



Minnesota Child Care Provider Information Network

We SUPPORT, PROMOTE and STRENGTHEN the family child care profession.

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Appreciating the Deep and Simple in Early Childhood Education

Submitted by: Rachel Eicher and Deloris Friske

When providers attend a conference with a keynote speaker, the expectation is a message that is inspiring and challenging. The 2018 National Association for Family Child Care (NAFCC) Conference had such a speaker. Junlei Li, Ph.D. is the co-director at Fred Rogers Centers and a resident faculty member. His research focuses on identifying and amplifying the simple active ingredient that universally helps serve children – the power of human connection. Dr. Li spoke of the power of Family Child Care in the Early Childhood Movement.

Here are key points from the first minutes of Dr. Junlei Li's keynote:

- A beautiful day comes from the smallest gestures, not from the big picture.
- The most important things rarely happen on center stage – they occur far from the stage in the relationships you create.
- Always look for the helpers, because when you find the helpers, you know there is hope.
- Resilient kids need at least one stable and committed relationship with a parent, caregiver, or other adult.
- Resources and resourcefulness are not the same thing
 - o Resources can support you – papers, books, manipulatives, tools
 - o Resourceful – using whatever you have to be that committed and stable relationship with kids.
- *“What counts cannot always be counted, what can be counted does not always count.”*
- Albert Einstein
- Human relationships should be your active ingredients in child care – they strengthen the whole child and this should be the top priority in the child care setting.

Dr. Li developed several of these key points. To do so, he went back to the philosophy and teachings of Fred Rogers. Fred Rogers believed that human relationships are essential to children's development at any age. Through television, Fred provided and modeled the kind of human relationships that fostered trust, provided support, and inspired respect.

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Fred’s message to parents and professionals alike is that they are already capable of building and sustaining a beautiful relationship with the children in their care.

The Simple Interactions approach, developed by Dr. Junlei Li, is grounded in this particular aspect of Fred’s legacy as well as in the convergence of developmental theory and research evidence. In this work, Dr. Li reaffirms the importance of human interactions in children’s lives. He captures and builds on what professionals already do well. The approach is based on the understanding that the “active ingredient” in a child’s growth is the developmental relationship between the child and another human being. The basic building blocks of such relationships are the day-to-day interactions between children and the adults who teach and care for them.

Dr. Li reflected on quality rating systems and how few of the items capture the quality of interactions between the caregiver and the child. He quoted what Albert Einstein once wrote on a blackboard, “*Not everything that counts can be counted, and not everything that can be counted counts.*” Dr. Li reflected that often quality assessments don’t capture the heart of child care, the day to day interactions between the child and the caring adult.

He challenged the 800 providers and support people present at the conference with this question. “Have you ever read the ingredients on a tube of fluoride toothpaste?” Now I will ask our readers. Have you?

Here is an example.

Drug Facts		Drug Facts (continued)
Active Ingredient Sodium Fluoride 0.24% w/w (0.15% w/v Fluoride Ion)	Purpose Anticavity toothpaste	Directions ■ Adults and children 2 years of age and older: Brush teeth thoroughly, preferably after each meal or at least twice a day, or as directed by a dentist or doctor. ■ Children under 6 years of age: use a pea-sized amount and instruct in good brushing and rinsing habits to reduce swallowing. ■ Supervise children as necessary until capable of using without supervision. ■ Children under 2 years of age: Consult a dentist or doctor.
Use Helps protect against cavities		Inactive Ingredients: Sorbitol, Hydrated Silica, DI Water, Glycerin, PEG 12, Sodium Lauryl Sulfate, Cellulose Gum, Titanium Dioxide, Flavor, Sodium Benzoate, Disodium Phosphate, Sodium Saccharin, FD&C Blue #1.
Warnings Keep out of the reach of children under 6 years of age. If you accidentally swallow more than used for brushing, get medical help or contact a Poison Control Center right away.		

Have you ever noticed there are both active ingredients and inactive ingredients listed? The active ingredient is the fluoride which helps protect against cavities. The ingredients in the inactive list are the items that help keep the toothpaste in the child’s mouth while the child brushes for two minutes. (Flavor? Bubble gum?) The ingredient that

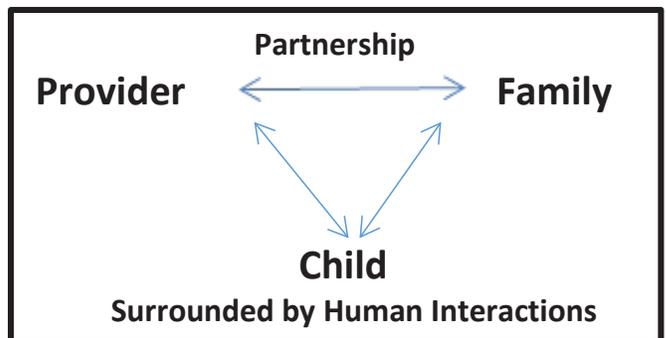
matters and makes a long term difference is the fluoride. Our human relationships in our family child care settings fulfill the role of fluoride in his example. The other ingredients (such as the physical environment, the toys, the activities, the materials available, the books, the items on the QRS form etc.) are secondary. It is through relationships that children grow and learn best. It is the building of trust in that relationship that is foundational for every child to be successful in life.

Human connection/relationships are the simple active ingredient in any developmental relationship with a child.

