

XVII. APPENDIX TABLE OF CONTENTS

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Michigan Race to the Top Early Learning Challenge

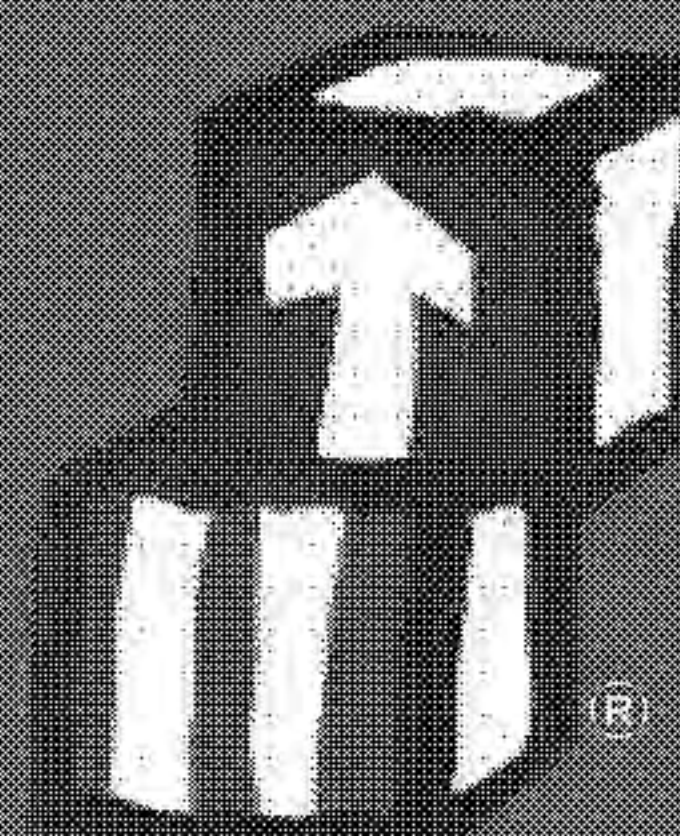
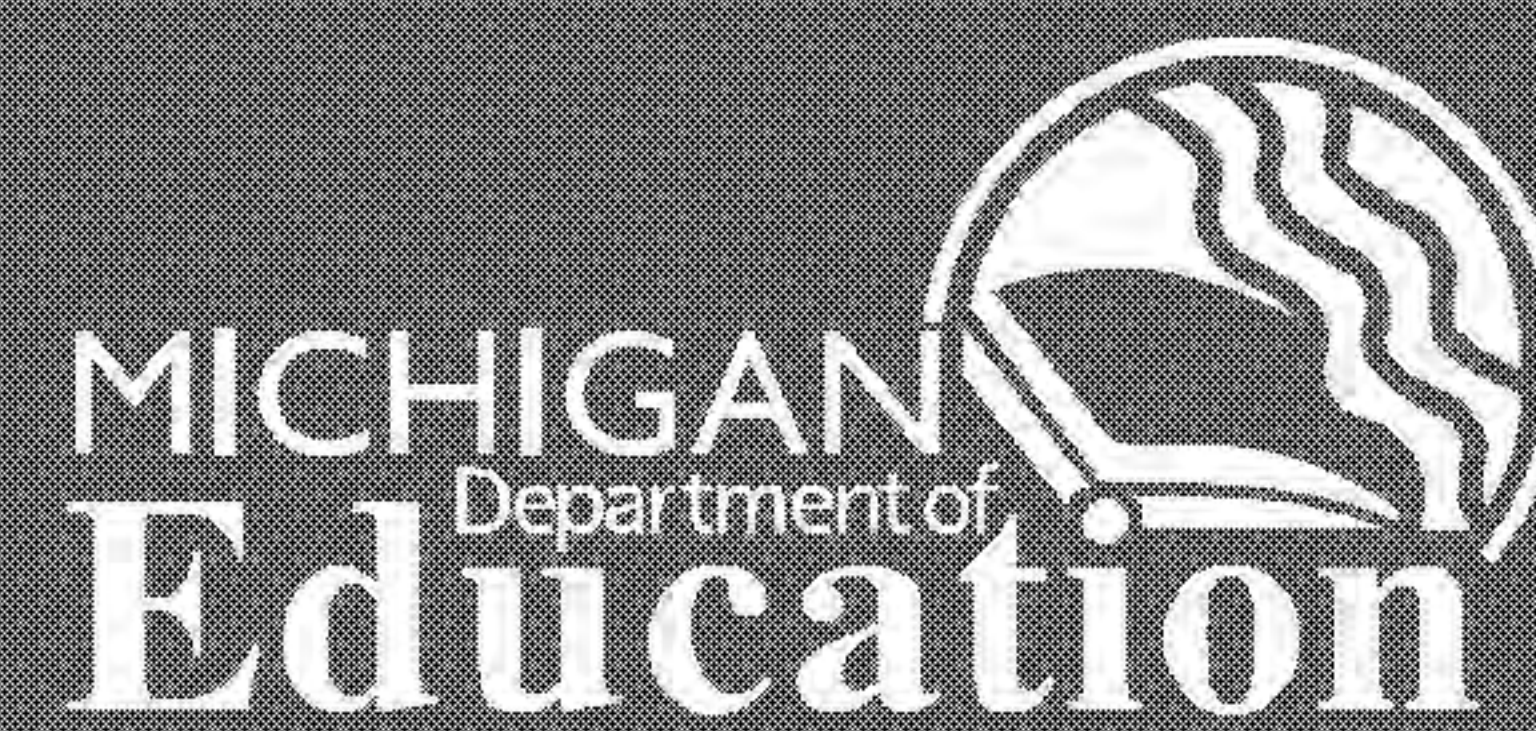
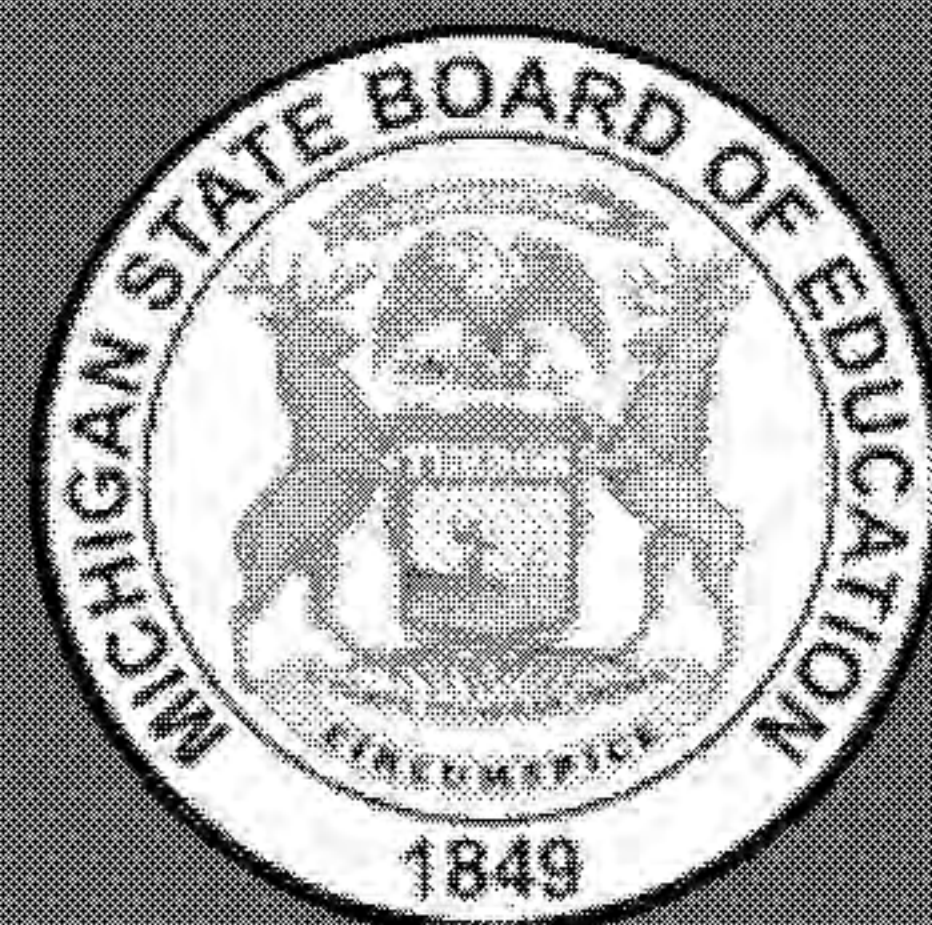
Appendix Section I

Early Childhood Standards of Quality

for Infant and Toddler Programs

Michigan State Board of Education

December 12, 2006



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The strands, most goals and some text:

© Crown copyright 1996 New Zealand. Adapted from: Ministry of Education (1996).
Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum. Wellington, New Zealand: Learning Media.

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Acknowledgments

After the Michigan State Board of Education approved *Early Childhood Standards of Quality for Prekindergarten* (ECSQ-PK) in March 2005, early childhood leaders and practitioners in Michigan turned their thoughts immediately to a similar document to address both early learning outcomes and quality program standards for settings serving infants and toddlers. It was clear that the new document would be more difficult to develop since it would be “from scratch,” where the ECSQ-PK document was a revision and compilation of previous work. Starting from the ECSQ-PK framework, an Ad Hoc Committee and a Steering Committee were convened, and work began in the spring of 2005.

Quality in program standards, although calling for much discussion, was not terribly difficult to define. The groups decided early that program standards would need to address family and group family child care settings as well as center-based, classroom programs, since so many infants and toddlers are cared for in family settings. The committee considered child care licensing rules as the basis for a system of quality programming, and built upon, but did not necessarily repeat, those rules in these quality standards. The decision was also made not to include relative and aide, or nanny care, whether it occurred in the child’s own home or the caregiver’s home, unless the home was regulated by child care licensing rules. The ECSQ-PK document provided guidance in many areas and the final document includes topics similar to the topics for preschool children, although the relationship with families permeates the other standards in the infant-toddler document and is not set aside separately as it is for the preschool document.

Defining reasonable outcomes for infants’ and toddlers’ development and learning proved a much more difficult task. The Ad Hoc Committee met and discussed a framework based on five developmental areas set out by the National Educational Goals Panel in the early 1990s: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches Toward Learning, Language Development, and Cognition and General Knowledge. The framework of these five developmental domains was used in the ECSQ-PK document, with additions to make clear the alignment to Grade Level Content Expectations in kindergarten and the primary grades. Similar documents for infants and toddlers from other states were consulted, and a working draft was developed. The Steering Committee met to review this initial draft, and members were very uncomfortable. The framework resembled a checklist or developmental wheel; the information included was readily available at any bookstore with a section on parenting or child development. The committee considered what contribution this document could make, what influence on the field. Would it negatively reduce the entire importance of infant and toddler programs to making sure they were meeting the developmental milestones in a timely manner? Worse, might it be used to assess children who would be within the wide range of “normal” development to reach certain milestones

earlier? Would that help meet the agreed-upon goal of making sure children in the earliest years are “safe, healthy, and eager to succeed in school and in life”? The Steering Committee asked: What contribution could the State Board of Education definitions of reasonable early development and learning outcomes make to the early childhood field? How could the State Board of Education promote the highest practices in settings for infants and toddlers that would help reach the state-wide goal? Clearly, the Steering Committee was searching for an alternate framework that would include goals for children’s development and learning, but in a broader, environmental context. The committee expressly wanted the responsibility for children’s development to fall on the adults in children’s lives, their families and caregivers, and not on the small shoulders of babies and toddlers.

One member of the Steering Committee was familiar with the work that had been done in New Zealand on early childhood curriculum theory and practice, *Te Whāriki*¹. In te reo Māori, the language of the indigenous people of New Zealand, Te Whāriki literally means a woven mat. In this context, Te Whāriki refers to the interwoven principles and strands that together form the whāriki or framework of the curriculum. In New Zealand, there are many ways in which each early childhood program can weave the particular pattern that makes its program different and distinctive, creating an integrated foundation - a whāriki - for each child’s development and learning.

