



Minnesota

Child Care Provider Information Network

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

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In Defense of Active Learning

By Rae Pica

I once heard a workshop leader say, "We often set up environments for children that are contrary to what we know about who and what they are."

That's fascinating to contemplate, isn't it? Why would we do that? Even more fascinating is that we also often teach children in ways that are contrary to what we know about who and what they are.

Why do we teach children in ways that are contrary to what we know about how children learn?

Granting, much of that is dictated by policymakers who don't seem to understand children any more than they might understand fruit flies. But much of it also can be attributed to "the way it's always been done." Sitting to learn and testing both fall into the latter category.



Early childhood education used to be the exception. In the past, based on what they knew about and observed in young children, teachers designed their programs to meet their students' developmental needs. Play and active learning were considered key tools to accommodate those needs and to facilitate children's education. Today, due to an increasing emphasis on "academics" and accountability, "instructional time" and worksheets are more the norm than active learning.

But consider the following: When children move over, under, around, through, beside, and near objects and others, they better grasp the meaning of these prepositions and geometry concepts. When they perform a "slow walk" or skip "lightly," adjectives and adverbs become much more than abstract ideas. When they're given the opportunity to physically

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demonstrate such action words as stomp, pounce, stalk, or slither—or descriptive words such as smooth, strong, gentle, or enormous—word comprehension is immediate and long-lasting. The words are in context, as opposed to being a mere collection of abstract letters. This is what promotes emergent literacy and a love of language.

Similarly, if children take on high, low, wide, and narrow body shapes, they'll have a much greater understanding of these quantitative concepts—and opposites—than do children who are merely presented with the words and their definitions. When they act out the lyrics to "Roll Over" ("There were five in the bed and the little one said, 'roll over'"), they can see that five minus one leaves four. The same understanding—and fascination—results when children have personal experience with such scientific concepts as gravity, flotation, evaporation, magnetism, balance and stability, and action and reaction.



When children are learning to count, they should not only have access to manipulatives; they can also be asked to place a certain number of body parts on the floor. If simple computation is the goal, after placing the designated body parts on the floor, they can be asked to subtract one part. How many are left?

(Assessment in experiences like this is far more effective than in question-and-answer scenarios.)

To help them distinguish between a lowercase "b" and a lowercase "d," invite children to take partners and together create first one and then the other.

Whatever the content area, there are ways for children to physically experience its concepts.

If you hadn't ridden a bike in five years, would you still be able to do it?

Noted author and educator, Eric Jensen, labels this kind of learning as implicit—such as learning to ride a bike. At the other end of the continuum is explicit learning—such as being told the capital of Peru. He asks, if you hadn't ridden a bike in five years, would you still be able to do it? And, if you hadn't heard the capital of Peru for five years, would you still remember what it was? Explicit learning may get the facts across more quickly than learning through exploration and discovery—through physically experiencing concepts—but the latter has far more meaning to children and stays with them longer. And shouldn't those be our goals?



Neurophysiologist, Carla Hannaford, has stated that we learn 80 percent of what we experience physically and sensorially but only 10 percent of what we read. Shouldn't the intent of education be for the children to actually learn?

And speaking of learning...the young child's preferred mode is through movement. Why would we want to teach them in any way that isn't their preference? Shouldn't that be defense enough for active learning in the classroom?

This piece is adapted from my book, *What If Everybody Understood Child Development?*



ABOUT THE AUTHOR

Rae Pica has been an education consultant specializing in the education of the whole child since 1980. Check out her YouTube channel, *Active Learning with Rae*, and learn more about her keynotes, consulting, and books, including *What If Everybody Understood Child Development?* and *Active Learning Across the Curriculum*, at www.raepica.com.

POST-IT PUPPETS

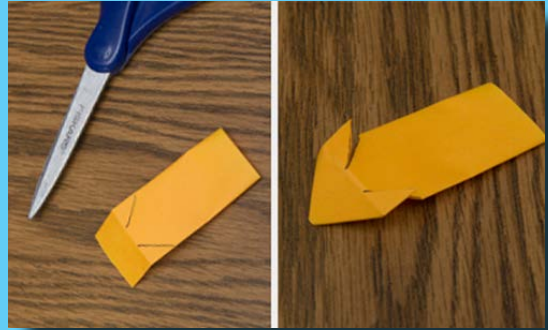
Finger Puppets are a great "have-up-your-sleeve" provider tool for those moments when you need to capture the attention of a child. Put them onto the hands of the children themselves to encourage oral language skills, communication, and great imaginative play.