Dr. Li shared a web site Simple Interactions.org and the concepts of connection, reciprocity, inclusion and opportunity to grow in relationships with children. Here is the link. <http://www.simpleinteractions.org/the-si-tool.html> He shared a quote from Fred Rogers regarding a trusting relationship. “If we know people who will help us bend, we will not break.” His examples touched on the fact that when a child is in a crisis situation (parents divorcing, death, illness, maybe even potty training), if there is a person or persons they have this trusting, connecting relationship with, they will be able to handle the crisis they are facing.

Dr. Li challenged family child care providers and agency people present with what he termed “The Power of Family Child Care”.

1 Articulate a simple relationship focused on a “theory of change” that includes a triangle approach of provider – family of the child – child. Our family child care settings offer us this opportunity every day.



2 Help the Helpers (Family Child Care Providers). It takes an investment of time, energy and heart to achieve the building of foundational relationships.

Dr. Li challenged that there must be adequate compensation for the providers to be “well” both physically and mentally and that our nation and states must be invested in the helpers just as the helpers are invested in the children. This involves community. He quoted Fred Rogers “Please think of the children first.” and added “Please think of the helpers next.” Dr. Li used the following quote from St. Francis of Assisi. “He who works with his hands is a laborer. He who works with his hands and his head is a craftsman. He who works with his hands and his head and his heart is an artist.”

3 Dr. Li stated we must ask the essential question to enrich this picture of early childhood to build resilient children and families. “Does this _____ (practice, program, policy) help to encourage, enrich and empower human relationships around the child?”

Human interactions are the active ingredient. Family Child Care is the ideal setting where trusting relationships that are foundational for each child begin as early as six weeks and often last for years with the consistency of one caregiver. Market your interactions with children!

COIN IN THE FREEZER TIP

Why you should always put a coin in the freezer before you leave home for an extended period.

Have you ever come home from vacation, business trip, or maybe a weekend away with the family, and noticed your digital clocks flashing the wrong time? You quickly realize that you had a power outage while you were away, but it's basically impossible to tell when it occurred or how long it lasted. It's, therefore, also impossible to tell just how long the food in your freezer may have thawed, gotten destroyed and then frozen again.

Or is it? Here is a nifty trick to know in case of any prolonged departure from your home, and it will ease your mind about whether or not the food in your freezer is good to eat - or best be thrown out right away.

The trick lies in the magical combination of three simple, but effective, tools everyone already has at home: a mug, a coin and some tap water.

***Y**ou put a cup of water in your freezer. *

***F**reeze it solid, *

***T**hen put a quarter on top of it and leave it in your freezer. *

***T**hat way, when you come back home, or have been on vacation. you can tell if your food went completely bad and just refroze, or if it stayed frozen while you were gone. *

***I**f the quarter has fallen to the bottom of the cup, that means all the food defrosted and you should throw it away. *

***B**ut if the quarter is either on the top or in the middle of the cup, your food may still be OK**. *

***I**t would be a great idea to leave this in your freezer all the time. Then, if you lose power for any reason, you will have this tip to fall back on. If you don't feel good about your food, just throw it out. The main thing is for all to be safe.*

***S**imple, effective - and definitely a money saver, because you don't have to toss loads of food unnecessarily. Why not share this little trick.



Source: <https://en.newsner.com/life-hacks/why-you-should-always-put-a-coin-in-the-freezer-before-you-leave-home/>

Six Lessons from the Todd Otis Public Policy Internship

By: Emma Klingler

Emma Klingler was the Todd Otis Public Policy Intern for Think Small this spring. Here are some of her reflections from her experience.

I learned so much in such a short period of time that it has honestly been hard to process at times. The problem we are faced with—a child care workforce shortage that isn't able to attract new workers, paired with skyrocketing rates for families—is an immense and complicated one. So, in reflecting on my experience at Think Small, here are just a few of the lessons I've learned which stand out, both in regards to the child care issue and the world of advocacy in general.

Child care is an equal rights issue. The disparities in our state are shocking, especially when it comes to education. In fact, Minnesota has the highest academic achievement gap in the nation. Knowing what I now do about the importance of a child's first few years for developing a capacity to learn and succeed in school, it is clear that increasing access to child care is imperative to closing that gap. Access to high-quality child care is not just an equal rights issue for children, but for parents, too. When parents are unable to afford care for their children, they must stay home from work to provide that care themselves. This burden is disproportionately laid at the feet of women, resulting in a lifelong loss of earning potential and reproducing earning gaps between men and women. Having affordable child care options allows women to choose to maintain their careers while having the peace of mind that their children are cared for.

Child care is at the intersection of all domains of public interest. Quality child care is a matter of education, particularly because we know that crucial brain development happens in the years before a child enters kindergarten. But it is also a catalyst for so many other positive social outcomes. There is evidence that early education reduces the use of social services and the criminal justice system in later life, providing as much as a \$16 return to society. School achievement is associated with higher incomes, which is in turn associated with better health and prosperity. The message of child care as it relates to the whole life of individuals needs to be spread so that stakeholders from other areas of public policy, such as health care and economic development, can come together and feel they have a place in the issue.

Developing integrative solutions should be the end-game. Since we understand that early education impacts so many aspects of well-being and social outcomes, it is important to find innovative solutions to the child care crisis

which incorporate factors such as housing, health, higher education, and business. This could look like clinics sharing information about child care providers and financial support services with new parents, or like teaching businesses to be advocates for child care in their communities to support their workers and their own economic development. With relatively little public funding in comparison to other stages of education, we must look at community solutions which elevate the visibility of child care. Communities can demonstrate the impact of high-quality child care on the whole society, and perhaps elevate the political will to invest in families and children in their earliest years.

Cooperation across advocacy efforts is imperative.