The Steering Committee was very attracted to the work in New Zealand, but very clear that the principles on which the work was based could not apply directly and wholly in Michigan. New Zealand’s work focuses very much on the cultural context; Michigan is very different culturally from New Zealand. Michigan’s document is a derivation of the New Zealand early childhood curriculum framework and not a direct carry-over. In New Zealand, the socio-cultural basis of the document leads to a move away from a focus on developmental expectations to a more expansive view of learning outcomes for young children. It is this larger view of learning outcomes that the Michigan committee shares with New Zealand, but because of the differing cultural context, it must be emphasized that the work is not the same, and the document that follows reflects Michigan’s children, their families, and those who also care for and educate them. We are very thankful to our colleagues in New Zealand for allowing us to use their framework to spur new thinking and support for the youngest children in Michigan.

Because the Steering Committee and Ad Hoc Committee were familiar with concepts about alignment, and cognizant of the need to be able to align learning for children over time, many of the ideas in this document for infant and toddler programs are stated in ways that are similar to the statements in ECSQ-PK. However, children’s development is not a straight line; one discrete skill or milestone does not lead directly to another in a single chain of developments. For the very youngest, it is difficult to differentiate between developmental domains

such as approaches to learning, social and emotional development, language and cognition. For example, a baby first calling her father — and no one else — “dada,” is demonstrating her emotional connection to a familiar adult, her newly-found communicative ability to repeat a sound and attach meaning to it, a cognitive understanding of object constancy, initiative, and so on. If any one of these is missing, the child probably won’t develop this particular skill. One action falls in many domains — and that skill will later lead to a number of other skills in a variety of domains. The Steering Committee tried to find an image to describe the connection among the various developmental and learning outcomes. Alignment suggests that the connections are linear. Inspired by *Te Whāriki*, the committee began to talk about weaving and braiding, where strands of development twist together and later unravel in new ways. Perhaps the image is of a tree, where the roots are the strands in this document, and the skills we see later are the branches and leaves. It may not be possible to trace all the connections directly, but the early developments all contribute to the later accomplishments.

Listed on the next pages are the members of the Ad Hoc Committee and the Steering Committee. Their task continued long beyond the initial timeline, with many more meetings and discussions and revisions than originally planned. Their dedication to the very youngest children in Michigan has led to this remarkable document. Their goal was powerful: *A Great Start for every child in Michigan: safe, healthy and eager to succeed in school and in life.*² This document can be the basis for that great start.

¹ New Zealand Ministry of Education. (1996). *Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum*. Wellington, New Zealand: Learning Media. Available at: www.minedu.govt.nz/goto/tewhariki.

² Office of the Governor. (2003). *Project Great Start*. Available at: <http://www.michigan.gov/greatstart>.

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Early Childhood Standards of Quality for Infant and Toddler Programs

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INTRODUCTION

What happens to children in their first three years of life shapes every year thereafter. It is the period of the most rapid growth and development and the period in which having the most responsive caregiving from family members and other caregivers is critical to the development of well-being, trusting relationships, and a growing knowledge about their world. When infants and toddlers are cared for in settings outside their homes, responsive and nurturing caregiving requires deliberate and intensive attention to their physical and emotional needs as well as their inborn desire to make sense of the world about them.

In this document, five strands frame reasonable outcomes for the development and learning of infants and toddlers, as well as high-quality program standards which detail how responsive caregiving can support infants' and toddlers' healthy growth and development. It is an extension of earlier efforts by the Michigan State Board of Education and its partners to define quality programs for three- and four-year-old children and the learning that might be expected of children in that age range. It is part of a chain of documents intended to provide guidance to all those involved in supporting the development and learning of young children across the early childhood years.

Michigan: An Early Leader in Defining Standards for Quality Programs and Development and Learning Expectations for Preschool Children

The first link in this chain of documents was created in November of 1986 when the State Board of Education approved the document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*. The purpose of that document was to provide the framework for the design and implementation of a high-quality preschool program targeted to four-year olds at risk of school failure.

Recognizing the value and need for quality early childhood education programs for children four through eight years old, the Michigan State Board of Education appointed another committee to develop *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, and adopted those standards in December of 1992. Although used broadly and because of the wide age/grade range covered, many of the standards were most applicable to public school districts. At about the same time, the education of children with disabilities was addressed through the development of procedural safeguards and other rules for Early Childhood Special Education [formerly Pre-Primary Impaired (PPI)] classrooms.

In August 2002, the Michigan State Board of Education adopted the report of its Task Force on Ensuring Early Childhood Literacy. The report directed the Department of Education to develop a single document, including both expectations for young children's development and learning and quality standards for the operation of programs that would enable them to reach those expectations.

Model Standards for Out-of-School Time Programs in Michigan was adopted by the Michigan State Board of Education in February of 2003. These standards offer guidance to providers of before- and after-school programs and summer programs for school-aged children.

Federal requirements for early childhood opportunities for states also supported the need for a revision of the current documents. It had also become apparent that a document that focused specifically on children ages three and four and the programs that serve them would help to address issues of varying and sometimes conflicting program standards. These conflicts had made inclusion of targeted groups of children in some programs difficult. In response to these many requests and systemic needs, the Department of Education convened an interagency group in 2004 to lead the development of a revised document to apply to settings serving three- and four-year-old children, *Early Childhood Standards of Quality for Prekindergarten*. The State Board of Education accepted that document in March 2005.

Immediately following the acceptance of the prekindergarten document, the State Board of Education convened another interagency group to lead the

development of an entirely new document to apply to programs and settings for children from birth to age three. The product of that work is this document, *Early Childhood Standards of Quality for Infant and Toddler Programs*. This document includes both a framework for discussing children's development and learning and the quality standards for environments that will enable infants and toddlers to progress in their development and learning.

Building a System of Education and Care for All Young Children

In January 2003 and paralleling the work on the new Prekindergarten and Infant and Toddler documents, Michigan embarked on a policy journey to develop a comprehensive early childhood system, with the vision of *A Great Start for every child in Michigan: safe, healthy, and eager to succeed in school and in life*. The Great Start effort begins with the philosophic underpinning that every child in Michigan is entitled to early childhood experiences and settings that will prepare him/her for success. As this systems work unfolded, it became clear that expectations for young children's learning *and* the program standards, which define a high-quality program above and beyond child care licensing rules, were a critical foundation for the newly envisioned system.

In 2006, the Governor signed into law new vigorous academic requirements for high school graduation. Policymakers from the State Board of Education and the Legislature agreed that Michigan's future is dependent on a highly educated workforce, and that the early development and learning for all Michigan's children would hold the key to their success in school and beyond. Children who enter school with inadequate preparation have a difficult time catching up; children who are behind at kindergarten entry are unlikely to be prepared for the rigorous high school curriculum.

The system of early childhood education and care standards is thus critical for the success of Michigan's children. The system of standards will eventually include standards for infants and toddlers, preschoolers, and primary grade children and contain both frameworks for early development and learning and program quality standards for classroom-based programs and family and group home child care programs. Standards for parenting education programs and for early childhood professional development are needed as well.

This set of high-quality standards will set the stage for the development of a comprehensive and coordinated system of services. At the same time, individual programs and funding agencies will further define specific methods to put into practice the standards included in *Early Childhood Standards of Quality for Infant and Toddler Programs* and *Early Childhood Standards of Quality for Prekindergarten* through accompanying operating procedures and implementation manuals. Minimum legal standards (Licensing) for the operation of classroom early childhood education and care settings and family and group child care homes will continue to be the basis for this system.

Michigan is also planning for a quality rating and improvement system which proposes a staircase of increasing quality and supports for programs to reach the high quality described in the program standards in *Early Childhood Standards of Quality for Infant and Toddler Programs*. The standards and the accompanying indicators in the *Early Childhood Standards of Quality* are meant to define settings of the highest quality. The body of research on early childhood practice makes it abundantly clear that settings of high quality are necessary to achieve positive outcomes for children.

Using Early Childhood Standards of Quality for Infant and Toddler Programs

The two major sections of this document, “Early Development and Learning Strands for Infants and Toddlers” and “Quality Program Standards for Infant and Toddler Programs,” can be used both independently and together, but make the most sense when they are consulted as a package. The early development and learning strands are first in this document so that the focus is where it needs to be, on the children, with anticipated outcomes identified. The statements of the knowledge, skills, and attitudes delineated in the goals in each of the early learning strands that infants and toddlers will begin to develop are followed by examples of experiences and caregiver strategies that will help very young children develop and learn in that area. The program standards define characteristics of early childhood settings that are associated with these results for the youngest children. When programs display the high-quality standards and caregivers provide the kinds of experiences and utilize the strategies in the document, the children are more likely to begin to reach the goals we set for their development and learning.

The Ad Hoc Advisory Committee has begun the work of alignment of *Early Childhood Standards of Quality for Infant and Toddler Programs* with other standards documents. Additional work in the future will provide guidance for both horizontal (within the age group) and vertical (across the early childhood age groups) alignment in standards, curriculum practices, and assessment.

The Glossary at the end of the document is not exhaustive, but does provide guidance in understanding the particular terms used in the document. Please be sure to consult the Glossary to clarify terms that may be used in highly specific ways to indicate inclusion of children with special needs and circumstances in their lives.

The bibliography (References and Resources) at the very end of the document is not exhaustive, but is meant to provide guidance for those who desire additional information about particular topics. The Advisory Committee included sources for the work as well as more general and seminal work on early childhood standards and program quality.

When *Early Childhood Standards of Quality for Infant and Toddler Programs* is implemented and utilized as a complete document, the State Board of Education believes that Michigan will improve its early childhood programs and settings enabling them to reach even higher quality, that our children will reach the goals we have set for them, and that we will achieve our vision of a Great Start for them all.

Alignment with Related Documents

Michigan's Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-I/T) is intended to help early childhood programs provide high-quality settings and to respond to the diversity of children and families. The ECSQ-I/T builds on the minimum regulations detailed in the Licensing Rules for Child Care Centers and Licensing Rules for Family and Group Child Care Homes and incorporates the essential elements of the program and child outcome standards required for various other early childhood programs. In addition, they are aligned with the Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK).

Alignment with Related Program Standards

Licensing Rules for Child Care Centers – Since the ECSQ-I/T makes the presumption that infant/toddler programs in centers are already in compliance with the Licensing Rules for Child Care Centers, these minimum regulations have not been duplicated in the ECSQ-I/T. Users should also reference the Definitions in the licensing rules to supplement the Glossary in this document.

Licensing Rules for Family and Group Child Care Homes – Since the ECSQ-I/T makes the presumption that infant/toddler programs in homes are already in compliance with the Licensing Rules for Family and Group Child Care Homes, these minimum regulations have not been duplicated in the ECSQ-I/T. Users should also reference the Definitions in the licensing rules to supplement the Glossary in this document.

Early Childhood Standards of Quality for Prekindergarten: Quality Program Standards for Preschool and Prekindergarten Programs (ECSQ-PK) – This is the document described in the introduction that was developed to replace the program standards portion of Early Childhood Standards of Quality for Prekindergarten through Second Grade (1992). Programs receiving funding through the Michigan Department of Education are required to operate their programs in compliance with ECSQ-PK. Its use is voluntary in other programs.

Head Start Performance Standards [HSPS-1304.0] – Head Start is a comprehensive child and family development program. The Performance Standards detail requirements for all aspects of program operation, many of which extend beyond the range of services covered by the ECSQ-I/T. Many portions of the HSPS are substantially the same as the standards in ECSQ-I/T.

Alignment with Related Early Learning Expectations and Strands of Development and Learning

Defining early learning goals for very young children is a relatively recent development in the early childhood education and care field, particularly for infants and toddlers. Care must be taken to connect standards at different levels of development in a manner that respects the capacities of children at various ages and avoids setting out expectations that are unreasonable for a particular age or that suggest to program leaders that recognized best practices can be set aside in the name of higher achievement. It is recommended that users of this document familiarize themselves with the learning expectations for older children so that they can guard against inappropriate uses with younger children. The “Early Development and Learning Strands for Infants and Toddlers” detailed in this document align with the following documents which define expectations for children in the three- and four-year-old age range:

Early Childhood Standards of Quality for Prekindergarten: Early Learning Expectations for Three- and Four-Year-Old Children – This is the document described in the introduction that was developed to replace the child outcome portion of Early Childhood Standards of Quality for Prekindergarten through Second Grade (1992). Programs receiving funding through the Michigan Department of Education are required to plan their curricula using the learning outcomes described in this document. Its use is voluntary in other programs.

Head Start Child Outcome Framework [HSCOF] – This framework is used by Head Start programs serving three- and four-year-old children to shape curriculum and to guide the creation of child assessments.