Here's a way to create a finger puppet almost instantly using a Post-it. The self-stick feature of a Post-it makes it quick and easy, but you can use the same idea with any 3" x 3" piece of paper and a spot of glue.

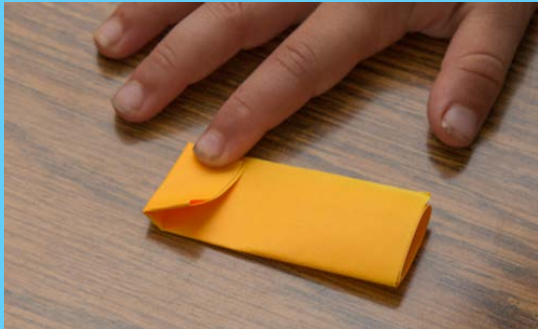
- 1.** Roll the Post-it snugly around your finger. (Or fold it in thirds.) Press flat to stick.



- 3.** Unfold. Cut two snips for ears. (Small, large, pointed, or round)



- 2.** Fold one end down for the head. Crease.



- 4.** Fold head down again. Bend ears up. Fold corners under for the nose or chin. Two dots with a pen will create eyes.



Use your imagination and add tails, spots, horns, whiskers, or whatever!
Make a whole handful and let the wild rumpus begin!



Source: <http://www.communityplaythings.com/resources/articles/2018/post-it-puppets>

Hey Alexa.

Are You Making Me Dumb?

3 CONCERNS TO CONSIDER WHILE LIVING WITH a SMART SPEAKER

Smart speakers like the Amazon Echo and Google Home are popping up everywhere. According to a Nielsen study from last September, nearly one of every four U.S. households has a smart speaker — 40 percent of those homes have more than one. For some, the speaker is an easy way to play music, for others it's a unique way to easily access the Internet for information and control other Wi-Fi enabled products. However, there are some questions regarding whether or not it's a good idea to own one. Here are three concerns to consider if you own or are thinking of purchasing a smart speaker:

- **IS IT SPYING on me?**

Privacy is a major concern regarding smart speakers. Once powered up and connected to your Wi-Fi, it is listening in your home 100 percent of the time. Listening is its core function — it needs to hear you say the "wake" word to then process your question or command. Amazon claims that it only starts recording once it wakes up, but there is no way to know for sure. Ultimately you need to decide if the benefits of owning a smart speaker outweigh the risk of potentially giving up some privacy.

- **WILL IT make me UNINTELLIGENT?**

Ever since the internet became available on handheld devices, the need to think through problems has decreased. It is often debated that having the answers to almost everything at our fingertips can suppress cognitive development. According to the National Center for Biotechnology Information (NCBI) that line of thinking might not be correct. The study of the relationship between brain development and technology is still in its infancy and test results are often counter-intuitive. The conclusion? No one knows! Given this, as a buyer you should be aware of the possibility of dynamic changes in the way we think, especially children. One idea is to limit the time the device is on, just like monitoring use of cell phones, computers and tablets.

- **WILL I LOSE my manners?**

A smart speaker doesn't require you to say "please" and "thank you" to get what you want. A simple command is all that is required. The Atlantic published an article pondering how giving verbal commands to a smart speaker with the "casual rudeness" that is required could possibly change the way you talk to people over time. A good defense against losing your politeness is to be self-aware of your speech to others. According to a study by the European Journal of Social Psychology, it takes 66 days to create a habit. Set a reminder on your smart speaker (wink) for two months from now to politely remind yourself to pay attention to your vocabulary.



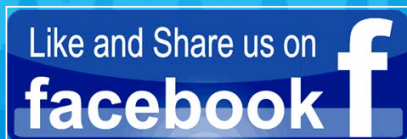
While there is no shortage of opinions regarding the use of smart speakers in the home, it's up to you to decide if it fits with your lifestyle. If you are torn, Amazon and Google have smaller versions (Echo Dot and Google Home Mini) that are relatively inexpensive. You can try it out for a while and see how you like it. If it goes well, you can spring for the larger model and move the smaller version to another room in the house. If it goes poorly, you can sell it or give it to someone else.

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 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.



Easy Ways to Support MCCPIN

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!



10 Unique Uses for Rubber Bands

Discover 10 creative and functional repurposed uses for rubber bands.