There are a handful of child care-related coalitions working on state-level solutions in Minnesota. In my time with Think Small, I've gotten to hear from Voices & Choices for Children, Minnesota's Future, MinneMinds, Minnesota's Head Start Coalition, and Kids Can't Wait Coalition, among others. Each of these coalitions approach the child care issue from a particular angle, but they understand the importance of sharing their work with others and building awareness for the child care issue collectively. Because child care is facing a crisis in Minnesota, the changes needed to address the workforce shortage and high costs are immense and multi-faceted. Having a unified effort with many specialized voices seems like a strong strategy for making change. (Editor's Note: MCCPIN has representation at several of the coalitions and works in collaboration with organizations working for providers, children and families which fit the MCCPIN mission statement.)

We need to continue building relationships with providers.

Child care providers are a key stakeholder, and have the capacity to be one of the most compelling voices for the issue. They, more than anyone, understand the challenges facing the child care workforce, and what is needed for providers to be able to develop their programs and stay in the business. Having intentional conversations with providers which center the importance of quality and measuring success while listening to the expertise they provide will help to develop relationships, which will in turn create a more unified, powerful voice to advocate for change. (Editor's Note: A primary goal of MCCPIN is to

Child care providers are a key stakeholder, and have the capacity to be one of the most compelling voices for the issue.

be the avenue to collect the voices of family child care providers as the grass roots source of information for change to address the declining child care provider issue.)

Keep talking about it. There is a profound impact of education in years 0-5 on outcomes for children. I heard from the mouths of providers that they continue to combat the perceptions of their friends, neighbors, and even the parents they work with that child care is essentially babysitting. Both the research and the stories of participants and providers prove that quality child care is so much more than that. We need to continue to reach new audiences throughout the state. Keep talking about child care issues.

I'm so grateful to have had this opportunity to work with Think Small this legislative session. It was a privilege to be a part of spreading the message of accessible, high-quality child care to legislators and others. Hopefully, my small contribution helped in some way to advance the conversation. As I graduate and enter the workforce as a community health outreach worker, I will continue to pay close attention to the child care environment in my community, and perhaps generate my own integrative solutions.

Small Hands Crafting *

Cut the sides of a paper plates in an inward curve. Paint the pieces cut off green. Glue them to the top of the plate, sandwiching your green pieces to make leaves. Then have your kids paint their plates like an apple core. They can each choose how many seeds that they would like to paint. Encourage them to paint different numbers. You can then use the seeds in the apples as a visual to count 1-10 and also compare greater than, less than, and equal.

*See sample below.



Happy Autumn!

Did you know that the USDA has strengthened nutrition standards for food and beverages served to young children and others in day care settings?

Young children and adults in child care homes and centers who participate in the Child and Adult Care Food Program (CACFP) will now receive meals with more whole grains, a greater variety of vegetables and fruits, and less added sugars and solid fats. The science-based standards introduced in this final rule will elevate the nutritional quality of meals and snacks provided under the CACFP to better align with the Dietary Guidelines for Americans and to be consistent with the meals children receive as part of the National School Lunch Program (NSLP) and School Breakfast Program (SBP).

When your child care provider is a participant of the CACFP, you can be assured that your child is receiving the best nutrition to help them grow.

Apple Relay & Circle Time

Fall is a great time to get outside and apples are the perfect fruit to inspire talks about nutrition while incorporating physical activity. Have an apple relay! Divide the children into teams and establish a finish line. The children will take turns holding an apple and individually running around the finish line and back to their team. The next child in line will be passed the apple and take their turn. Change each round by skipping, hopping, or balancing the apple on a head or hand. Can't get outside? Try this indoor activity. Everyone knows the chant "Who Took the Cookie from the Cookie Jar?" Change it to "Who Took the Apple from the Apple Tree?" As the children sing the chant, they can pass an apple around the circle. If you can take a field trip to the grocery store in the fall, your kids will be excited to see the many varieties of apples! Which one is the sweetest, most tart? Do they all look the same inside? How many seeds do they have and are they the same color? Investigate together to promote curiosity and interest in healthy foods.

Peanut Butter & Apple Wraps

- 1 whole wheat tortilla (8 inch)
- 1/4 cup peanut butter, reduced-fat
- 2 tablespoons granola cereal
- 1/2 apple, sliced (suggest Red Delicious apple, but could use any variety of apple)

Lay tortilla flat and spread peanut butter over 2/3 of the tortilla leaving edges at sides. Sprinkle 2 Tablespoons granola over peanut butter. Cut apple slices into small chunks and place them on top of the granola. Fold over the edges of the tortilla and roll up "burrito style."

Recipe from USDA Mixing Bowl



Foundations of Fine Motor Skills

Sara entered my preschool class struggling to cut with scissors, color with crayons, or string beads. Attempts to practice these skills resulted in frustration and certainly didn't lead to improvement. While puzzling over how to help Sara, I attended a workshop presented by Dr. Christy Isbell, a pediatric occupational therapist.

So we put the scissors aside for later and encouraged Sara to ride trikes, push doll wagons, and participate in parachute dancing. Remarkably (or predictably), without specially focusing on fine motor skills, she now is beginning to cut, draw, and string beads. Most importantly, she does it with great enthusiasm. Find out more from Dr. Isbell in this article: Hands at Play.

HANDS AT PLAY

Developing Fine Motor Skills for Life

By Christy Isbell



Young children are naturally curious. They learn about the world by interacting with their peers and by exploring materials with their hands. During their early years, children develop hand skills (fine motor skills) that they will need to be successful for the rest of their lives. They also learn to use their hands for important self-care skills, such as feeding and dressing themselves.

