play in a child's day. Play is so much more than a way for children to pass the time. Play is one of the most valuable learning tools in a caregiver's toolbox. It allows children to learn through hands on experiences that are relevant to their world. Children learn a variety of skills including language, math, science, how to problem solve, and social skills through play. Play is a child's work and caregivers have the important task of helping children build skills through play.

One of the most common mistakes caregivers make is not allowing enough time for children to engage in meaningful play. Imagine only having 20 minutes to engage in your favorite pastime activity before you must stop, put everything away, and then start from the beginning later in the day. Would you start a new book, work on a craft project, or work in the garden if every day meant undoing your work and starting again the next day? Your comprehension of the book, quality of the craft project, and the beauty of the garden would suffer. The same idea applies to children's play. Whether it be playing house, building a fort, or exploring in the sand table, it takes time for children to become engaged in their activity. Caregivers can support children's play by ensuring that children have 45 to 60 minute blocks of time to become engaged.



A long period of free play can lead to some challenges. Caregivers often say that children don't know "how" to play or that children just dump toys out. Some children might not know what to do during play time and this can create situations where children are wandering around, dumping items out, or throwing toys. There are a few ways to help children become engaged. First, make sure that materials are easy for children to see and reach. If a child can't access the materials easily, he or she probably won't seek out the materials. Then, help a child create a plan for play time. Help brainstorm things that a child could do and the materials the child will need to gather to carry out the plan.

QUALITY PLAYTIME (continued from page 8)

And finally, be ready to jump in to play with the children and offer suggestions to help extend the play. Children need time to develop and carry out their plan.

Caregivers have an important role in a child's play. They have the ability to enhance the child's learning during play time. Caregivers should be a partner in a child's play, meaning he/she should take on the role as a playmate. This includes following the child's lead when playing and offering suggestions on how to expand on what the child is learning or experiencing. An example would be showing an infant how balls fit into a basket, helping a toddler sort items by color, or writing a grocery list with a preschooler. Play time is not a time for a caregiver to step back, but a time for a caregiver to become engaged in the child's interests and support developing skills. Just remember to be a partner during free play, not a leader.



“Children learn best when they are playing. Think about learning how to bake. You can read about baking, watch videos on how to bake, and talk to others about their baking experiences. However, the best way to learn to bake is to get in the kitchen and try on the role of a baker.”

In addition to being a partner in play, caregivers need to provide quality materials for children to explore. It's important to have open-ended materials on hand to use in a variety of ways. Think about the newest fad toy such as a talking firefighting dog. The child probably won't play with the talking firefighter dog unless he/she is pretending to play a firefighter. However, an item like a large beach towel could be a cape, a baby blanket, a tablecloth, the roof to a fort, or laundry for the pretend washing machine. Open-ended materials are versatile and have endless possibilities. Some inexpensive open-ended materials include blocks, bags, scarves, boxes, play dough, sand, water, baskets of pinecones



or other small collections, plastic animals and people, and dress up clothing. In addition to having quality materials, it's important to allow children to explore the materials in a variety of ways. As adults, a collection of pinecones in your science area is just a collection of pinecones. However, a child sees those same pinecones as potatoes for the stew they are making on the stove, food for the dinosaurs they captured, and as buried treasures in the sand table. Allowing children to use materials in a variety of ways will enhance the play experience and children will be more engaged. Caregivers often fear that children will damage items or they won't pick up the “mess” they make if they are allowed to use items in nontraditional ways or allowed children to get out more

than a few items at a time. However, if caregivers are partners and model how to take care of the materials, children will be much more willing to help care for the materials too.