By: Rae Friis

The versatility of a rubber band goes far beyond bundling objects together. Since most of us have a bunch of them in our junk drawers, here are some ideas for putting them to good use.

1. Erase Mistakes

Make a rubber band ball by wrapping several around a golf ball or something similar, and then use it as an eraser.

2. Prevent Browning

Slice up an apple and put it back together, secured with a band, and it won't brown! Add a rubber band to keep it together if you want to save a wholesome snack for later or are packing a lunch with apple slices.

3. Portion Control

If children have a heavy hand when using products with a pump dispenser (lotion and hand soap), wrap a rubber band around the neck of the pump a few times to control how much comes out. You'll end up saving some money! This idea also works for personal use with shampoo and conditioner.

4. Tying up Loose Ends

Put one around things that can unravel, such as spools of ribbon, electrical cords or measuring tape.

5. Lid Gripper

Ever had trouble opening a jar of pickles? Simply wrap a wide rubber band around the rim of a lid and twist. The rubber band helps grip and makes it easier to open.

6. Cup Marker

This might work for school-age children. Provide children with colorful rubber bands so they can wrap them around their cup or beverage and keep track of which cup is theirs. Great idea for cups for water outside in summer.

7. No More Slipping

Add a rubber band to objects that have a tendency to slip and slide around such as cutting boards or bottles of soap by the sink or shower.

8. For Book Worms

Wrap a rubber band around the cover and keep books from opening and pages from creasing. Use it as a bookmark too!

9. Mail Divider

This idea requires a little work, but is fairly simple. Start with a cabinet or shelf. Hammer two or three nails 5 inches from the side. Stretch rubber bands between the nails to keep papers or mail from falling over.

10. Paint Drip Preventer

Wrap a large rubber band, top to bottom, around an open paint can. Instead of wiping the paintbrush on the edge of the can, wipe it on the rubber band so the drips stay in the paint — mess free!

Rubber bands are so versatile! They're a perfect way to get organized, craft and so much more.

Source: <https://www.pgeveryday.com/home/cleaning/article/10-unique-uses-for-rubber-bands>



MCCPIN Public Policy Agenda

2019

Minnesota Child Care Provider Information Network (MCCPIN) is a statewide, provider volunteer association with the mission: To support, promote, and strengthen the profession of family child care thereby enriching the lives of providers, children, families and communities.

Keeping in line with this mission, MCCPIN has adopted the following public policy agenda items. We look forward to the 2019 legislative session and partnering with any legislatures, organizations and/or individuals to move these items through the legislative process.

- **Anonymous communication option implemented.**
245A.153 REPORT TO LEGISLATURE ON THE STATUS OF CHILD CARE.
(iv) implementing confidential, anonymous communication processes for child care providers to ask questions and receive prompt, clear answers from the department.
Family Child Care Providers periodically have questions regarding their county's implementation practices of Rule 2. Current statute states that DHS should implement an anonymous option for providers and DHS has not implemented this option for communication. There is an "ask licensing" option but the question and the identity of the provider is sent to the county licensor. Providers are hesitant to enter this process as they are concerned of licensor response/retaliation.
- **Correction order reconsideration process established in legislation.**
Family Child Care providers deserve a fair and open process when asking for reconsideration of correction orders. Statute is silent on how correction orders are processed. DHS has implemented that when the provider asks for reconsideration, the provider's 'side' of the situation is sent to the licensor, then the licensor sends their response to DHS prior to DHS evaluating the correction order. This step gives the county licensor the opportunity to 'rebuttal' the providers presentation of the facts without the provider having the same opportunity for discussion and rebuttal.
- **Sleepwear clarification.**
Outside of swaddle options (i.e. approximately up to 3 months), what is acceptable/approved sleepwear in child care? When DHS makes a decision on a product, this information should be available to all providers and licensors. This can be accomplished through DHS email, DHS website and licensors communicating with providers. Change that the Department of Health is the evaluating authority not the SIDS Foundation. Safe sleep practices are critically important for Family Child Care providers to comply with. Currently in statute the only direction for sleep wear is regarding swaddling practices. There are many products now on the market that are not swaddle sacks, but intended for sleep wear for infants (under 12 months). This has led to confusion and inconsistent direction by licensing.
- **Administrative Law Judge (ALJ) ruling changed to final decision or a new system of legal decision making created.**
When there is a severe violation (Negative Action) against a provider the legislation has a required procedure, which establishes that the ALJ's ruling is a recommendation only to DHS. DHS then has final authority on decision making as DHS can override the ALJ recommendation. This is an unfair procedure for providers. HF1298 & SF1953 are previous efforts to make this change.
- **Legislation to establish a timeline for Rule 2 to be combined and streamlined. Placing Rule 9502 and Chapter 245A under one legislative heading with a clear outline format and clear organization.**
This action is to ensure that Family Child Care Providers are able to determine legislative application of the Rule to their licenses with the goal that providers can be in compliance with laws governing Family Child Care licenses.