A quality classroom offers children many opportunities to explore and develop fine motor skills.

Some people believe that writing should be the focus of fine motor activities in preschool and pre-K programs. However, young children need to use fine motor skills in a wide variety of ways. At circle or group time, a preschooler may use her hands to clap along with the music, do fingerplays, or point to identify a picture. During centers, she may use her hands to put on dress-up clothes, wash a doll, turn the pages of a book, stack blocks, draw her family, cut with scissors, or pick up toys. At

snack time, she may use her hands to eat dry cereal, pour milk, and drink from a cup. In short, a quality preschool classroom offers a young child many opportunities to explore and develop her fine motor skills in personally meaningful ways.

Preschoolers need daily experience with developmentally appropriate fine motor activities to build the confidence and skills they will need later in life (Bredenkamp & Copple 2009). Teachers should provide ample opportunities for children to participate in drawing, cutting, gluing, stringing, and manipulating objects with their hands. In elementary school, children will further refine their fine motor skills as they participate in handwriting, computer keyboarding, science experiments, and more complex art projects.

Between infancy and age seven, young children develop more fine motor skills than at any point in their lives. The preschool years are an especially critical time for motor development. It is vital that preschoolers spend time in well-designed learning environments that offer ample opportunities for exploration and play. In the preschool classroom, children interact with teachers, peers, objects, and materials. Many of these interactions can have a strong impact on a young child's ability to develop his fine motor skills.



Fine motor activities build the confidence and skills children will need later in life.

Foundations of Fine Motor Skills

Some schools and/or families may push for children to begin formal handwriting (letter formation) before the children are developmentally ready to participate in this activity. Three- and four-year-old children should spend more time playing with manipulatives than practicing writing skills. If families or educational programs push young children to write before their hands are physically ready, it may have a negative impact on the children's interest in expressive writing. In addition, preschoolers who have yet to develop the precursors for higher-level fine motor skills are at risk for developing poor pencil grasp, illegible handwriting, and slow handwriting (Bredenkamp & Copple 2009; Exner 2005; Henderson & Pehoski 2006).

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Preschoolers should be adept at several basic fine motor skills before they attempt more challenging fine motor activities like pre-writing and using scissors. Here is a list of these important precursors:



Young children should spend more time playing with manipulatives than practicing writing skills.

Developmental Readiness:

Building, stacking, and putting things together all fascinate young children. Preschoolers begin to understand shapes and sizes and begin to differentiate between the “part” and the “whole.” Activities that give children the opportunity to build and construct using blocks and other similar objects help them to become developmentally ready to participate in activities such as drawing, cutting, and stringing beads.

Good Posture/Balance:

Fine motor activities are easier to complete when a child sits with her feet firmly on the floor and with her back straight. A child should be able to give her full attention to her fine motor task rather than worrying about falling off her chair. The child should be able to use her arms to manipulate objects rather than using her arms to hold herself steady at the table.

Shoulder Strength:

A child’s shoulder strength provides her with a stable base of support for her hand function. Young children who do not regularly participate in large motor activities such as climbing, crawling, pushing, and pulling may not develop good upper-body strength. When these children attempt fine motor activities, their arms and hands may be shaky and uncoordinated because they are unable to hold their shoulders steady and in alignment.

Grasp:

A child should be able to hold a writing tool (for example, a crayon, marker, or pencil) before pre-writing skills can develop. The grasp ought to be strong enough that the child can hold the writing tool, but flexible enough to allow the child to move the tool across a paper surface. The strength and quality of a child’s grasp will develop over time. While most three-year-olds hold a crayon with all of their fingers, the majority of five-year-

olds use their thumb, index, and middle fingers to hold the crayon. Most typically developing children will have a mature grasp of a writing tool by the time they reach first grade.

Forearm and Wrist Control:

To effectively participate in fine motor activities, a child should be able to swivel her forearm so that her palm is up and then down. A child’s ability to hold her wrist firm while moving her fingers is particularly important for activities such as cutting and lacing or stringing. These precursors improve dramatically between the ages of three and five years.

Bilateral Hand Use:

Using two hands together to complete an activity is essential for successful participation in fine motor activities. By age three, a child should learn to stabilize an object with one hand and move her other hand. For example, a child should be able to hold down a piece of paper with one hand and draw on that paper with her other hand. By age five, a child should begin developing reciprocal hand use where, she can cut with one hand and turn the paper with the other hand to create large, simple shapes.

Eye-Hand Coordination:

The child needs to develop strong interaction between her visual and hand skills. The child needs to be able to use her vision to coordinate the movement of her shoulders, elbows, wrists, and fingers as she learns to use a new tool or participates in a new fine motor activity.



Preschoolers need to be adept at basic fine motor skills before they attempt pre-writing activities.

Development of Fine Motor Skills

Preschoolers develop fine motor skills through play with appropriate materials and objects. Preschoolers also learn through repetition and experimentation. A learning environment with a wide variety of open-ended materials such as paper, drawing utensils, glue, clay, and small blocks provides a young child with a variety of opportunities to explore her own interests. Preschoolers who have the chance to construct their own knowledge and who can work at their own levels will be more engaged in

learning and more capable of developing their fine motor skills. By four years of age, many children will spend more time creating shapes and drawings of their own and less time imitating and tracing. During this stage, engaging in activities that use blank paper and various writing tools will allow a child to practice his new pre-writing skills. Teachers may transcribe young children's dictated ideas onto paper. Labeling a child's drawing or writing his story on paper is a great way to demonstrate letter formation.