Alignment with Related Documents

Vision and Principles of Universal Education, 2005 – This Michigan State Board of Education document outlines the belief that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood.

Early Development and Learning Strands for Infants and Toddlers

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INTRODUCTION

“**T**he best job in the world” is how many infant and toddler caregivers describe their work. They know that what they do on a daily basis makes a difference now and will do so throughout the lives of the infants and toddlers in their care. How caregivers soothe, feed, diaper, and bathe infants and encourage toddlers to try new things may seem mundane, but the responsive, thoughtful, and intentional way caregivers interact with infants and toddlers while carrying out these seemingly simple routines forms the basis of their emotional health and relationship development and shapes their approaches to learning. Infants and toddlers whose families and other caregivers focus on building trust and healthy relationships set the stage for a lifetime of learning.

The early development and learning goals in this document are organized around five strands (Well-Being, Belonging, Exploration, Communication, and Contribution*). This organizational scheme was selected deliberately so that program planners, leaders, and caregivers will have a positive framework in which to view potential developmental and learning outcomes for children who receive care in high-quality settings.

The knowledge, skills and attitudes infants and toddlers begin to develop, as described in this document, are not intended as a checklist of developmental milestones; those are readily available in textbooks on child development and in materials designed to alert parents and caregivers to potential concerns with a child's developmental trajectory. Instead, the developing knowledge, skills, and attitudes are intended to define what young children from birth to three might reasonably be learning and doing, and what adults should be helping them to learn and do, in high-quality programs and settings. The emphasis is placed on significant physical, social-emotional, and cognitive paths appropriate for infants and toddlers. As important as it is that infants and toddlers develop in these domains and accomplish the milestones, it is also important to pay attention to the "mood" of the accomplishment and its meaning in the child's life. The early learning strands and the goals within them are as much about developing "will" as developing "skill." Children who reach the developmental milestones and learn and develop in atmospheres and settings where their well-being is emphasized, where it is clear that they belong, where they are celebrated when they explore and communicate, and where they understand that they will be able to make a contribution, will become successful as students in school and in life.

These early learning strands are stated in ways that are intended to protect infants and toddlers from either an underestimation of their potential or from the pressure of expectations more appropriate for older preschoolers. High-quality infant and toddler settings, in centers, homes, and throughout the community, provide children experiences and opportunities that allow them to begin to develop and learn in these areas.

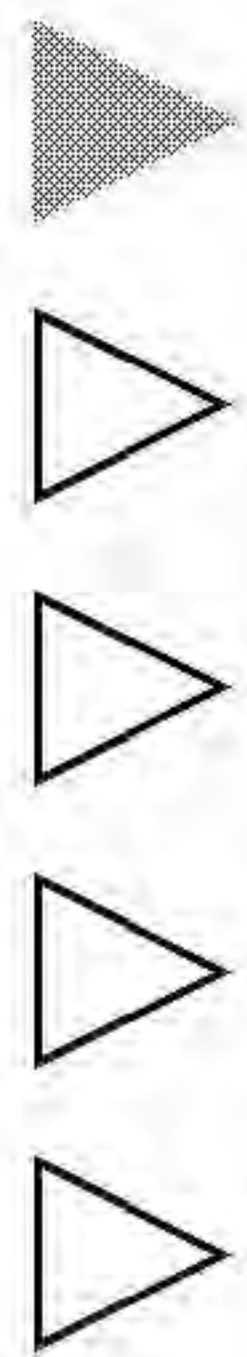
This section of *Early Childhood Standards of Quality for Infant and Toddler Programs* is meant to apply to **all** children in the birth to three age range in Michigan irrespective of gender, ability, age, ethnicity, or background. It recognizes that young children's growth, development, and learning are highly idiosyncratic and never more so than during these first years of life. Young children learn at different rates across the various strands of their development and not all children master skills and content within an area in the same order, although there are patterns to their development. All areas of child development are important to the success of early learners; the development and learning within and across the Strands are interrelated. The Strands are an organizational framework intended to provide caregivers and families with a way to think about and discuss each child's unique developmental and learning pathway.

The sections that follow are organized with a brief introduction to each Strand, followed by related goals. The lists of knowledge, skills and attitudes that follow the goals are not meant to be exhaustive; infants and toddlers will demonstrate their progress in many ways. Each goal is then followed by Examples of Experiences and Strategies. The Questions for Reflection are intended to help program leaders and caregivers focus their efforts to strengthen their programs by suggesting questions that focus on practices related to

development and learning in that particular area. In every case, it must be emphasized that infants and toddlers do not complete their development or learning, but rather are set on a course for achieving skills, acquiring knowledge, and developing positive attitudes. They are beginners in their development and learning, and adults in their lives support them as they move forward on paths toward future accomplishments.

The most important effect of using the Strands to guide practice will be that caregivers become more responsive and intentional in their everyday work with infants and toddlers. There can be no better outcome.

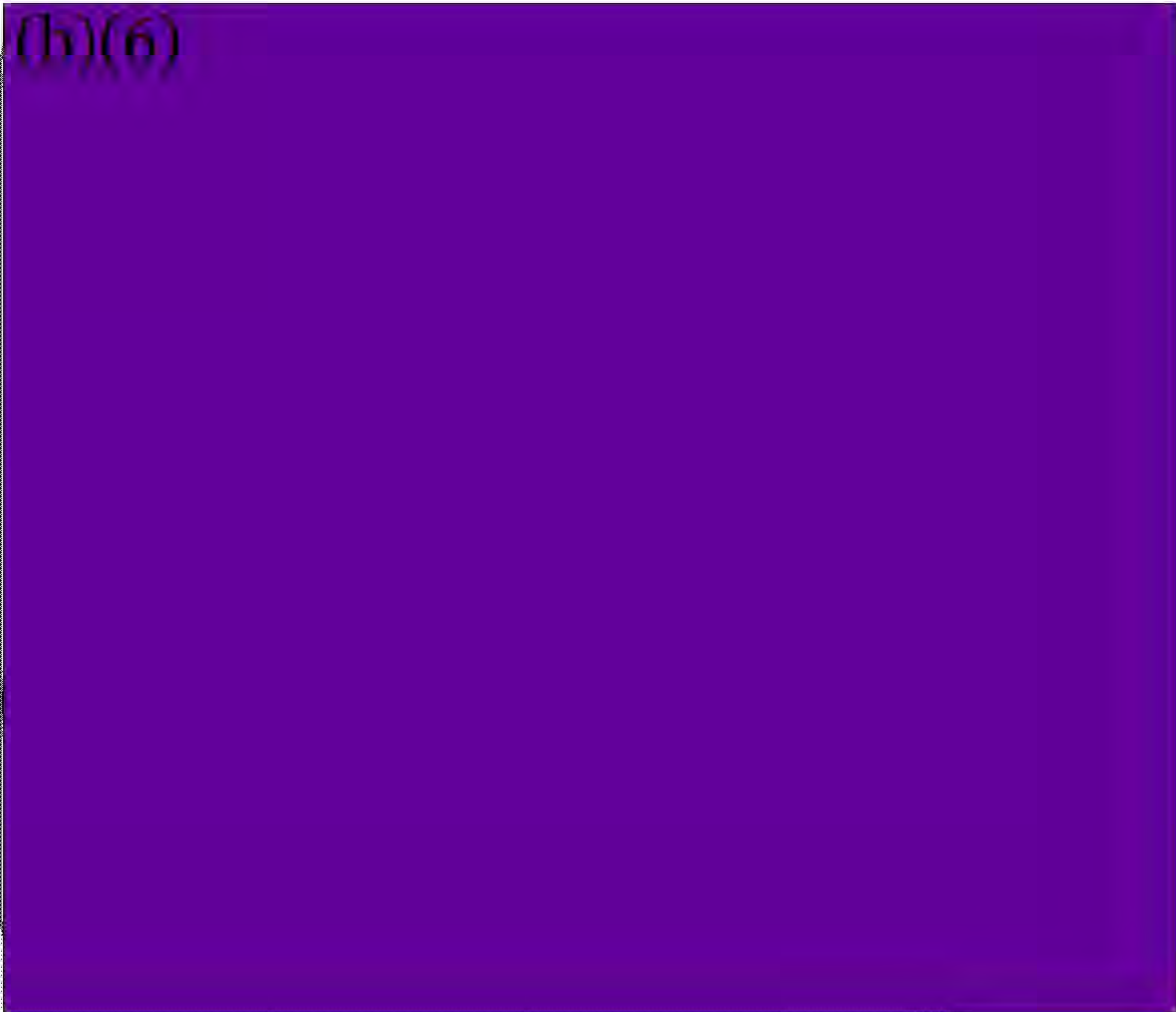
*The developers of this document offer special thanks to colleagues in the Ministry of Education of New Zealand who graciously agreed to permit Michigan to use their early childhood curriculum document, Te Whāriki, as the basis for this section of Early Childhood Standards of Quality for Infant and Toddler Programs. Please see the Acknowledgements for more information.



STRAND A

Well-being

The health and well-being of each infant and toddler is protected and nurtured.



Goals: Infants and toddlers experience environments where:

1. their physical health is promoted;
2. their social and emotional well-being is nurtured; and
3. they are kept safe from harm.

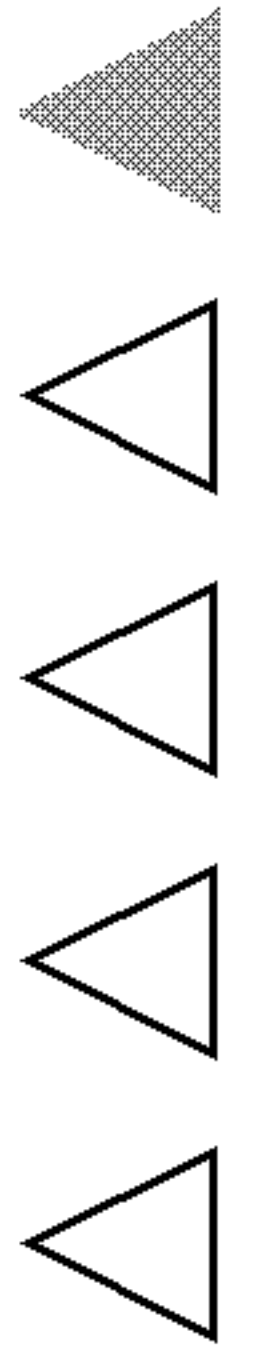
All children have a right to quality, preventive, and ongoing health care; to protection from harm and anxiety; and to early education and care settings that provide harmony, consistency, affection, reasonable boundaries, warmth, and sensitivity. Infants and toddlers routinely experience transitions from their homes and the security of their families to other early education and care settings. They need as much consistency and continuity of experience as possible in order to develop trust and the confidence to explore and to establish a secure foundation of remembered and anticipated people, places, things, and experiences. Child care licensing standards are designed to prevent negative health and safety outcomes for young children. This strand is designed to describe the development and learning of infants and toddlers when their health and well-being are positively impacted by a nurturing and protective environment.

Goal 1: Infants and toddlers experience environments where their physical health is promoted.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. Increasing awareness, understanding, and appreciation of their bodies and how they function

- b. Increased coordination (e.g., eye-hand movements)
- c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing
- d. Positive attitudes towards eating, sleeping, and toileting



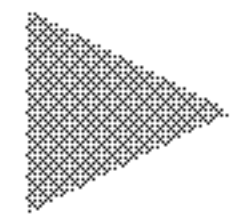
Examples of Experiences and Strategies:

- Caregivers observe and respond promptly to signals of distress, hunger, and tiredness.
- Caregivers are guided by each infant’s individual rhythms, leading toward some regularity in feeding and sleeping.
- Caregivers use the American Academy of Pediatrics (AAP)/USDA standards to plan and provide appropriate food and sleep environments for infants and toddlers.
- Familiar, relaxed, and individualized routines for feeding, toileting, diaper changing, and dental care are established with parents and carried out by familiar caregivers.
- Caregivers provide opportunities for physical development to occur through movement and exercise.
- Caregivers respond with attention and respect to infants’ and toddlers’ attempts to communicate their feelings of well-being or discomfort.
- Daily routines are flexible, individualized, calm, and positive.
- There is a supportive approach to toilet learning, using unhurried and familiar routines that do not cause shame or embarrassment.
- Plenty of time is given for children to practice their developing self-help and self-care skills when eating, drinking, toileting, resting, washing, tooth brushing, and dressing based on each child’s developmental level.
- Toddlers are offered a widening range of familiar and unfamiliar foods that are culturally sensitive and diverse.
- Comfortable safe spaces and opportunities for rest and sleep are provided with some flexibility about routines.