MCCPIN Public Policy Agenda 2019

- **Establishment of a confidential advocate position for Family Child Care Providers.**

The system of licensing for Family Child Care providers is complicated and extensive. There is need of a central 'clearing house' for providers to contact for direction without concern for reprisal from DHS. This position should be responsible to the legislature and not directly to DHS.

- **DHS create a list of variance topics which they suggest or would support. This list would be not limited to these items but an attempt for DHS to support counties to implement variances.**

Family Child Care providers are periodically in the position that to accommodate a family (current or new) they would be out of ratio for a limited period of time. Currently the authority to grant a variance is at the county level, and therefore also the liability. This has led to counties inconsistently granting variances and families having to find new care. DHS has all other authority for licensing status and consistency would be obtained throughout the state with the licensing status would be fully under DHS/state.

Support Efforts for:

- **Support a Mixed Delivery Early Childhood System. Oppose the Universal Pre-Kindergarten (UPK) language and continuation of Voluntary Pre-Kindergarten (VPK).**

This will ensure that funding is targeted towards those children and families in greatest need and that community based-programs, including Family Child Care, be allocated money and a workable application process to be included.

- **Money allocated to counties/state for recruiting and supporting FCC.**

Including but not limited to: start-up grants or forgivable loans, DEED, Agency/organizations such as SW Initiative, First Children's Finance, ThinkSmall, etc. Establishing and supporting county, regional and state associations.

- **Development of Licensing Handbook.**

Information on-line is scattered throughout different agencies/websites for the multiple programs which providers use.

The Handbook could include: (but not limited to): Licensing process, Rules/Statutes, Authority (i.e. county delegated license), appeals process, who to contact, web sites, CCAP, ELS, Parent Aware, Child Care Aware Agencies, non-profits (Think Small, MCCPIN, MACCP, etc.), CACFP.

- **Authority given to DHS to oversee county licensors**

County licensors are not all correctly applying Statute/Rule. Due to separation of the state and county oversight authority, DHS cannot correct a licensor. DHS can only address these issues when providers ask for reconsideration and providers should not be the gate keepers of the licensors. DHS needs more authority to address issues as providers bring issues forward.

- **Support efforts to explore having income to Family Child Care providers received from the State of Minnesota at the county level for CCAP and the food program be reportable, but nontaxable income.**

This money is currently reported as taxable income for providers. Family Child Care Providers are paid at a lower rate than other licensing groups (i.e. Centers). Food program payments are made after the provider has served the food to the children. Changing this status would financially support Family Child Care providers and their participation in the Food Program and participation with families using CCAP.

7 Ways to Organize with Clothespins

Use extra clothespins as inexpensive, effective ways to organize most anything. Let your children work with clothes pins as the skill of opening a clothespin is a pre-requisite to gaining the strength and control needed for holding a pencil to write letters. Use them for sorting and picking up too!

By: Rae Friis

Somewhere — likely in the back of your “miscellaneous” drawer — is a bag of clothespins just waiting to be used. Our seven ideas will help you transform these inexpensive everyday items into invaluable helpers around the house.

1. STRING UP YOUR MAIL

A kitchen counter dedicated to mail is inevitable sometimes. If you don't have cubbies (which you could label with clothespins as well), string up a length of kitchen twine or yarn and use personalized clothespins to clip mail, documents or permission slips!

You don't have to be a handy child care provider to hang up a line either! All you need are two hooks — the self-adhesive ones are perfect — to create loops on both ends of your “mail-line” and hang it up. Gravity will keep the line taut once you begin hanging mail.

2. MAGNETIC SHOPPING LIST/RECEIPT ORGANIZERS

Put the space on your refrigerator to good use and hang up important documents like receipts and shopping lists so they're always in sight.