By five years of age, some children are ready to begin writing. Most children will start by writing their first names. Some children will be interested in writing letters that are not in their names and may begin to participate in inventive spelling. Young children should have opportunities to express themselves on paper. Journaling or book-making may be effective activities for early writers. The best way to promote a child's handwriting skills is to provide a literacy-rich environment that includes a variety of opportunities for the young child to observe, attempt, and master pre-writing activities first and then follow with letter writing activities.

When a young child participates in an activity that helps develop her fine motor skills, the product of that activity is not as important as the process. A preschooler must be free to express herself through her exploration of new materials, such as when she creates artwork. For instance, giving a four-year-old child a blank piece of paper, a choice of several different paintbrushes, and a set of watercolor paints will provide more interesting ways for the child to practice her fine motor skills than offering the child a coloring book and crayons. Each child creates differently. When a class of preschoolers finishes a fine motor activity, their products should not all look alike. Variety in finished products shows that teachers are encouraging the children to participate in fine motor activities as unique individuals; this describes developmentally appropriate practice.



The learning environment should offer a wide variety of materials to inspire fine motor activities.

Handwriting is an important life skill that the majority of young children begin learning during the preschool years. However, it is important not to push children to participate in writing activities that are physically, cognitively, and perceptually too challenging for them. If a child feels unsuccessful, he may lose

interest in expressing ideas in writing or develop poor handwriting habits that will follow him throughout his life.

Children learn fine motor skills best by participating in play and daily life activities.

Children learn fine motor skills best by participating in play and daily life activities that allow them to work at their level. The whole preschool environment—teachers, peers, and learning spaces—has a considerable impact on a young child's fine motor development. With knowledge of the developmental steps that children typically follow, teachers can help ensure that each preschooler will advance in their development of strong fine motor skills.

References

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Article by Dr. Christy Isbell, a pediatric occupational therapist.

“You have to go big, before going small,” was the take-away message. Balance, shoulder strength, and eye-hand coordination, are all foundational skills which have to be established before pre-writing skills. Pressuring a child to master fine motor skills before they are ready will lead to failure.



ABOUT THE AUTHOR Christy Isbell

Dr. Christy Isbell is a professor of occupational therapy at Milligan College and practices as a pediatric occupational therapist in schools, child care centers, homes and clinics. She has authored books and articles and presents nationally and internationally on early childhood topics.

This article is an adaptation from her books, *Mighty Fine Motor Fun: Fine motor activities for young children* (2010) written for teachers and *Everyday Play: Fun games to develop the fine motor skills your child needs for school* (2010) written for parents and caregivers. See these books for activities to encourage fine motor development in young children.

MCCPIN

Is on Facebook.

Like us on Facebook to receive the latest information from MCCPIN.

The MCCPIN Facebook group is designed to support all licensed child care providers in the State of Minnesota. Supporting providers to provide professional, quality child care is our forum. Keeping providers aware of breaking news in the profession and best practices is our goal. Join the Facebook group today and support the profession of family child care through your membership with the Minnesota Child Care Provider Information Network, the new State Association for family child care providers. Your membership is a business deduction and is important for professionalism!



NAFCC

Conference Attendees



Left to Right:

Lisa Lindboe, Rachel Eicher, Linda Schesso, Deloris Friske, Natalie Marose, Svitlana Uniyat.

Not pictured: Sharyl Kalal.

NAFCC Affiliation

MCCPIN applied and has been granted Affiliate Status with the National Association for Family Child Care. MCCPIN reviewed the requirements to apply for affiliate status with Bill Hudson, CEO of NAFCC, and it was determined MCCPIN had met all the requirements.

Family Child Care Providers can be accredited by a program offered through NAFCC. Sheryl Warner is the contact person for NAFCC accreditation. Call 651-636-1989 and Linda will facilitate the support Sheryl has to offer those going through the accreditation process.



Save the Date

September 29, 2018



Blackduck High School

Blackduck, MN

- 6 Hours of Training
- Vendors
- Door Prizes

Light Breakfast and Lunch Provided

September 2018						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30						

Watch for more details and the registration form.

2 Skills Are Twice as Likely to Help a Child Succeed in Life

As fall approaches and children are thinking about school, the question is asked “Are the children in care Kindergarten ready?” Providers know what a child knows at age 5 (Kindergarten age) can influence his/her future chances of success. That is what a 2015 study published in the *American Journal of Public Health* found.

Researchers discovered that the skills that predict future success had nothing to do with reading or writing. Instead, the study showed that a child’s **social and emotional skills** are what determine how likely a child is to go to college rather than end up in jail.

What the Research Found

Researchers from Penn State and Duke University interviewed kindergarten teachers about children’s social and emotional competence. The teachers weighed in on how well the children shared, listened to others, resolved problems with their peers, and were helpful.

Then researchers followed up with the children once they became young adults to see what happened to them. They discovered that the children with the highest social and emotional competency scores in kindergarten fared better overall.

For every one-point increase in children’s social competency scores in kindergarten, they were twice as likely to obtain college degrees. They were also more likely to have full-time jobs by age 25.

But the children who had trouble cooperating, listening, and resolving conflict were less likely to finish high school—let alone college. They were more likely to have legal problems and substance abuse issues.

For every one-point decrease in social competency at age 5, a child had a 67 percent higher chance of being arrested in early adulthood. A one-point decrease also meant a child had a 52 percent higher rate of binge drinking and an 82 percent higher chance of living in public housing (or at least being on the waitlist).