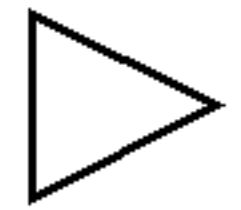
Questions for Reflection

1. Does the daily routine include outdoor time for both infants and toddlers? How does outdoor time strengthen infants’ and toddlers’ curiosity?
2. In what ways are self-help skills in washing and eating encouraged? How effective are these approaches?
3. What procedures are employed to ensure that meals and snacks are healthy?

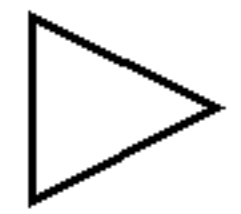
STRAND A: WELL-BEING



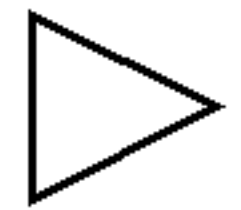
4. In what ways are individual nutrition needs or preferences addressed, and how are children given opportunities to help themselves?



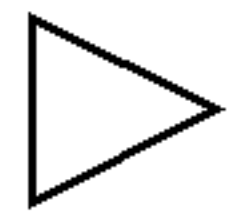
5. In what ways do parents and caregivers collaborate over children's well-being (e.g., toilet learning), and does this collaboration have effective outcomes for children?



6. How does staff find age appropriate ways to talk about health, nutrition, and dental care with children?



7. In what ways are dental health practices supported?



8. Are there adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health procedures using instructions from parents and health care providers?

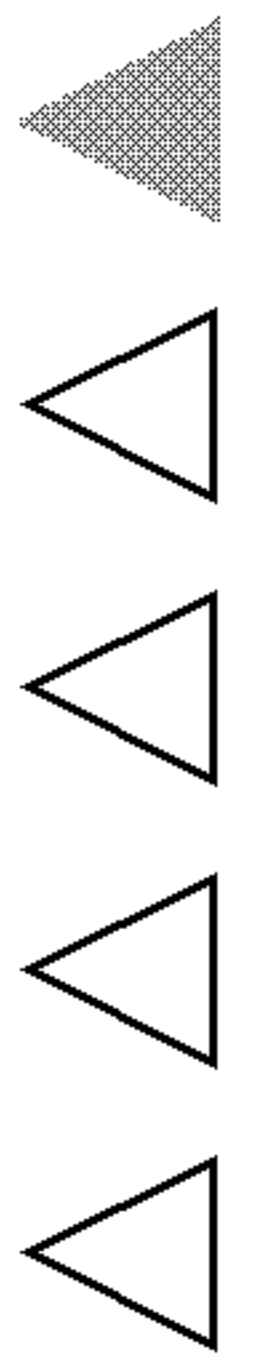
Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. Emerging skill in self-regulation
- b. An increasing capacity to pay attention, focus, concentrate, and be involved
- c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events
- d. A sense of personal worth and the worth of others, and knowledge that personal worth does not depend on today's behavior or ability
- e. An increasing ability to identify their own emotional responses and those of others
- f. Confidence and ability to express emotional needs without fear
- g. Trust that their social-emotional needs will be responded to
- h. A trusting relationship with nurturing and responsive caregivers
- i. The ability to respond and engage in reciprocal interactions
- j. Emerging capacities for caring and cooperation

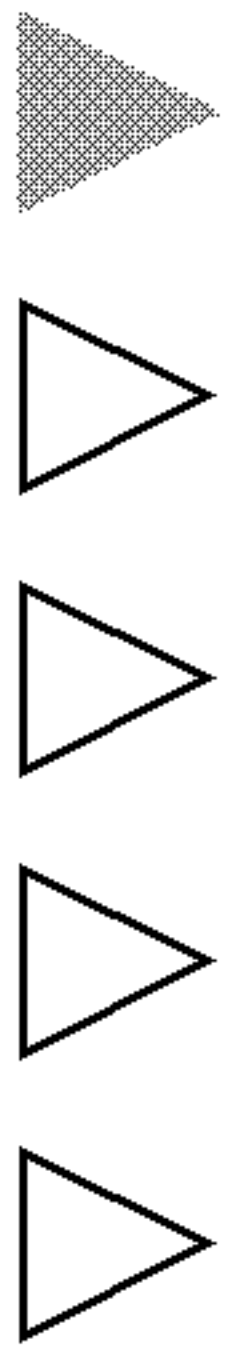
Examples of Experiences and Strategies:

- Infants are handled in a gentle, confident, and respectful way.
- Infants experience continuity of care.
- Unhurried time and opportunity are provided for the infant and familiar caregivers to build a trusting and caring relationship together.
- There is help and encouragement for infants to feel increasingly competent.
- Infants have opportunities to see and react to their reflections in mirrors.
- There are one-to-one interactions that are intimate and sociable.
- The environment is predictable, dependable, and has reasonable adaptations to the physical setting or program to accommodate children with special needs.
- There are opportunities for toddlers to be independent and make choices knowing that comfort, emotional security, and familiar caregivers are available.
- Toddlers who are trying to do things for themselves or for other children are encouraged and supported.
- Caregivers accept and support expression and resolution of a wide range of feelings and emotions from toddlers.
- Toddlers are helped to resolve conflicts and move on to new challenges.
- The environment is stimulating and caregivers acknowledge that the “comfort threshold” is different for each toddler.
- Caregivers help toddlers understand and accept necessary limits without anxiety or fear.
- Caregivers recognize that at times toddlers need to be the center of attention.

**Questions for Reflection**

1. In what ways are infants and toddlers encouraged to develop a sense of trust, caring, and cooperation?
2. What do caregivers do to foster reciprocal relationships between staff and children, with other children, staff and families, and with other programs?
3. How are staffing schedules organized to ensure that each infant and toddler has primary caregivers and other familiar people to relate to during the day? What happens to support the child when one of the primary caregivers is absent?
4. How is individuality recognized and promoted?
5. What do the caregivers do to make children feel important?
6. How are children made to feel comfortable in expressing their thoughts and feelings?
7. How do caregivers recognize when children are anxious or withdrawn? Can they respond appropriately?

STRAND A: WELL-BEING



Goal 4: Infants and toddlers experience environments where they are kept safe from harm.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

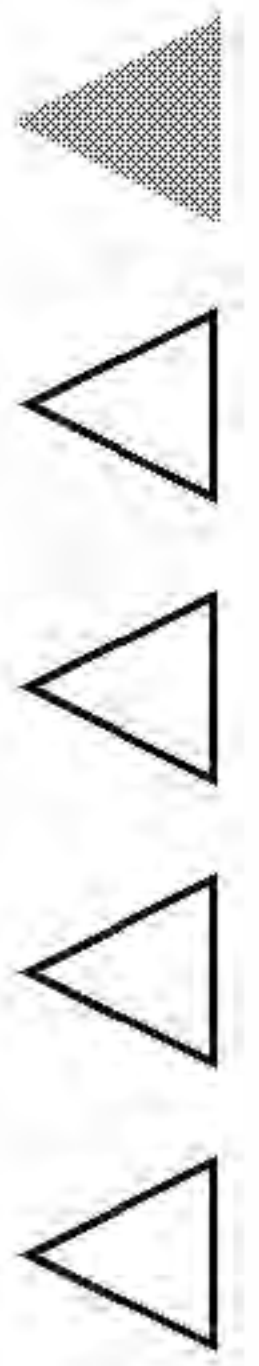
- a. Increasing awareness of what can harm them
- b. Increasing confidence that they can participate and take risks without fear of harm
- c. Comfort in expressing their fears openly and trust that their fears will be taken seriously
- d. Ability to respond to caregiver instructions related to safety

Examples of Experiences and Strategies:

- Infants are closely supervised at all times.
- Quick attention is given to any changes in an infant's temperature, health, and/or usual behavior.
- Vigilant caregiver supervision protects infants from potential hazards in the environment (e.g., from insects, litter on the ground, over-exposure to sun).
- Infants are protected from rough handling or accidents with older children.
- Caregivers have support from other staff who can step in to comfort chronically crying infants.
- The environment is challenging but safe for all infants and toddlers.
- Playthings and surfaces are kept clean and maintained throughout the day, and attention is paid to avoiding cross-infection.
- Caregivers are alert to possible hazards and vigilant over what is accessible, can be swallowed, or can be climbed on, and toddlers are encouraged to recognize genuine hazards.
- Toddlers are encouraged to communicate their needs and wants without the use of such behaviors as biting or hitting.
- Toddlers are promptly supported, but not overprotected, when an accident occurs.
- Caregivers raise toddlers' awareness about what is safe and what is harmful and the probable consequences of certain actions.
- Toddlers have opportunities to develop self-care skills and to protect themselves from harm within secure and safe limits and at their own level.

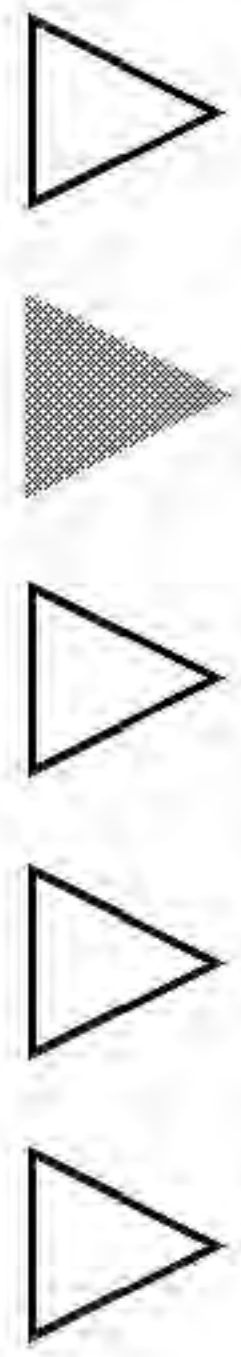
Questions for Reflection

1. What are the procedures for ensuring that the environment is safe, clean, and well maintained, taking into account the specific developmental challenges of children with special needs?
2. What kinds of emergency drills are there; how often are they reviewed; and how suitable are they especially for those children who are non-ambulatory?
3. How are children helped to understand and avoid hazards, and how effective are these approaches?
4. In what ways does the program provide positive discussion of rules and safety?
5. In what ways does the program minimize the possibility of child abuse occurring in the center or home, and what procedures are in place to deal with issues of neglect or abuse?
6. Are caregivers and parents knowledgeable of practices, policies, and procedures to ensure a safe and healthy environment?



(b)(6)





STRAND B

Belonging

Infants and toddlers feel a sense of belonging.

(b)(6)

Goals: Infants and toddlers experience environments where:

1. they know that they belong and have a place;
2. they are comfortable with the routines, schedules, and activities;
3. they increasingly understand the nature and boundaries of acceptable behavior; and
4. positive connections among families, the program, and the children are affirmed.

A high-quality infant and toddler early education and care setting should be like a caring home: a secure and safe place where each child is entitled to and receives respect and the best care. In the widest sense, the feeling of belonging contributes to inner well-being, security, and identity and is rooted in a secure and long-lasting relationship with a primary caregiver. Infants and toddlers need to know that they are accepted for who they are. They should know that what they do can make a difference and that they can explore and try out new activities while feeling safe and supported. The education and care setting as experienced by the children has meaning and purpose, just as activities and events at home do.

The families of all children should feel that they are welcomed members of the early education and care setting, and that they can participate in the program. They can genuinely participate in decision making related to their children and, as appropriate, to the operation of the program.

Goal 1: Infants and toddlers experience environments where they know they belong and have a place.