Children learn best when they are playing. Think about learning how to bake. You can read about baking, watch videos on how to bake, and talk to others about their baking experiences. However, the best way to learn to bake is to get in the kitchen and try on the role of a baker. Essentially, this is what play time is for children. Two children building a castle out of blocks together are trying on the role of a builder. They are learning communication skills, problem solving, geometry, and a host of other skills in a hands-on and meaningful way. Play is the best learning tool you can provide for the children in your care. Jump in with both feet and play with the kids. ◇

QUALITY CARE IN FAMILY AND GROUP HOMES

Cynthia Jalynski, Licensing Consultant, Oakland County



There is good reason why many state and federal agencies have invested public funds into promoting quality early childhood education—results! Considerable research supports that investing in education early on leads to significant, long-term payoffs including college success, greater career opportunities, and better paying jobs. Below are a few first steps to promote quality.

Environment—Structure

Structure is an important part of quality care and it's as easy as developing a daily, routine schedule and sticking to it, while allowing flexibility. Everyone benefits from structure. It's healthy to eat and sleep at the same time. For young children, structure is important for emotional health. Children's worlds are full of things they cannot control. Knowing what comes next provides a sense of security and assurance that their needs will be met.

Post the schedule. For younger children, include pictures that show the activity—such as eating, sleeping, and playing, arranged in

“When children have difficulty sitting, or show lack of interest in an activity, it's often a sign the program needs to be adjusted for the group, rather than the indication of a bad child.”



the order they occur. Include a mix of active and quiet activities in the schedule such as circle time, free play, music & movement, arts & crafts, meals, and yes, outdoor play—every day, even in the winter months, weather permitting.

Physical activities, both indoors and out, are sometimes neglected in child care homes. If the weather is bad, children can dance or exercise indoors. These activities will promote coordination, develop motor skills, and foster an appreciation for physical activity which may carry over into adulthood and decrease the likelihood of obesity.

Education—Curriculum

Preparing children for school success is an essential feature of quality child care. It requires establishing educational goals and measuring progress. Often, the best way to achieve these goals is to develop an effective curriculum. For providers who do not have a background in early childhood education or child development, this can be a daunting task. It doesn't need to be. Curriculums can easily be purchased and followed. There are many options. High Scope, Creative Curriculum, and The Project Approach are some high quality curriculums.

Effective teaching means knowing what content and pace of learning is age-appropriate. A well-developed curriculum can be a helpful tool for keeping caregivers on the right path. Appropriate activities challenge and stimulate children's minds and provide frequent opportunities for success.

Preparing for the role of an educator requires ongoing training. Training in early education and child development is helpful for ensuring a positive learning environment, in part, by helping caregivers develop appropriate expectations. Well-intentioned caregivers sometimes expect behavior that may not be developmentally appropriate, such as

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Providing a structured, stimulating, and nurturing environment are a few of the ways to create a setting where children thrive.

asking young children to sit for long periods of time and chastising them when they do not remain seated or stay on task when a 10 or 20 minute session would be more appropriate. When children have difficulty sitting, or show a lack of interest in the activity, it is often a sign the program needs to be adjusted for the group or a specific child, rather than an indication of a “bad child.”

Though it’s often difficult for providers to take time out during the day to attend live training sessions (versus online courses), it can be beneficial. Being around other child care professionals can breathe energy, enthusiasm, and new ideas into your program. It also reinforces the importance of the work you and your assistants do as early childhood professionals. Coursework in cultural diversity and special needs populations is recommended to prepare you for this task.

Emotional Well-Being

Providers with a newborn in their arms sometimes tell consultants, *This child is so spoiled*. But there is wide-spread consensus among professionals, particularly during the first six months, that there is no such thing as holding a baby too much. When the infant is able to obtain affection and trusts the caregiver to consistently meet his needs, the child is more likely to develop the kind of security that later encourages independent exploration of the environment.

Older children also benefit from individual attention. Try to develop a routine of focused interaction or one-to-one quality time with each child. The special attention makes children feel valuable. It builds self-esteem and strengthens the bond between the child and provider.