Social and Emotional Skills Can Be Taught

With all the evidence that supports the importance of social and emotional skills, isn’t it incredible to think that we still pour most of our resources into teaching children academic skills? From Baby Einstein music to flash cards for toddlers, there are tons of products on the market that promise to help your kids succeed.

But none of those products will actually help the children become emotionally competent. You have to teach those skills yourself—the children won’t learn them in school. It is important to give children the opportunities to practice using

their skills firsthand. These are the skills we can teach and model in our family child care homes.

How to Teach Kids Emotional and Social Skills

Amy Morin wrote a book entitled *13 Things Mentally Strong Parents Don’t Do*. She outlines specific exercises that teach children of all ages how to manage their emotions and sharpen their social skills. With regular practice, children can develop the mental muscle they need to reach their greatest potential.

Here are a few simple strategies that can help the children in your care begin to gain emotional competence:

- **Label the child’s feelings.** Say things like “It looks like you’re feeling sad today” or “I can tell you are mad right now.” Eventually, the child will learn to verbalize his feelings on his own.
- **Validate your child’s feelings.** Resist the urge to say things like “Calm down—it’s not a big deal.” Instead, say, “I know you’re really upset right now.” Regardless of whether you think his emotional response is out of proportion to the situation, teach the child that it’s OK to have big feelings.
- **Make empathy faces.** Say, “Make a face that shows me how that boy felt when you hit him.” When the child makes a sad or angry face, he’ll actually experience that emotion for a moment. And he’ll develop more empathy—which is a key ingredient in social success.
- **Let the child experience uncomfortable emotions.** It’s healthy to feel bored, angry, scared, or lonely sometimes. Teach healthy coping strategies to deal with discomfort, and coach the children as they practice. With your support, they can learn that uncomfortable emotions are tolerable.
- **Correct the behavior, not the emotion.** Make it clear that angry feelings are OK but aggressive behavior isn’t. And teach the child that it’s OK to feel sad but screaming at the top of her lungs in the child care setting isn’t OK. Use discipline that teaches better ways to deal with emotions.



Incorporate Skill Building Into Your Daily Life

Whether your child is 4 or 14, make mental strength training a part of your daily lives. By making it a child care activity, you’ll also sharpen your skills (or perhaps learn some new ones for yourself). And you’ll be giving the children the tools he/she needs to reach their greatest potential.

Source:
Adapted from an article by Amy Morin, Author, “13 Things Mentally Strong People Don’t Do”.



LegalShield:

From the trivial to the traumatic, and everything in between. Ever have that question “what am I supposed to do?” regarding your child care business (immunization exclusions, Rule 2 interpretation, etc.), your home or personal life (will, taxes, insurance, car accidents, etc.)? You can obtain advice from friends, family members and other providers but rarely do they have true legal knowledge. LegalShield is a pre-paid program which gives you access to legal advice and representation at an affordable (\$19.95/mo. family + \$9.95/mo. business) rate. Have a lawyer at your finger tips! As a MCCPIN member you have access to this plan with a slight discount.

Contact Cyndi Cunningham:
cyndisday@comcast.net or
651-470-4857 for more information and to sign up!

MCCPIN BOARD MEETINGS

Board meetings are the *third* Saturday of the month.*

When: August 18, 2018
10:00 a.m. to 12:30 p.m.

Location: Shakopee Public Library

You may attend in person or via conference call by dialing:

1-218-339-7800
Access code: 3809643.

Future Meeting Dates:

September 15, 2018
Woodbury East Ridge High School
October 20, 2018
Location to be determined.



Attention Members: By-laws are being revised. Watch for these in the near future.

County Association Corner*

Your Association’s activities, such as conferences, can be noted in this section in the future. When your association is a member of MCCPIN, your web site and contact information will be posted on the web site under Networking: County Association.

Join Today and Be Listed Here:

County Associations / Neighborhood Groups

- Carver County Licensed Childcare Association
- Dakota County Family Child Care Association
- Dodge County Family Child Care Association
- Goodhue County Licensed Child Care Association
- Pope County Family Child Care Association
- Provider’s Pride - Champlin, MN
- Ramsey County Family Child Care Association
- Scott County Licensed Family Child Care Association
- Wright County Family Child Care Association



Check out our links to their web sites at:
www.mccpin.org/networking/CountyAssociations.

***New Association Benefit:** Access to a Trainer’s Directory to assist in setting up trainings for your Association/ Group.

Minnesota Child Care Provider Information Network



MCCPIN

Membership Application

Send to: MCCPIN Membership
 PO Box 1136
 Prior Lake, MN 55372

Member Information

- Individual Membership**
- Provider Initial License Year _____
 - Advocate
 - County Association or Support Group
 - Agency or Organization Advocate
 - Renewal New Member

 First name (County Association, Agency, Organization Name) Last Name

 Business Name

 Address

 City State Zipcode County

 Telephone Cell Phone

 Email address (will not be shared or sold)

- Check here to receive information, newsletters, updates by email.
- I would prefer information sent through the U.S. Postal Service

- Accreditation/Education**
- NAFCC Accreditation CDA MLFCCA Credential
 - College Degree/Early Childhood Other _____ Not Applicable

Membership Options (Check or Cash Please do not send cash via mail)

- MCCPIN** \$48.00 1 year \$90.00 2 years
- MCCPIN & NAFCC** \$88.00 1 year

Note: NAFCC membership is discounted from \$45.00 to \$40.00 per year
 On-Line payment: www.mccpin.org (Membership)

For Office Use:

Total _____

Check # _____

Received _____

Initials _____

Date Added _____

Payment Method: Credit Visa MasterCard

_____-_____-_____/_____/_____
 Credit Card Number CSC Code Expiration Date

Check Enclosed _____ (Check Number)

Cash _____ (Amount) _____

Receipt requested No Yes

Easy Ways to Support MCCPIN

Schwan's Cares Fundraiser

Order from Schwan's
and help support MCCPIN

Log in at schwans-cares.com
Or Call 1-855-870-7208 and enter ID#38772
MCCPIN will receive 20% on purchases and 40% on eGift cards.