Materials

- Self-adhesive magnetic strip
- Scissors
- Clothespins

Instructions

- Measure out enough of the magnetic strip to cover one end of a clothespin (if it's too wide, cut it in half lengthwise)
- Cut the strip and use it as a template for other pieces
- Cut out enough pieces for all the clothespins
- Peel the backing off the magnetic strips and affix them to your clothespins
- Allow the adhesive to set

3. ORGANIZE WIRES

If you look behind your TV, is it a mess of wires? Not anymore! Write on the broad part of clothespins with a permanent marker and clip like wires together (TV, DVD player, etc.) and take the guesswork out of unplugging and re-plugging.

4. MARK SMALL POTTED PLANTS

If you have an indoor planter, clip labeled clothespin along the rim to identify the plants that are growing. Simply write the plant name on the clothespin with a permanent marker and affix them to the pot or planter's rim.

These mini plant markers are especially useful if you have children do planting seeds in the spring.



5. CLOSET HELPER

Eliminate the need for space-wasting “specialized” hangers by using clothespins to hold up scarves or pairs of tights on one normal hanger! This could work for children's mittens.

Simply gather all your lightweight accessories and a wire hanger (or a thin plastic one). Pinch the clothespins open and slide the opening downward until the hanger is affixed into the groove. Clip your accessories into the clothespins, and you've got a way to organize most anything in seconds!

6. KEEP BEDDING SETS TOGETHER

If your linen closet could use a little organization, use clothespins to clip matching sheets and pillowcases together!

7. CREATE A GO-TO SPOT FOR “MISSING SOCKS”

There's nothing quite like opening the dryer to find only one sock in the load. Rather than setting them aside (and possibly forgetting them), hang up some line near the dryer and clip missing socks up so you'll always have them near.

Sure, it might not solve the mystery of where the socks went, but on the days you do find the sock straggler, you'll be able to reunite the two without having to dig through a hamper or asking yourself where you put the first one!

4 CLOTHESPIN DECORATING IDEAS

Transform boring wooden clothespins with some of our ideas so you can organize — and add a pop of color, too!

Decoupage: Use extra pieces of scrapbook paper or even wallpaper to give your clothespins a designer look.

Dye: Use commercial clothing dye in separate buckets and soak plain clothespins for about 15 minutes for a light, pale color or up to 30 minutes for a darker, more brilliant hue.

Hot Glue and Poms: If you want to add even more appeal to your pins, use hot glue and stick everything from small poms and buttons to googly eyes for a truly creative craft.

Paint: Add a touch of décor to clothespins with a few shades of your favorite hues.

Source:

<https://www.pgeveryday.com/home/cleaning/article/7-ways-to-organize-with-clothespins>

Wonder: A Many Splendored Thing

By Ruth Wilson



What is wonder?

We feel wonder in our hearts, play with wonder in our minds, and know wonder's ability to uplift our spirits. Yet, defining wonder and understanding what it really means can be elusive. Deb Schein (2018) defines wonder as "feelings of surprise mingled with respect or admiration stimulated by beauty, the unexpected, or the unfamiliar" (p. 79). Wonder is an emotion. But as Schein says, wonder also implies curiosity, a desire to know something. Wonder is cognitive. What we wonder about, however, often relates to the "big questions" of life—questions about purpose, identity, and connections. Wonder has spiritual aspects (Wilson, 2018). Wonder is multi-faceted and important to our lives. Encompassing emotional, cognitive, and spiritual aspects—wonder is, in fact, a many splendored thing. What is going on? Why are teachers reporting these social problems? How did things get this way? What is causing some children to develop social behavior disturbances that I have come to characterize as "Compassion Deficit Disorder"?

"Wonder is the beginning of wisdom" - Socrates

As an educator, teacher educator, and author, I've thought a great deal about the meaning and role of wonder in the lives of young children. One of my first books, *Fostering a Sense of Wonder During the Early Childhood Years*, focused on the importance of wonder in fostering holistic development. Wonder is referred to in almost every book or article I've written in the 25 years since then. I'm not alone in my fascination with wonder and the role it plays in our lives, especially the lives of children. From Rachel Carson's book—*The Sense of Wonder* (first published in 1956)—to the many books on the market today for early childhood educators, wonder is an important theme. Some books focus on the educational value of wonder—the way wonder drives curiosity, exploration, and learning. Other books focus on the more spiritual aspects of wonder and discuss ways in which wonder relates to awe, empathy, and the experience of the sublime. Some books focus on the emotional and aesthetic aspects of wonder, reminding us that life without wonder is greatly diminished. Some books refer to wonder as a "survival skill" and suggest that wonder can serve as an antidote to an overly busy and distracted life (Blake, 2012). Wonder can also be an antidote to our estrangement from the world of nature and its inherent beauty.