Finally, appropriate guidance and discipline are important to children’s emotional health. Providers and their assistant caregivers are encouraged to routinely obtain training in these areas. It is easy to lapse into bad habits like yelling, threatening, or frequently telling children “no” and “stop.” Setting limits is important, but discipline should not cause anxiety or diminish a child’s self-worth. Providers are encouraged to connect with Great Start to Quality <http://greatstarttoquality.org/> to partner with professionals and receive free, comprehensive, one-to-one consultation to take your program to the next level. ♦

HEALTH & SAFETY

TRAININGS

The health and safety trainings are required for licensed child care providers. The trainings can be found at www.miregistry.org. To find the trainings, click on the Individuals tab at the top. At the bottom of the page is the FAQ Individuals. Click on the last FAQ at the bottom, and that will show you the link to the two courses, titled Course 1 and Course 2.

Each course has multiple modules that meet the requirements for the Child Care and Development Block Grant. The trainings that are required, but not included in these courses are: Safe Sleep, CPR, and First Aid. The safe sleep training is still on the LARA website. The following trainings are included in the courses:

Course 1:

- Prevention and control of infectious diseases
- Administration of medication
- Prevention of and response to emergencies due to food and allergic reactions
- Child development

Course 2:

- Building and physical premises
- Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
- Emergency preparedness and response planning
- Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants
- Precautions in transporting children
- Recognition and reporting of child abuse
- Child development (school age)

HOW TO TRAIN NEW STAFF

Catherine Edgar,
Licensing Consultant, Genesee County



It is important for child care center and home licensees to properly train new staff. While much of the day to day operations may be learned on the job, new staff need to have an orientation before starting work in your home or center. While this is advised for homes, an orientation is mandatory for all new center staff before unsupervised contact with children in care. Your licensing consultant will be checking to ensure that all new staff have documentation that they had an orientation during your center's licensing renewal inspection.

A new staff member's orientation must include an overview of the center's policies and practices as well as the child care administrative rules. This orientation can count towards the staff member's annual training hours, and verification of this orientation must be kept on file at the center.

“Small supports for families can mean big outcomes for children”

The following training topics are now required for all child care center staff:

- Child development
- Prevention and control of infectious diseases (including immunizations)
- Prevention of sudden infant death syndrome and safe sleep practices
- Administration of medication
- Prevention and response to emergencies due to food allergies and allergic reactions
- Emergency preparedness and response training
- Prevention of shaken baby syndrome
- Abusive head trauma and child maltreatment
- Handling and storage of hazardous materials and the appropriate disposal of biocontaminants
- Precautions in transporting children (if applicable)
- Recognition and reporting of child abuse and/or neglect
- Pediatric CPR and first aid
- Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic

Some additional topics that should be covered with new staff include but are not limited to:

- Blood borne pathogen training.
- Health policies and procedures.
- Fire prevention.
- Planned daily activities and routines.
- Child guidance and discipline policy.
- Developmentally appropriate practices and expectations for the age group with which the staff will work.

It is required that all staff working with infants and toddlers be trained in safe sleep practices and shaken baby syndrome. It is also advisable that ALL staff be trained in this, however.

Many of the topics covered in your new staff orientation should be reviewed with staff on a regular basis. This is especially important with topics such as emergency procedures and communicable disease recognition and prevention.



HOW TO TRAIN NEW STAFF (continued from page 12)

Make sure that all staff are aware of child care licensing rules. Commonly cited rules involving new staff include handwashing procedures for staff as well as for children and proper sanitization procedures for multi-purpose tables and diaper changing surfaces. Power Point presentations are available for both child care homes and child care centers at www.michigan.gov/michildcare under “training”. In person home and center orientations are also available in local offices. The home orientations are open to any home licensee and the center orientations are open to program directors and licensee designees, who can in turn go back and do their own orientation training for staff using the information presented. For more information on finding an orientation in your area, please contact your licensing consultant, or you can find the orientation schedule for center orientations at www.michigan.gov/michildcare under “training”.