Schwan's has over 300 delicious foods to choose from.
Share the link with your families, and order often!

“Alone we can do so little, together we can do so much.” –Helen Keller



Fundraising dollars will help support trainings throughout Minnesota.

Assure Child Care

Purchase liability insurance for your business from Assure Child Care and note MCCPIN as the recipient of the donation.



Thrivent Choice® program

By directing Choice Dollars®, eligible Thrivent members can recommend that MCCPIN receive charitable grant funding from Thrivent. If you have Choice Dollars available to direct, please consider directing to MCCPIN.



Amazon Smile

Just log into your Amazon Smile account designate MCCPIN.

<https://smile.amazon.com/>

Amazon will donate 0.5% of eligible purchases to MCCPIN. This is a very easy way to donate to MCCPIN.



Raddish

A cooking kit and curriculum for kids. Get cooking lessons and educational projects delivered to your door. Inside each kit you will receive recipe guides, Quality Kitchen Tool, Creative Kitchen Project, Culinary Skill Lessons and a Complete Grocery List. Subscribe Today and Raddish will donate part of your purchase back to MCCPIN
GROUP PROMO CODE: MCCPIN *valid only on 6 or 12 month membership Use code at checkout.



Thank you for supporting MCCPIN!

Legislative Updates

Changes for Providers

Correction orders no longer need to be posted: As of August 1, providers are no longer required to post correction orders at their program location. (Minnesota Laws 2018, Chapter 153)

Reduction in insurance paperwork: As of August 1, providers with continuous insurance coverage only need to notify parents/guardians if their insurance coverage changes, instead of sending a new notice each year. (Minnesota Laws 2018, Chapter 200, section 7)

Additional flexibility for Class D providers: As of August 1, providers with a Class D Specialized Infant and Toddler license will be allowed to flex down to one caregiver on days that six or fewer children are in care. When flexing down, the provider must follow the ratio and group size requirements for a Class B license. (Minnesota Laws 2018, Chapter 200, section 5)

Exemption from the Positive Supports Rule: As of August 1, child care providers are not required to follow the Positive Supports Rule, including taking the training that it required. Providers who care for a child with a developmental disability or related condition must follow the child's individual education plan (IEP) and are prohibited from using certain procedures (such as mechanical restraints and seclusion). (Minnesota Laws 2018, Chapter 163)

Background studies for children: Historically, children (ages 13 – 17) living in the household with a family child care program were required to have a state background study based on their name and date of birth. In 2017, a law change would have required these children to have a state background study based on their fingerprints. The 2017 law never went into effect because DHS had not finished updating its computer system and did not require providers to meet the enhanced requirements. After much conversation among providers, legislators, and DHS staff, the 2017 law was changed in 2018. Under the new law, most children (ages of 13 - 17) living in the household with a family child care program will continue to be required to have a state background study based on their name and date of birth. There are a number of circumstances in which a child living in the household would be required to have a fingerprint-based FBI background study. A fingerprint-based FBI check will be required for children living in the household if they meet any of these requirements: • They supervise children, or • They are employed by the child care provider, or • They live outside of Minnesota, or • They have lived outside of Minnesota at any time in the last five years, or • They

have a Minnesota criminal record, or • There is reasonable cause to believe that they may have a criminal record in another state.

The new law also capped the cost of background studies for children at \$20, unless a fingerprint-based FBI background study is required (in which case an additional fingerprinting fee is also required). The background studies conducted by DHS are not available right now while DHS finishes updating its computer system. Providers will be given more information before they need to take any action and will continue to complete county studies until they receive further notice from DHS. (Minnesota Laws 2018, Chapter 166)

Additional Information and Resources

The **2017 Status of Child Care Report** is available online (<https://edocs.dhs.state.mn.us/lfserver/Public/DHS-7660-ENG>).

Information about licensing reviews and investigations on Licensing Information Lookup: DHS must comply with federal law by posting information about licensing reviews and investigations conducted at child care programs, including the date of the visit, any violations found, and (if applicable) how the violations were addressed. (Minnesota Laws 2018, Chapter 200, section 10) Note: Beginning May 11, 2018, DHS began posting this information for family child care programs.

Guidelines for the Posting of Child Care Licensing Information: DHS is required to provide each licensed child care provider with a printed copy of the Guidelines on the Posting of Child Care Licensing Information, which includes information about what licensing data will or will not be posted on the Licensing Information Lookup website. (Minnesota Laws 2018, Chapter 200, section 10) Note: In May 2018, a copy of the Guidelines was mailed to every licensed family child care provider in the state.

Regional meetings for providers and county licensors: DHS must hold regional meetings with child care providers and county licensors to discuss the changes to the information that is being posted online and to gather input about potential future enhancements to the Licensing Information Lookup website. (Minnesota Laws 2018, Chapter 200, section 10)





PUBLIC POLICY

Senate Child Care Working Group

Information from Monday, July 9, 2018 Meeting

Audio recording:

http://mnsenate.granicus.com/MediaPlayer.php?view_id=2&clip_id=2943

The Senate Child Care Working group was established by Sen. Bill Weber, at the end of the legislative session. The focus of the working group is to pull together stakeholders in licensing areas of Family Child Care and Centers, to address challenges in regulations/rules with an end goal of increasing child care slots to support families and businesses in economic success. Families need care for their children to be able to work. Currently this is becoming a challenge as there are not enough open slots in child care of any kind to support families so they can work.