Many educators recognize wonder as a powerful motivator for learning. We're supported in this understanding by some famous thinkers. According to Plato, "Wonder is the source of knowledge"; and in the words of Socrates, "Wonder is the beginning of wisdom." Edith Cobb, a more contemporary thought-leader, suggests that wonder helps us to know the world. Wonder, she says, is the wellspring of knowledge, the basis of creativity and imagination (Cobb, 1998). So, with all this being said about wonder, why do I still spend so much time and energy thinking about wonder in the lives of young children? Maybe because there's still something missing, or perhaps left unsaid, about the role of wonder in our lives, especially wonder as it relates to our relationship with nature.

CONTINUED ON NEXT PAGE

"The origins of wonder are firmly fixed in our connections with the natural world."

We know that engagement with nature fosters a sense of wonder. The experience of wonder while engaged with nature is often inspired by the beauty or immensity of nature. At times, it can be inspired by what's mysterious about nature. Albert Einstein must have experienced this aspect of wonder when he said, "The most beautiful thing we can experience is the mysterious." According to the biophilia hypothesis, humans have an innate affinity for nature (Wilson, 1984). Biophilia, like wonder, has cognitive, emotional, and spiritual aspects. It has obvious ecological dimensions as well. I believe the same applies to wonder. By this, I mean the origins of wonder are firmly fixed in our connections with the natural world. Perhaps the culmination of wonder resides there, too.



I recently searched in the Children & Nature Network Research Library to see what the academic literature has to say about wonder in the lives of young children. One study (Schein, 2014) was designed specifically to develop a theory of spiritual development for young children. After conducting in-depth interviews with twelve early childhood education specialists and reviewing journal notes taken by three of the participants, the researcher concluded that spirituality includes a sense of wonder and awe, and that nature is a conduit for developing these dynamic attributes.

Other studies have examined children's own perceptions about and responses to nature. In one such study focusing on children's experiences during nature play, six- and seven-year-old students highlighted their emotional reactions to feeling close to nature. They described "feelings of calm and peacefulness, feelings of freedom, or wonder, joy and excitement about the spaciousness and beauty they experienced, and their happiness from being in nature" (Francis et al., 2013, p. 26). In another study, five- to ten-year-old children shared their ideas and feelings about nature through focus group discussions and drawings (Rios & Menezes, 2017). Their responses reflected a deep emotional connection with nature along with a strongly protective disposition towards nature, evident in such statements as "I saw a magical garden with flowers that people could not damage!" (p. 2). This child's statement suggests that emotional connections with nature are linked to caring for the environment. We find discussions about the association between love of nature and care for nature frequently in the literature. Selby says that nurturing a sense of wonder, joy, and belonging in children as they experience nature is vital to developing an ethic of care for the planet (2017).



Wonder is more than a frill in the lives of young children. Wonder fosters learning, imagination, spiritual development, emotional health, and care for the planet. Teachers and other adults working with young children can foster wonder in a number of ways, but perhaps the most effective way is to encourage deep engagement with nature. Deep engagement involves more than just being in nature. It involves "attunement" (Cornell, 2017) and awakens a sense of wonder rooted in the realization that nature and self are one.

Source: <http://www.communityplaythings.com/resources/articles/2018/wonder>



ABOUT THE AUTHOR Ruth Wilson

Dr. Ruth Wilson works with the Children and Nature Network as curator of their Research Library (www.childrenandnature.org/research-library/), an online resource of scientific literature relating to children and nature. She recently completed a new edition of her book, *Nature and Young Children*, 3rd edition, (c), which addresses the importance of nature in the lives of young children. Dr. Wilson can be contacted at wilson.rutha@gmail.com.



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: February 21, 2019
Time - 6:00 pm

Location: Meeting via conference call.

Call Linda at 651-636-1989 for the call in phone number.

You may attend the meetings in person.
(Does not apply to online meetings.)

Future Meeting Dates:

March 16, 2019

Location to be determined.
10:15 am - 12:15 pm

April 6, 2019

See page 16 for details.



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

Call for Nominations!

Nominations are being accepted for the **MCCPIN** Board of Directors*

The following positions are open for the 2019 election, as per the by-laws approved January 19, 2019.