By providing all new staff with a detailed orientation of your home or center’s policies and procedures as well as licensing rules, you will ensure that your daily program runs smoothly and that children in care are provided a safe and nurturing environment in which to learn and grow. A well-trained staff may also cut down on the number of complaints received against your facility as staff will be more knowledgeable of licensing rules. ◇

THE BENEFIT OF PARENT-CAREGIVER MEETINGS

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Parent-caregiver meetings can be stressful, for caregivers and the parents. The meeting is an opportunity for parents and caregivers to update each other on how the child is doing in the center or home. What families do with their child outside of the child care is just as important as what is happening in the child care. This is a time to get to know the parents, find out their concerns, and hopes for their child.

WHERE WE ARE IN THE NEW RULES PROCESS

The new child care rules have been in the works for over a year. The committee meetings to develop the draft of the rules began in April 2018. Since that time many drafts of the rules were made, revised, and discussed.

The drafts of the rules are sent to the Regulatory Affairs Officer (RAO) within LA-RA. The RAO reviews and sends the drafts back to the child care licensing division for edits. The draft for the center rules is currently with the RAO. When the RAO is finished reviewing the draft, it is sent on to the Michigan Office of Administrative Hearings and Rules (MOAHR). The draft is again sent back to the child care licensing division for edits. After the draft is approved by MOAHR, it is sent to the Legislative Service Bureau (LSB). In LSB, the language and wording is reviewed to make sure it meets the requirements of administrative rules for Michigan.

Currently, the family and group homes draft of the rules is in the LSB. The next step in the process will be the public hearing. The public hearing will be a time for anyone to comment on the draft. The notice for the public hearing will be sent out on the child care listserv. For anyone who cannot attend the public hearing, written comments will be accepted during a specific period of dates. This information will be sent out well in advance so people can send in their comments.

The rules process is a lengthy process, but hopefully it is coming to and end for this revision. ◇

BENEFITS OF PARENT-CAREGIVER MEETINGS (continued from page 13)

It's important to remember that parent-caregiver meetings can play a very essential role in a child's development. When parents and caregivers form a positive line of communication, parents may feel more comfortable to ask for help or support related to their child. Parents who are involved take a greater role in their child's education and activities which leads children to do better in the classroom.

When caregivers meet with parents, they will learn a lot about the child, from his strengths and weaknesses, to his likes and dislikes. As experts on their children, parents can share valuable insights. Parents will be able to tell the caregivers if there are any special circumstances or concerns that may affect the child. This is important to know as it will help the caregiver to be better prepared to assist the child. Likewise, the meetings will give caregivers an opportunity to highlight the child's strengths, discuss any concerns, and share information regarding the child's development to the parents.

It is recommended that when starting the conversation with parents, caregivers should recognize the child's concerns, then follow up with the positive aspects. This leaves the parents on a positive note and are more susceptible to acknowledging work that may need to be done to address any issues. All parents are proud of their children and want to hear positive feedback, so be sure to discuss both. Keep in mind to concentrate on one or two concerns. Listing too many negatives can make parents and the child feel overwhelmed. Caregivers and parents should work together to come up with a plan that best meet the needs of the child. Parents are more likely to understand and support the caregiver's approach and strategy when engaging with the child if they're part of the process. Parents come to see caregivers as an ally and themselves as partners in their child's education.

Parent-caregiver meetings are a platform which allows parents and caregivers to work as partners. It can help strengthen relationships with families, improve communication between parents and caregivers, and support children's development. Most importantly, children have better academic and social outcomes when their parents and caregivers work together to support the child. ◇

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

- A link to recalls specific to child care licensing will be available under the Michigan Child Care Matters website at www.michigan.gov/mccmatters.
- Details on these product recalls may be obtained on the CPSC's website (www.cpsc.gov). Post this page in your facility to be in compliance with the Children's Product Safety Act (2000 PA 219).

MICHIGAN CHILD CARE MATTERS

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