The 'first' meeting of this group was on May 8, at a hearing, and included DHS, Family & Center providers and Economic Development. The Monday July 9th meeting brought the County Licensing group into the discussion.

Future meetings are tentatively slated to be held the 2nd Monday of the Month (Aug, Sept, Oct) with the next 2 meetings to be held in Greater Minnesota. At these meetings the intent is to include local/regional providers (FCC's and Centers) and Economic Development individuals/groups.

The working group intends to visit local center and FCC programs as time permits. Watch for a meeting in your area!

Sign up for meeting notices at the Ag, Rural Development, and Housing Policy committee home page:

http://www.senate.mn/committees/committee_bio.php?cmte_id=3089&ls=#subscribe

Committee Members: Communication to the working group should be sent to Chairperson Sen.Bill.Weber@senate.mn. It is the chairperson's responsibility to ensure that all committee members receive all correspondence and communication!

Ag, Rural Development and Housing Policy Committee: Senators Bill Weber, Andrew Lang, Michael Goggin, Mary Kiffmeyer, David Tommasoni, Melissa Wiklund, Kent Eken, and Fong Hawj.

Upcoming Meetings

Willmar Listening Session August 13, 6:00-8:00 p.m.
Fire Station Training Room, 515 2nd Street SW

Lake City Listening Session September 10, 6:00-8:00 p.m.
Lake City Public Library, 201 South High Street

"You've made this day a special day, by just your being you. There's no person in the whole world like you. And I like you just the way you are."



Mr. Rogers

During this 50th anniversary year of *Mister Rogers' Neighborhood*, it is a wonderful time to be celebrating and continuing Fred Rogers' legacy.

In every episode of his program, Fred asked "Won't you be my neighbor?" It seems like such a simple question, but it was an invitation to generations of children to cherish their neighbors and enjoy a daily visit that enriched their lives.

Perhaps you grew up watching Fred and recall how his reassuring presence reminded you that you were special. To countless parents, educators, and other caregivers, he was a trusted source of timeless wisdom tackling many adult issues with courage, compassion, and grace.

At the Fred Rogers Center, we know that children, families, educators, and caregivers need support and encouragement in both ordinary and difficult times. You can play an important role in carrying forward the child development principles, the values of respectful and positive human relationships, and opportunities for "growing on the inside" that were fundamental to Fred's work.

Through gifts like yours, we are able to organize and make accessible Fred Rogers' legacy by supporting the efforts of Academy Award winning director Morgan Neville in developing the documentary, "Won't You Be My Neighbor?" (in theaters nationwide this summer) and the publication of the authorized biography by Maxwell King, "The Good Neighbor" (coming in September). The film has brought tears and encouragement to so many who have grown up with the Neighborhood.



Board of Directors

Officers and Chairs

- Co-President**
Linda Schesso
952-445-2240 schesso77@yahoo.com
- Treasurer**
Deloris Friske
952-492-3827 mccpintreasurer@gmail.com
- Communications Chair**
Jennifer Rothmeyer
507-301-3351 jen@twowisheschildcare.com
- Marketing Chair**
Brenda Novack
507-330-3110 mccpinmarketing@gmail.com
- Membership Chair**
Angelique Bruggeman
952-237-7351 mccpinmembership@gmail.com
- Public Policy Chair**
Cyndi Cunningham
651-470-4857 mccpinpublicpolicy@gmail.com

Regional Representatives

- SE Regional Representative**
Cheryl Gillard
507-374-2794 mcje303@kmtel.com
- SE Alternate Regional Representative**
Theresa Peplinski
507-254-6984 theresapep@gmail.com
- NE Regional Representative**
Rita Craiglow
218-259-2580 mothergoose4us@yahoo.com
- NW Regional Representative**
Open position.
If you're interested contact MCCPIN.
- NW Alternate Regional Representative**
Marilyn Geller
218-444-2213 mgeller61@yahoo.com
- East Metro Regional Representative**
Lisa Lindboe
612-618-2900 happyheartsrock@gmail.com



NEWSLETTER SUBMISSION DEADLINES:

- Summer** - MayDeadline April 1
- Fall** - AugustDeadline July 1
- Winter** - November.....Deadline October 1
- Spring** - FebruaryDeadline January 1

NEWSLETTER CONTRIBUTORS:

- | | |
|-------------------|----------------------------|
| Cyndi Cunningham | Family Child Care Provider |
| Rachel Eicher | Family Child Care Provider |
| Deloris Friske | Family Child Care Provider |
| Marilyn Geller | Family Child Care Provider |
| Theresa Peplinski | Family Child Care Provider |

DHS Website, Mr Rogers Website, Dr, Christy Isbell, Amy Morin, National CACFP Association, Think Small

MISSION STATEMENT:

The Mission of the Minnesota Child Care Provider Information Network (MCCPIN) is to support, promote, and strengthen the profession of family child care, thereby enriching the lives of providers, children, families, and communities.

DISCLAIMER:

Minnesota Child Care Provider Information Network (MCCPIN) does not recommend or endorse any specific products or services in this newsletter, nor do the leadership and editors always agree with all viewpoints expressed by authors of articles.

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Newsletter submissions can be emailed to Communications Chair Jennifer Rothmeyer at: jen@twowisheschildcare.com.