A. Prior to the Annual Meeting, the following Board of Directors will be elected:

1. On odd numbered years: For two year terms
 - a. Vice President
 - b. Secretary
 - c. Education Chair
 - d. Marketing/Communications Chair
 - e. Regions as determined by the Board:
North West Region, South East Region, West Metro Region



If you are interested in any position, please contact:

Linda Schesso, President
952-445-2240
schesso77@yahoo.com

Nominations will be accepted until February 27, 2019. Ballots will be emailed or mailed on March 4, and should be returned by March 21st.

*Current members in good standing are eligible to apply or be nominated for one of the open positions. A resume and letter of application will need to be completed.

29th National Family Child Care Conference

June 19-22, 2019 at Rosen Shingle Creek Hotel
Orlando, Florida
www.nafcc.org/conference
#NAFCC19

Numbers and a Financially Savvy Child

As a family child care provider you have an opportunity to give children a jump-start on their journey to becoming financially responsible adults utilizing math concepts. While teaching your child about money and finances is easier when you start early, it's never too late to impart your wisdom. Here are some age-relevant suggestions to help develop a financially savvy young adult:

- **PRESCHOOL** – Start by using bills and coins to teach them what the value of each is worth. A product available on-line at MCCPIN (add link to product page) or at conferences is called “Kids Cash”. It is play money that is virtually indestructible and comes in denominations of \$1, \$5, \$10, \$20, \$50, \$100 bills and a credit card. Even if you don't get into the exact values, explain that a \$5.00 bill is five \$1.00 bills and that a quarter is worth more than a dime and a dollar is worth more than a quarter. From there, explain that buying things at the store comes down to a choice based on how much money you have (you can't buy every toy you see!). Add the “Kids Cash” to your dramatic play area and have the school age children write prices on food and items for sale in the area. For your own preschool children consider getting them a piggy bank to start saving coins and small bills.
- **GRADE SCHOOL** – For school-age children reinforce the ideas of how many \$5.00 bills equal a \$20.00 bill. Let them make price tags for items in your dramatic play area. For your own school-age children consider starting an allowance and developing a simple spending plan. Teach them how to read price tags and do comparison-shopping. Open a savings account to replace the piggy bank.
- **MIDDLE SCHOOL** – Start connecting work with earning money. Family child care providers can pay their children for work done in the child care. Write a job description for the work your son or daughter is being paid for. Maybe allow your middle school child to start simple with babysitting, mowing lawns or walking dogs. Open a checking account and transition the simple spending plan into a budget to save funds to make larger purchases. If you have not already done so, it is a good time to introduce the importance of donating money to church or charity.
- **HIGH SCHOOL** – Explain the job application and interview process. Work with them to get a part-time job to start building work experience. Add additional expense responsibility by transferring direct responsibility for things like gas, lunches and expenses for going out with friends. Talk about financial mistakes and how to deal with them when they happen — try to use some of your real-life examples. If college is the goal after high school, include them in the financial planning decisions.
- **COLLEGE** – Teach them about borrowing money and all its future implications. Explain how credit cards can be a good companion to a budget, but warn of the dangers of mismanagement or not paying the bill in full each month. Discuss the importance of their credit score and how it affects future plans like buying a house. Talk about retirement savings and the importance of building their retirement account.



Knowing about money — how to earn it, use it, invest it and share it — is a valuable life skill. Simply talking with your children about its importance is often not enough. Find simple, age specific ways to build their financial IQ. A financially savvy child will hopefully lead to a financially wise adult.

Adapted from Sue Knei, S. K. Income Tax and Accounting

FUNDRAISER

Kids Cash

Kids Cash can be purchased at MCCPIN conferences, on the MCCPIN website, or by mailing us a check with your shipping information.

WEBSITE

Visit our website at:

<http://www.mccpin.org/fundraisers>.

MAIL

MCCPIN

P.O. Box 1136

Prior Lake, MN 55372



Spectacular Saturday Training Event

MCCPIN Annual Meeting

With 4 hours of Training

Saturday, April 6, 2019

Location: Messiah Lutheran Church
2848 County Road H2
Mounds View, MN 55112

Agenda: Annual Meeting 8:00 a.m. – 8:30 a.m.
Training 8:45 a.m. – 10:45 a.m.
11:00 a.m. – 1:00 p.m.



See page 17 for Training Topics and a Registration Form.