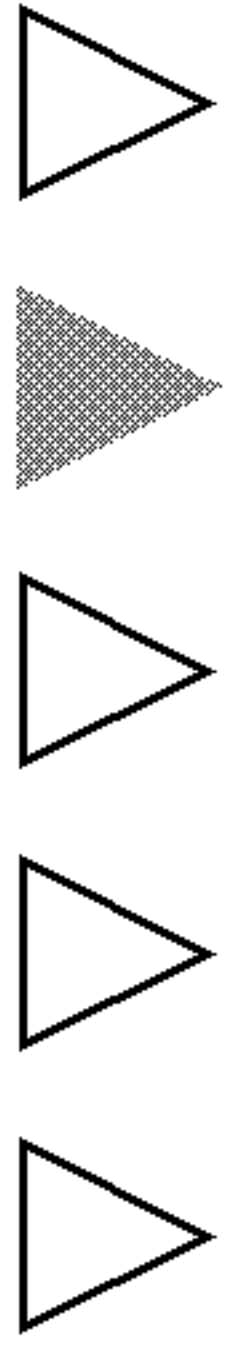
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. An increasing ability to play an active part in the day to day activities of the program
- b. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others)
- c. Confidence in and an ability to express their ideas
- d. A feeling of being valued as an important individual who belongs within the group setting
- e. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door)
- f. An attachment to their primary caregivers and primary care group

Examples of Experiences and Strategies:

- Each infant and toddler has a primary caregiver whose temperament fits well with the temperament of the infant.
- A primary caregiver has major responsibility for each infant's care, so that infants can anticipate who will welcome and care for them.
- Caregivers respond promptly when infants communicate their needs in order to foster infants' feelings of competence.
- Each infant has a familiar sleeping space and eating area.
- Infants' favorite comfort items are available to them.
- The program is sufficiently flexible to routinely meet infants' needs and preferences for a particular person or way of doing something.
- Caregivers affirm toddlers' growing recognition of things that belong to themselves or others, such as shoes, clothing, comfort items, and/or toys.
- The program provides opportunities for conversations with toddlers that affirm their identity and self-knowledge.
- The program enables toddlers to take part in small group activities (e.g., at the water table or the art table).
- Caregivers recognize and respect toddlers' passionate attachment to particular people and things.
- Caregivers affirm toddlers' efforts to move physically away from primary caregivers while reassuring the children of their presence.
- Caregivers listen to toddlers' ideas, preferences and dislikes.
- Caregivers allow toddlers to select from among activities and experiences offered in the program.

STRAND B: BELONGING



- Toddlers are able to express spontaneous affection to one or more of the people with whom they spend a lot of time.
- Toddlers help to arrange and put things away.
- Each infant and toddler has a place for personal possessions and creations.
- Infants and toddlers are encouraged to take opportunities for cleaning up and caring for the indoor and outdoor environment and the people in it.

Questions for Reflection

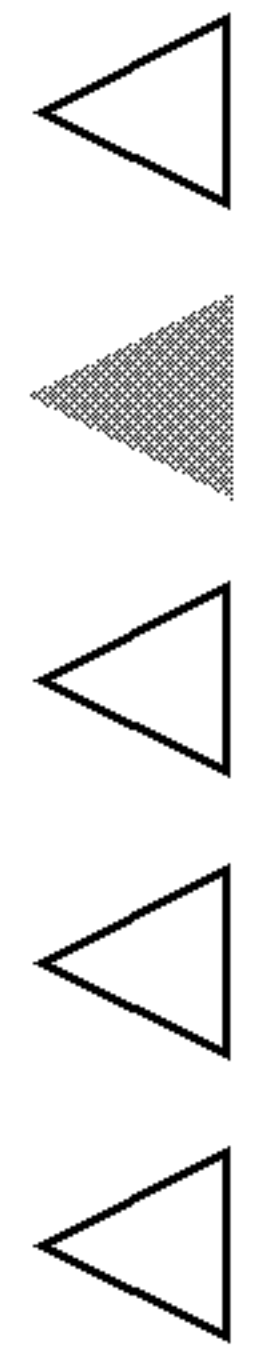
1. How does the program ensure that all infants and toddlers are receiving supportive, responsive care, attention, and affection from primary caregivers, and that they will always find familiar caregivers who know and understand them? How well are these goals achieved?
2. How does the program match the temperaments and personality styles of caregivers and infants and toddlers to one another?
3. How do the program (e.g., its policies and procedures) and staff support and foster infants' and toddlers' attachment to particular people and objects of comfort?
4. How is knowledge about infants and toddlers collected and shared among caregivers and families and does this provide sufficient information for those who need it?
5. What are the procedures for individual welcomes and farewells for all children and for helping new infants and toddlers settle in?
6. What arrangements are made for personal space and personal belongings? Are these suitable for the infants and toddlers, the caregivers, and the setting?
7. What aspects of the environment help infants and toddlers and families feel that this is a place where they belong?

Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. An understanding of the routines, family customs, and regular events of the program
- b. An understanding that these routines, customs, and regular events can be different in other settings
- c. An understanding that they and others can be a part of the group
- d. Capacities to predict routines and regular events that make up the day or the session

- e. A growing ability to cope with change
- f. Enjoyment of and interest in a moderate degree of change
- g. Increasing mastery of self-help skills to assist with daily personal routines
- h. An increasing sense of independence and competence during daily routines and activities



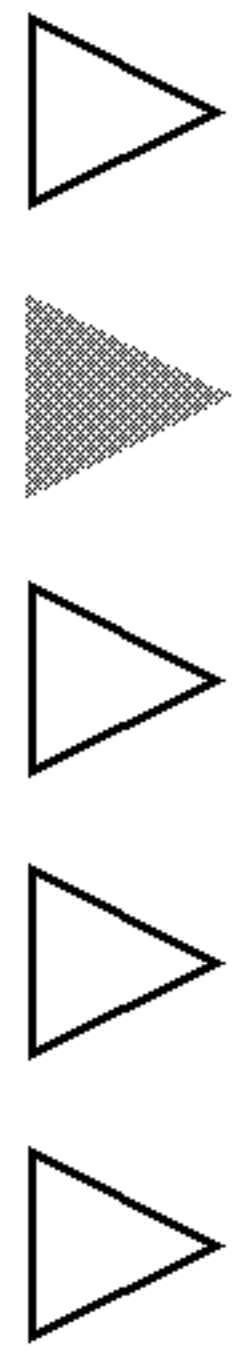
Examples of Experiences and Strategies:

- The pace and time of routines is guided, as much as possible, by each infant’s needs.
- A regular but flexible schedule is established that allows for participation throughout the day (e.g., going for a walk, going outside).
- The program includes familiar rhymes, songs, and chants.
- There are predictable routines with reassuring emphasis on the familiar, with new elements introduced gradually and thoughtfully into the program.
- Caregivers are comfortable with reading the same story again and again.
- Toddlers’ favorite games and happenings are identified and included in the program.
- Toddlers are able to maintain their own routines and ways of doing things (e.g., wearing a favorite hat, sleeping with a favorite blanket).
- Rules are kept to a minimum through the establishment of comfortable, well-understood routines.
- The program allows unhurried time for the repetition and practice of toddlers’ developing skills and interests.
- Caregivers accept toddlers’ unique ways of doing things as being part of their developing sense of self.
- Caregivers take time to listen and talk with children about upcoming events (e.g., visitors, fire drills) that are out of the ordinary, so that they can anticipate and be comfortable with them.

Questions for Reflection

1. How is staffing arranged to ensure that individual children’s needs are met by primary caregivers during routines? How can this be improved?
2. How are routines consistent yet flexible enough to meet the needs of individual children?
3. In what ways are routines used as positive and interactive learning experiences? Are there other ways this can be done?
4. In what situations can children be offered choices? When is this not feasible or appropriate?

STRAND B: BELONGING



5. If staff members experience stress, how are they supported, and how are the effects on infants and toddlers minimized?
6. How do caregivers find out and use favorite stories, songs, and rhymes to promote infants' and toddlers' security within the environment?
7. What kinds of regular events and customs of significance to the families are incorporated into the routines? How?

Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.

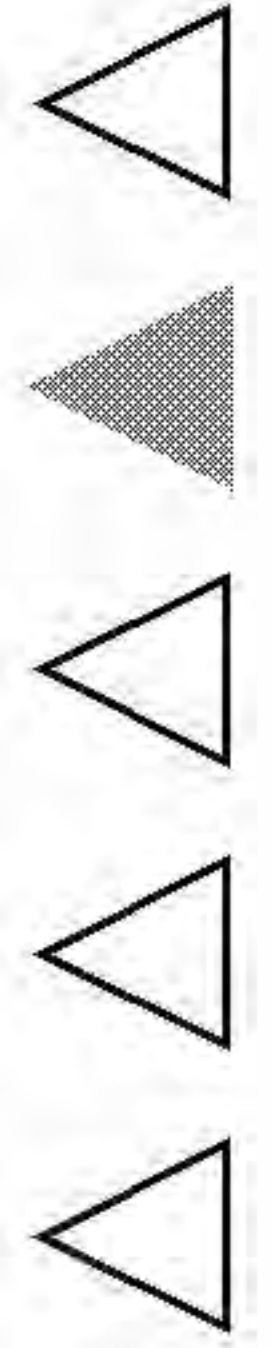
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. An increasing capacity to successfully communicate their feelings, needs, and wants
- b. A recognition that the setting has reasonable boundaries and expectations for behavior
- c. The beginning of an understanding of the reasons for boundaries and expectations
- d. Expectations that the setting is predictable, fair, and consistently caring
- e. An increasing awareness of the impact and consequences of their actions
- f. An increasing ability to self-regulate their behavior
- g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways

Examples of Experiences and Strategies:

- Infants' behaviors are accepted without judgment and the program has sufficient flexibility to accommodate natural variations in moods and behavior.
- Caregivers gently encourage infants to accept that the caregivers will also attend to and care for other children.
- Unhurried primary caregivers and other familiar caregivers are always nearby.
- Infant needs are responded to promptly to minimize causes of distress or disengagement.
- Caregivers help toddlers begin to express and regulate their feelings as appropriate to each toddler's development.
- Caregivers offer only genuine choices to toddlers and respect their decisions.

(b)(6)

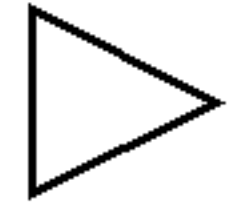
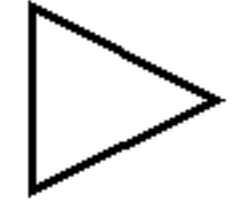
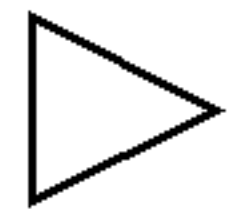
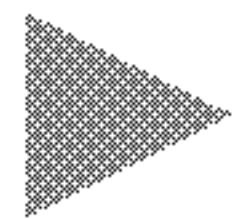
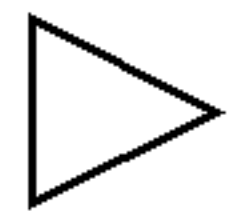


- Possible causes of frustration and conflict for toddlers are minimized (e.g., avoidance or elimination of large group activities, waiting periods, abrupt transitions, a crowded environment).
- Toddlers are given support in dealing with conflict and frustrations.
- Toddlers' intensity of feelings is understood, accepted, and guided, and the resulting behaviors are seen as a normal and important part of their development.
- Desired and reasonable expectations and limits are set and applied in a consistent and equitable manner.

Questions for Reflection

1. In what ways are the children shielded from the effects of stress on staff? Are there other, more effective ways of approaching an issue?
2. What kinds of support systems are available for parents to enable them to promote positive behaviors and guide their infants and toddlers effectively? How well do these support systems work?
3. How are parents involved in the child guidance policies of the program? Are the strategies used agreeable and apparent to all parents?
4. How does the program help caregivers and parents understand when child behaviors are developmentally appropriate and when they are exhibiting risky behavior?

STRAND B: BELONGING



5. Do caregivers look at how the environment and caregiver practices influence behaviors that raise concern (e.g., biting, hitting, prolonged crying)? Are there elements that can be changed to foster positive behavior for infants and toddlers?
6. When necessary, does the program have a way of making referrals to outside resources for prevention and intervention? How does the program support staff and parents to allow for successful continuity of care rather than putting an infant or toddler at risk of expulsion from the program?
7. How does the program support all infants and toddlers, including the child whose behavior is viewed as challenging to the caregiver? How are caregivers working to teach and support infants and toddlers in developing the skills they need to be successful?
8. How is parental knowledge about problems that may be occurring respected and incorporated into exploration of how to resolve the problem? When sharing difficult issues, is staff sensitive and objective?
9. How are disagreements about infant and toddler guidance issues resolved, and how empowering and equitable are the processes for infants and toddlers and parents?
10. Does the program examine rules with respect to their necessity and flexibility and whether they are negotiable? How well do the rules achieve their intended function? Are all rules developmentally appropriate for infants and toddlers?
11. Do caregivers call for assistance and relief if the behavior of an individual infant or toddler or group of infants or toddlers causes stress? What processes are in place to support caregivers when this happens?