Super Cooling for Safety

Do you have planned-over foods? Does planned-over sound better than left-over? Do you make a large quantity of a casserole and freeze it for another meal or make food for your family and serve it the next day for child care? Soups, casseroles, and pot roasts are a great way to warm up on a cold winter day in Minnesota. Super cooling a large quantity of hot leftovers or planned-overs



safe • food MATTERS

made in advance is a good idea to keep food safe. Do not cool hot food at room temperature or place large quantities of hot food in the refrigerator. Both practices can cause

food to be in the temperature danger zone (40°F–140°F) for too long, which may lead to bacterial growth. Options for super cooling include the following:

- Super cool a large roast or poultry by cutting it into smaller pieces. Refrigerate pieces in a single layer.
- Reduce large quantities of hot food by putting them in smaller, shallow metal pans. Place shallow pans in refrigerator or freezer to cool.
- Place a large pot of hot food in an ice bath (sink of ice and cold water). Stir occasionally until food is cool, then refrigerate.

Download Kitchen Companion:

Your Safe Food Handbook from the USDA for home food safety guidance. www.fsis.usda.gov/wps/portal/food-safety-education/teach-others/download-materials/image-libraries/kitchen-companion-image-library/

Spectacular Saturday Training Event

(4 Hours of Training)



Sponsored by:
RCFCCA & MCCPIN



Saturday, April 6, 2019, 8:00 am to 1:00 pm

Messiah Lutheran Church

**2848 County Road H2
Mounds View, MN 55112**

Agenda: 8:00 to 8:30 MCCPIN Annual Meeting with light breakfast
8:45 to 10:45 The Nurtured Heart Approach (KCF 11C, CDA 3) 2 Hours
11:00 to 1:00 Enhance Your Routine to your Environment (KCF 11C, CDA 3) 2 Hours

Training by Jessica Rogers

Both Classes are MNCPD Approved and Meet Child Development & Learning and Behavior Guidance Required Training Criteria

Cost of Training:

(Check Box for Option Below)

- | | | |
|--------------------------|--|----------------|
| <input type="checkbox"/> | RCFCCA & MCCPIN Members | \$ 5.00 |
| <input type="checkbox"/> | RCFCCA Members | \$15.00 |
| <input type="checkbox"/> | MCCPIN Members | \$15.00 |
| <input type="checkbox"/> | Non-Members of Both Associations | \$30.00 |
| <input type="checkbox"/> | Become a member of RCFCCA & Class | \$55.00 |
| <input type="checkbox"/> | Become a member of MCCPIN & Class | \$55.00 |
| <input type="checkbox"/> | Become a member of Both & Class | \$85.00 |

Reduced rate memberships for both Associations are for renewals and new members at this training. Must be postmarked by March 30, 2019.

Name: _____ **Develop ID** _____

Address-City-State-Zip: _____

Phone: _____ **Email:** _____ **County** _____

I will be attending the Annual Meeting ~ YES or NO (circle one)

Any Questions? Call Brenda at 763-785-0314 or email at rcfccaboard@gmail.com.

Mail Registration with Check (to RCFCCA) to: Brenda Hruza, 7917 Eastwood Road, Mounds View, MN 55112

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

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

SW Regional Representative

Theresa Peplinski
507-254-6984

theresapep@gmail.com

NE Regional Representative

Rita Craiglow
218-259-2580

mothergoose4us@yahoo.com

NW Regional Representative

Marilyn Geller
218-444-2213

mgeller61@yahoo.com

East Metro Regional Representative

Lisa Lindboe
612-618-2900

happyheartsrock@gmail.com

West Metro Regional Representative

Open position.

If you're interested contact MCCPIN.



NEWSLETTER SUBMISSION DEADLINES:

Summer - MayDeadline April 1

Fall - AugustDeadline July 1

Winter - November.....Deadline October 1

Spring - FebruaryDeadline January 1

NEWSLETTER CONTRIBUTORS:

Deloris Friske | Family Child Care Provider
Ruth Wilson | Community Playthings

S & K Income Tax and Accounting,
AMMMOMMY.com, USDA

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.

OUTREACH REMOVAL:

You are receiving this electronic newsletter because you are a member of MCCPIN or you requested to join the MCCPIN mailing list. If you would like to be removed from this e-mail list, please "Reply" to this e-mail and put "Remove from list" in the subject line and we will remove you.

Newsletter submissions can be emailed to Deloris Friske at: mccpintreasurer@gmail.com.