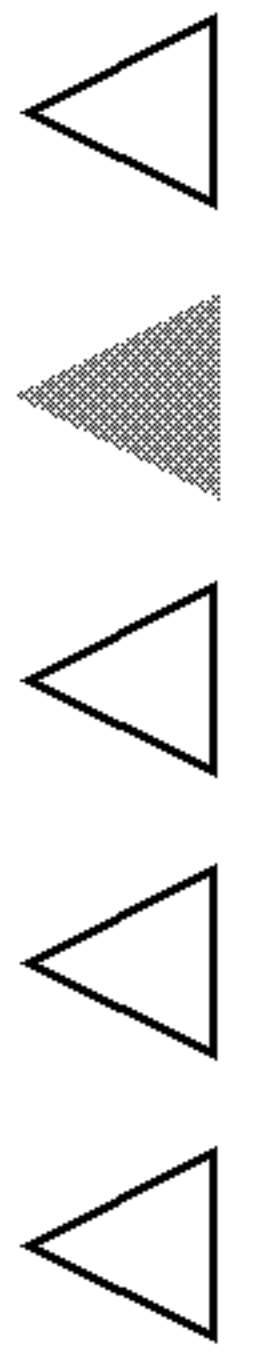
Goal 4: Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

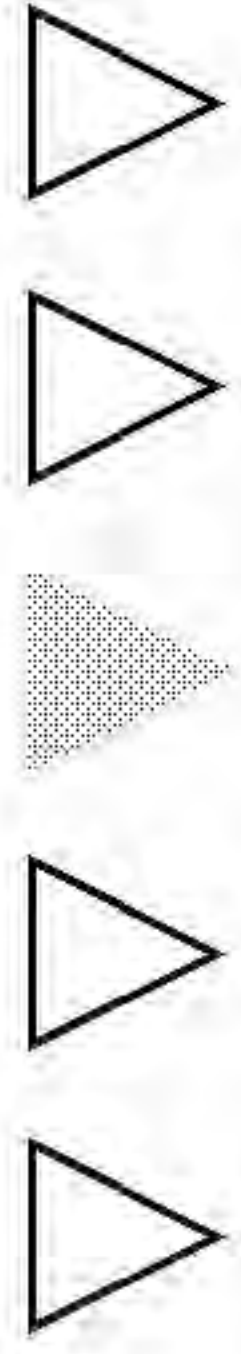
- a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes
- b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home
- c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers

Examples of Experiences and Strategies:

- Breastfeeding is supported by providing mothers with opportunities to breastfeed while their children are in care.
- Language, songs, key words, and routines that infants are familiar with at home are used in the program setting.
- Caregivers talk to and with infants and toddlers about family members.
- Opportunities are arranged for families to meet each other and the infants and toddlers in the program setting (e.g., breakfast, a shared lunch, a picnic).
- The program includes short walks to see other people and other places.
- Programs display pictures of infants' and toddlers' families.
- Conversations with caregivers about home, family members, and happenings are a natural part of the program.
- Special playthings and comfort items from home are respected, accepted, and made accessible to infants and toddlers.
- Toddlers have regular small outings around the neighborhood.
- Toddlers are encouraged to show parents things they have done, made, or found and talk about them.
- The program provides toddlers with widening experiences of the world through a range of playthings, books, pictures, and happenings.

**Questions for Reflection**

1. How is daily information about infants and toddlers shared among caregivers and between parents and caregivers? How well does this meet the needs of all (e.g., children, families, caregivers)?
2. In what ways do the environment and program activities reflect the values, homes, and cultures of the families? What impact does this have on staff and infants and toddlers?
3. What kinds of opportunities do the infants and toddlers have to explore the neighborhood and their culture?
4. In what ways are staff and parents able and encouraged to be resources for each other?
5. What procedures are used to communicate with parents about persistent problems (e.g., biting, not wanting to eat)? How effectively do these procedures contribute to resolving the problem in ways that are beneficial for the infant or toddler and comfortable for the family?



STRAND C

Exploration

Infants and toddlers learn through active exploration of the environment.

(b)(6)

Goals: Infants and toddlers experience environments where:

1. the importance of spontaneous play is recognized and play is valued as meaningful learning;
2. they gain confidence in and greater control of their bodies;
3. they learn strategies for active exploration, thinking, and reasoning;
4. they develop a growing sense of social relationships, the natural environment, and the physical world; and
5. their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.

Infants and toddlers learn through active exploration that is guided and supported by caregivers and other children. Young children encounter every aspect of their environment and routine daily interaction as a context for learning. Observant caregivers engage infants and toddlers in experiences that offer challenges presenting opportunities for development and learning. The wider world of family and community is an integral part of any early childhood education and care program.

Children learn through play – by doing, through questions, by interacting with others, by manipulating familiar and novel materials, by practice and repetition, by setting up theories or ideas about how things work and trying them out, and by the purposeful and respectful use of resources. They also learn by making links with their previous experiences. This strand incorporates some of the strategies that enable infants and toddlers to explore, learn from, and make sense of the world.

Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.



Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. Strategies for exploring and satisfying their curiosity
- b. Symbolic, pretend, and dramatic play
- c. Creativity and spontaneity in their play
- d. The ability to make decisions and choose their own materials
- e. An emerging sense that not knowing and being uncertain are part of learning
- f. An emerging sense of intentionality in their play and relationships

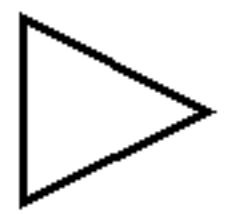
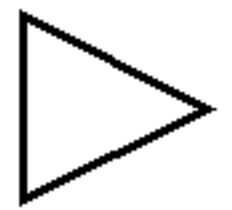
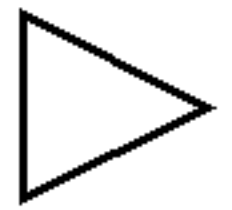
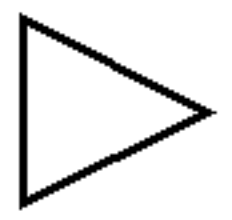
Examples of Experiences and Strategies:

- Interesting and challenging playthings are easily within reach of infants and available to toddlers so that they can try out new things and explore the further possibilities of familiar objects.
- Infants have freedom to move and to practice and extend skills.
- Everything in the immediate environment is regarded as a learning resource.
- Caregivers are aware of the potential for all interactions and experiences to result in learning.
- Meaningful and, where possible, authentic contexts are provided for toddlers' play and work (e.g., brooms are used to sweep, water is used for cleaning walls).

Questions for Reflection

1. What roles do caregivers have when children are playing and how do these roles promote children's curiosity, creativity, and exploration?
2. How do caregivers react when children make 'mistakes'? How does this support learning?
3. In what ways are meaningful opportunities provided for infants and toddlers to use real things in a variety of ways (e.g., rattles, cloth blocks, mirrors, saucepans, garden tools, telephones, cameras)?
4. How do caregivers respond to and support infants' and toddlers' exploration in dramatic and pretend play?
5. How is the environment arranged to support and encourage infants and toddlers in making simple choices?

STRAND C: EXPLORATION



Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance
- b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills
- c. Confidence with moving in space, moving to rhythm, and playing near and with others
- d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing)

Examples of Experiences and Strategies:

- Infants experience a safe environment with equipment or furniture to hold on to, to balance against, or to pull themselves up on.
- Infants are encouraged to mouth, finger, grasp, pull, and push materials that are safe and interesting, can be manipulated in a variety of ways, and require minimal caregiver assistance.
- Toddlers are encouraged to develop skills at their own rates and to know and begin to understand their own abilities and limitations.
- Caregivers, insuring children's safety, wait to let toddlers indicate that they need assistance rather than assuming that they need help.
- Toddlers have access to an increasing range of safe and interesting materials that can enhance both large and small motor skills.

Questions for Reflection

1. How are the program's materials and equipment used and modified to foster children's confidence in what they do and extend their ability to control their bodies?
2. How is play equipment selected and arranged to support physical development and to promote learning and growth?
3. In what ways and to what extent are infants and toddlers allowed and encouraged to do things for themselves?
4. In what circumstances might it be necessary to limit children's exploration, and how can this be done while continuing to encourage active discovery?

- 5. Is there a comprehensive system to make certain the setting and the materials and equipment within it are safe? What is the process for continuous assessment of its effectiveness?
- 6. What opportunities are there for infants and toddlers to combine physical activities with music, language, and emergent problem-solving skills?



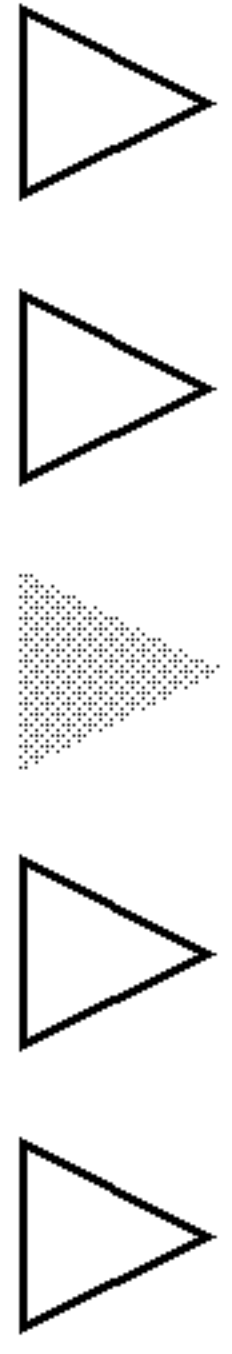
Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories
- b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries
- c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences
- d. The ability to learn new things from the materials and people around them



STRAND C: EXPLORATION



Examples of Experiences and Strategies:

- Young infants experience various positions during the day so they see things from a variety of perspectives.
- Infants experience different play spaces, such as smooth floors, carpet, grass, sand, soft and hard surfaces, and indoor and outdoor spaces.
- Infants have opportunities to watch and join in with other children and to see and hear new things.
- Infants have a variety of indoor and outdoor sensory experiences (e.g., a range of smells, temperatures, sounds).
- Infants can move freely and touch things (e.g., games for exploring their toes, faces, hair, fingers and those of other familiar people are encouraged and repeated).
- A variety of different kinds of materials are available for infants to feel and explore.
- Toddlers are encouraged to manipulate various materials in ways that change them from continuous to discrete and back again (e.g., cutting up dough and squashing the pieces back together again, transferring water to small bottles and emptying them).
- Toddlers have opportunities to collect, sort, and organize objects and play materials in a variety of ways and to develop a sense of order (e.g., by grouping similar materials or putting things in their right place).
- Toddlers have opportunities to recognize similarities and differences (e.g., matching, symmetry).
- Caregivers talk with children in ways that promote toddlers' thinking and reasoning about what they are doing.
- Toddlers have opportunities for active exploration with the support, but not the interference, of caregivers.

Questions for Reflection

1. In what ways, and how effectively, do caregivers help children to find the right level of challenge?
2. How are equipment and playthings selected and arranged to extend infants' and toddlers' understanding of concepts (e.g., patterns, shapes, colors)?
3. What opportunities do children have to collect and sort objects for a meaningful purpose?
4. What opportunities are there for children to take things apart, put them together, and figure out how they work? How well do these opportunities promote children's learning?

5. How do caregivers pose questions to toddlers that encourage toddlers to try new strategies and to problem solve?
6. How do caregivers arrange the environment and plan the daily schedule to support and encourage toddlers' self-motivated exploration?



Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.

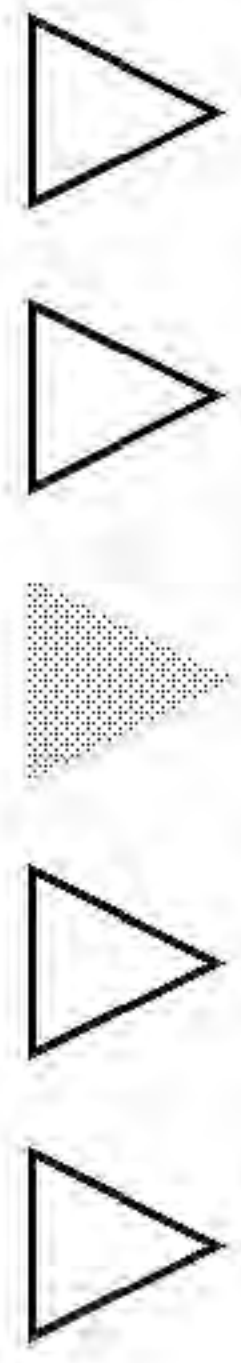
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. The ability to question, explore, generate, and modify their own ideas about the world around them
- b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper)
- c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space
- d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area)
- e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings)

Examples of Experiences and Strategies:

- The environment includes features that infants can become familiar with, recognize, and explore and which caregivers talk about with them.
- Caregivers demonstrate that they share infants' pleasure in discovery.
- Infants are helped to see familiar things from different positions (e.g., close up or from a distance, from the front or back).
- Infants are encouraged to try things out by using objects as tools.
- Older infants are encouraged to name objects and people in their environment.
- Caregivers respond to infants' explorations, provide commentary about what they are experiencing, and share infants' pleasures in discovery.
- Toddlers have access to books and pictures about aspects of their every day world.
- Toddlers are encouraged and helped to name, think about, and talk about what they are doing.

STRAND C: EXPLORATION



- Toddlers have opportunities to explore the ways that shapes and objects fit together by using two- and three-dimensional materials.
- Toddlers have opportunities to help safely, and with consideration of good hygiene practices, take care of animals and other living things.
- Caregivers initiate questions, and answer toddlers' questions, about why things happen.
- Toddlers have opportunities and are encouraged to help other children in the group.

Questions for Reflection

1. How are experiences moderated for infants and toddlers so that the world does not appear too confusing?
2. What genuine, safe opportunities are there for infants and toddlers to change things and to explore the consequences of their actions?
3. What opportunities are there for infants and toddlers to engage in cooperative dramatic play, and how does it contribute to their development and learning?
4. How do caregivers seek information from parents and families about addressing family happenings (e.g., the birth of siblings, the death of a family member)?
5. What practices or procedures are in place to determine what events might happen that could upset children and how are these situations addressed?

(b)(6)

Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

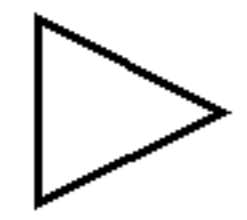
- a. Progressively more complex skills
- b. The ability to pursue interests independently
- c. The understanding that they have a significant role in initiating exploration, play, and learning



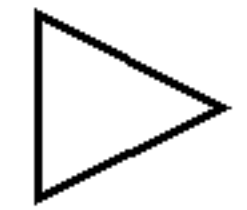
Examples of Experiences and Strategies:

- Caregivers place objects within reach for young infants to encourage exploration and making choices.
- For older infants, objects and toys are placed within reach and in close proximity to encourage infants to move to materials of interest and to make choices.
- Familiar and consistent objects are available to develop skills (e.g., including eye-hand coordination, their sense of competency), and to promote an understanding of cause and effect.
- Caregivers organize the environment to capitalize on infants' curiosity as a prime motivator for exploration and learning; they encourage infants to develop skills at their own pace.
- Caregivers assess the environment and make changes to respond to toddlers' interests and developing skills.
- Caregivers understand the importance of curiosity in toddlers' exploration and learning and encourage and support toddlers' questioning and experimenting.
- Toddlers have opportunities for in-depth exploration with caregivers providing guidance and expansion.
- Caregivers ask toddlers open-ended questions.
- The environment is arranged to provide toddlers with easy access to a variety of materials and opportunities to make genuine choices and to learn from them.

STRAND C: EXPLORATION



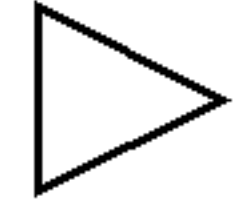
Questions for Reflection



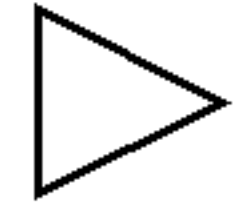
1. How does the environment encourage infants and toddlers to initiate their own play and learning?



2. What role do caregivers have in identifying infants' and toddlers' developmental levels and interests, and how is this information used?



3. How do caregivers support and expand child-initiated learning experiences and assist each child in the practice and mastery of skills?



4. What is the balance between child- and caregiver-initiated activities?

5. How often, and in what ways, are the routines adjusted or activities changed to allow for children's spontaneity and interests?

6. How is the environment arranged so that children can find and use materials of interest to them and begin to learn to replace them when finished?

STRAND D

Communication

Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.

(b)(6)

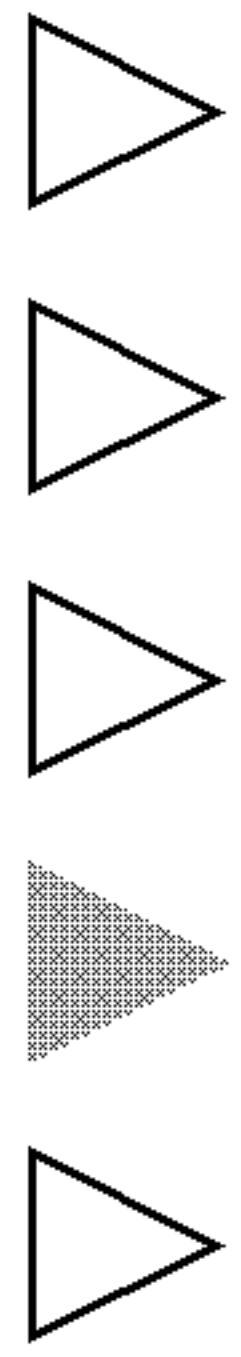


Goals: Infants and toddlers experience environments where:

1. they develop attitudes and skills to communicate successfully with others;
2. they have opportunities to communicate through the use of symbols/pictures, signs, and stories; and
3. they discover and develop different ways to be creative and expressive about their feelings and thoughts.

Human communication takes many forms from its beginnings in the responsive relationships between infants and their parents and other primary caregivers. Beginning in infancy, one of the major cultural tasks for children is to develop competence in and understanding of language. Language does not consist only of words, sentences, and stories; it includes the language of gestures, facial expressions, images, art, dance, mathematics, movement, rhythm, and music. During these early years, infants and toddlers are learning to communicate their experiences in many ways, and they are also learning to interpret the ways in which others communicate and represent experiences. They develop increasing competence in symbolic, abstract, imaginative, and creative thinking. Language grows and develops in meaningful contexts when infants and toddlers have a desire to interact, a reason to communicate, and a need to understand.

STRAND D: COMMUNICATION



Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

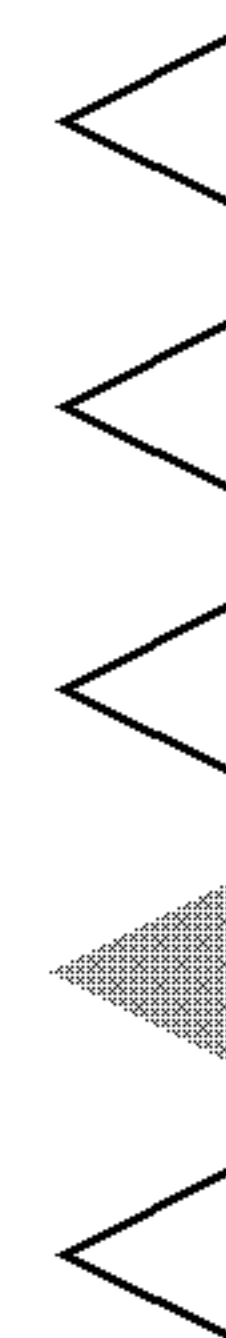
- a. The ability to express their feelings and emotions in a range of appropriate ways
- b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood
- c. Responsive and reciprocal communication skills (e.g., turn-taking)
- d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration)
- e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests
- f. The inclination and ability to communicate, pay attention, and respond appropriately to others
- g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language
- h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, story telling/re-enacting)
- i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling)

Examples of Experiences and Strategies:

- Caregivers are aware of infants' sensitivity to caregiver body language/ facial expression and of the need to use expressive body language to assist infants to read signals.
- Caregivers respond positively to infants' gestures, expressions, and sounds (e.g., infants turning their heads away from food, breaking eye contact, crying or babbling, pointing).
- Caregivers are promptly aware of how children communicate signs of tiredness, discomfort, or stress.
- The program includes action games, finger plays, and songs.
- The program includes role models who are home language communicators of the child's natural language (e.g., deaf role models whose first language is ASL, role models in spoken languages other than the primary spoken language of the program).

STRAND D: COMMUNICATION

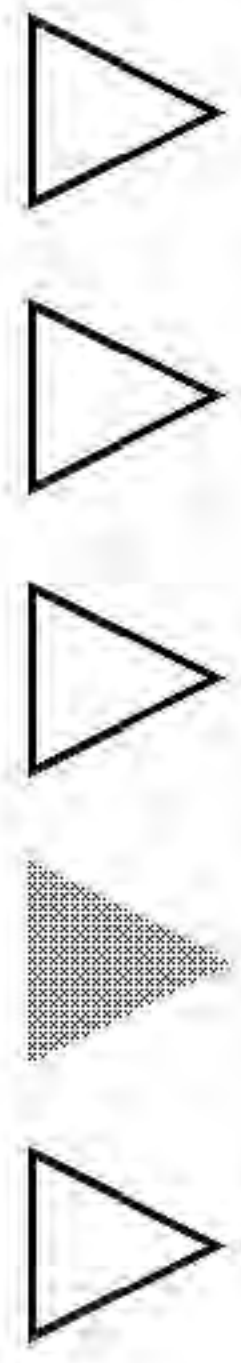
- Infants are regarded as active participants in verbal communication and non-verbal communication and caregivers respond to their early attempts at communication/verbalization.
- Simple words and/or signs are used to make consistent connections with objects and people who are meaningful to each infant.
- Many and varied opportunities are provided to be playful with sounds.
- Language is used to soothe and comfort.
- Infants and toddlers hear adults conversing with one another so that they have exposure to complex adult conversation and novel vocabulary.
- Toddlers have opportunities to use their bodies as a way to communicate (e.g., through action games, listening games, pretend play, dancing).
- Caregivers carefully attend to toddlers' requests and suggestions.
- Toddlers are helped to communicate feelings and ideas in a variety of ways.
- Caregivers help to extend toddlers' verbal communication ability by accepting and supporting early words in their first language, modeling new words and phrases, allowing toddlers to initiate conversation, and giving them time to respond and converse.
- Caregivers use simple, clear phrases with toddlers and have realistic expectations of toddlers' verbal, signed, and listening skills.
- Caregivers model increasingly complex language and novel vocabulary.
- Toddlers have many opportunities to communicate with other children, to play language-based games, and to encounter a widening range of books, songs, poems, stories, and chants.



Questions for Reflection

1. In what ways, and to what extent, are caregivers able to identify, encourage, and respond to each child's non-verbal communication?
2. How aware are caregivers of their own styles of non-verbal communication?
3. How fluent are caregivers in each child's home language?
4. In what ways do children communicate with each other without talking (e.g., infant signs), and how do caregivers support this non-verbal communication?
5. How effectively do caregivers read each other's body language as a way of improving communication and supporting each other?
6. In what ways does the program provide for one-to-one language interaction, especially between a caregiver and a child?

STRAND D: COMMUNICATION



7. To what extent do caregivers include children's home languages when talking with them?
8. What strategies do caregivers use to extend conversations with children, and how effective are these strategies?
9. What opportunities are there for children to be exposed to storytelling (stories read, signed, and told), poems, chants, and songs? How well do these connect to the children's home cultures?
10. What range of voices do children hear?
11. What role models are available (adults or children) to the child to grow and expand knowledge of his/her primary language?

Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.

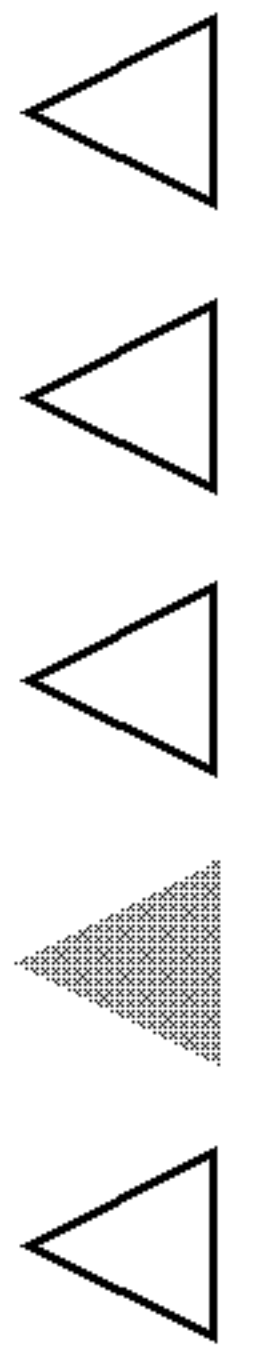
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. An understanding that symbols/pictures can be "read" by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs
- b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers
- c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community
- d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers
- e. An interest in exploring and using mathematical, reading, and writing materials
- f. An interest in creating and using symbols/pictures
- g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite

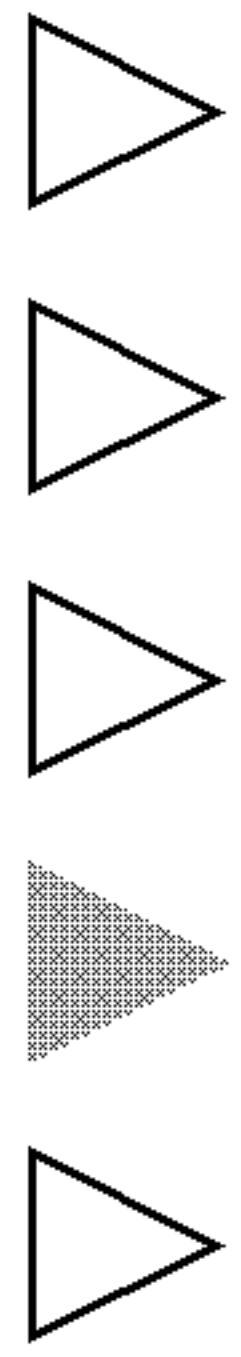
(b)(6)

Examples of Experiences and Strategies:

- Caregivers read books to infants, tell/sign them simple stories, and communicate to them about objects and pictures.
- Infants are able to feel and manipulate books and to see and handle photographs and pictures.
- Numbers are used in conversation and interactive times (e.g., finger plays, chants); every day number patterns are highlighted (e.g., two shoes, four wheels, five fingers).
- Caregivers draw attention to concepts (e.g., differences between more and less, big and small).
- The program includes songs, rhymes, stories, books, and chants that repeat sequences.
- Toys with a variety of colors, textures, shapes, and sizes to experiment with and explore freely are available in the environment.
- Toddlers have many opportunities to play simple games and to use an increasing range of toys and materials, which feature a variety of symbols/pictures, shapes, sizes, and colors.
- Caregivers' conversations with toddlers are rich in number ideas, so that caregivers extend toddlers' knowledge about numbers.
- Caregivers model the process of counting to solve every day problems (e.g., asking "How many children want to go on a walk?").
- Toddlers are encouraged to develop the language of position (e.g., above and below, inside and outside) and the language of probability (e.g., might, can't).
- The toddler's name is written on belongings and any personal space, and names or symbols/pictures are used to enable toddlers to recognize their own possessions.
- The language of the child's culture is used as well as the primary spoken and written language of the program.
- Books are available for the toddler to read and carry about; reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.
- Children experience a wide range of stories and hear and practice storytelling.
- Children are frequently exposed to storytelling in their natural/home languages.



STRAND D: COMMUNICATION



Questions for Reflection

1. To what extent are the children's cultural and ethnic backgrounds well represented in the activities, stories, and symbols/pictures found in the program?
2. What is the most effective group size for telling and reading stories, and what factors influence this?
3. How often are stories read aloud/signed, and are there more opportunities for this to happen?
4. In what ways, and for what purposes, do children see mathematics being used and how does this influence their interest and ability in mathematics (e.g., more or less, before or after, big and little, up and down)?
5. In what ways are children exposed to the uses and concepts of print? How could their exposure be increased?

Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

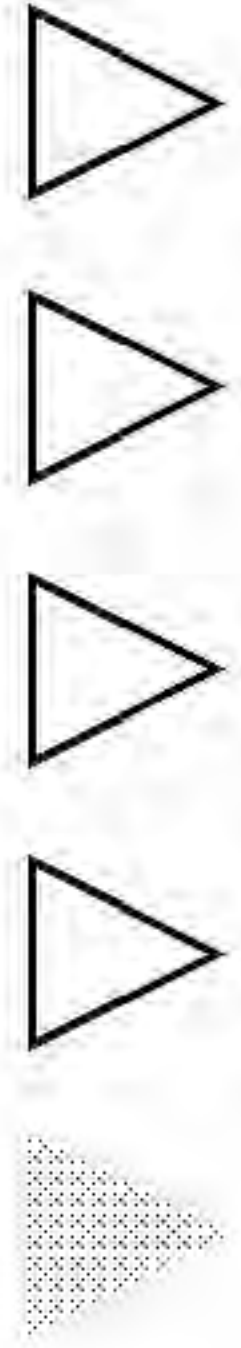
- a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts
- b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing)
- c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement)
- d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music)
- e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture
- f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns
- g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns)
- h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite
- i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture

Examples of Experiences and Strategies:

- Caregivers respect, support, and enjoy the variety of ways that infants sense, interact with, and respond to the environment.
- Infants see, hear, and participate in creative and expressive activities in their own ways (e.g., by putting a hand in the paint, clapping hands, babbling).
- Infants have opportunities to experience patterns and sounds in the natural environment (e.g., leaves in sunlight, the sound of rain).
- Caregivers respond and encourage infants' expressive and creative actions (e.g., reflecting movements, joining in clapping).
- Toddlers have experiences with creative materials (e.g., paint, glue, dough, sand, found objects) and are given opportunities for creative play using natural materials (e.g., collecting leaves, arranging pebbles).
- Toddlers are introduced to tools and materials for art and allowed to experiment with them.
- Toddlers have opportunities for movement that involve their whole bodies with abandon and opportunities to participate in dance.
- Props for pretend play are available, and caregivers interact with toddlers' emerging make-believe play.
- The program provides opportunities for toddlers to learn skills with musical instruments (e.g., drums, shakers, bells).

**Questions for Reflection**

1. How is creative expression used to communicate children's cultural backgrounds?
2. What daily opportunities are there for children to express themselves through creative arts?
3. In what ways are all children included in creative activities and able to explore creative areas of interest?



STRAND E

Contribution

Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.

(b)(6)

Goals: Infants and toddlers experience environments where:

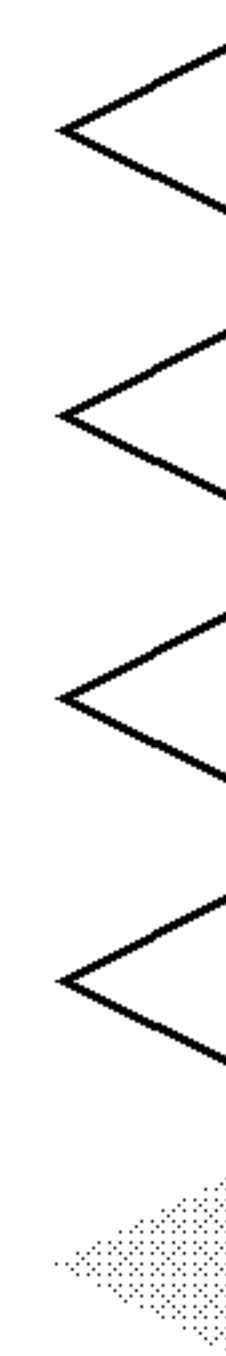
1. the opportunities for learning are equitable, irrespective of gender, ability, age, ethnicity, or background;
2. they are affirmed as individuals;
3. they are encouraged to interact and learn with and alongside others; and
4. they and their families are empowered to make contributions within the program and as members of their communities.

Caregivers recognize, acknowledge, and build on each infant's and toddler's special strengths. They allow each infant and toddler to make a contribution or to "make his or her mark," acknowledging that each has the right to active and equitable participation in the program. Making a contribution includes developing satisfying relationships with adults and peers. Through interaction with others, infants and toddlers engage in social play, develop an awareness of routines and rules, develop a wide range of relationships, and make their needs known. Early experiences in the development of social confidence have long-term effects, and staff in early childhood education and care settings plays a significant role in helping children to initiate and maintain relationships with peers.

Through respectful, nurturing interaction with others, infants develop a sense of security and trust enabling them to explore their world and develop a sense of identity. In the earliest months of the child's life, this happens through a strong and trusting relationship with the primary caregiver. As these relationships continue and development progresses, toddlers will learn to take another's point of view,

to empathize with others, to ask for help, to see themselves as a help for others, and to discuss or explain their ideas to adults or to other children. As a result of their contributions to peers, the program, and the community, children develop understanding and awareness of others, positive and accepting attitudes, and the ability to exhibit caring, cooperation, honesty, pride, and independence.

Parents and caregivers have a wealth of valuable information and understanding regarding their children and their contributions and are key to creating effective connections and consistency across homes, the program, and the community.



Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, ethnicity, or background.

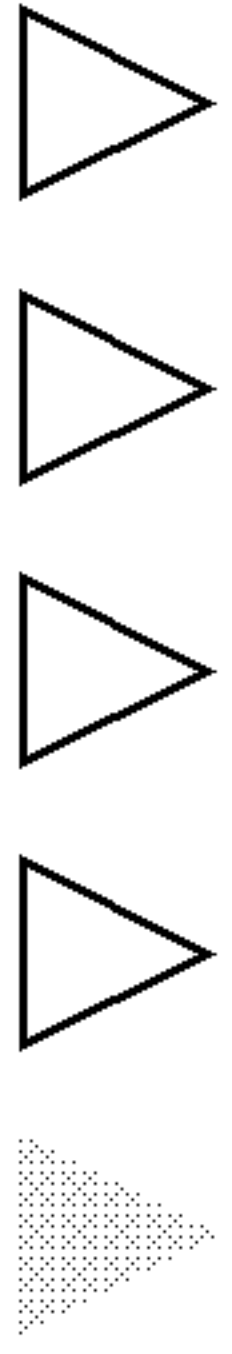
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress
- b. Emerging concern for other children who may be excluded from activities because they are different
- c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it
- d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others
- e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, ethnic background)
- f. The ability to respond and engage in developmentally appropriate reciprocal interactions
- g. Emerging skills in caring and cooperation

Examples of Experiences and Strategies:

- Both girls and boys are encouraged to enjoy challenges.
- Picture books are selected which show girls, boys, women, and men in a range of roles.
- Caregivers avoid making developmental comparisons between children, recognizing that their development is variable.
- The program encourages care practices that are culturally respectful and appropriate in relation to feeding, sleeping, toileting, clothing, and washing.

STRAND E: CONTRIBUTION

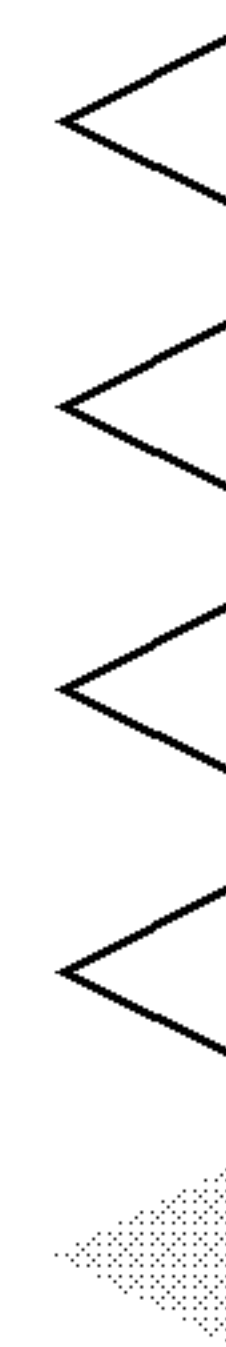


- A primary caregiver is assigned to each infant and toddler to promote continuity of care and responsive caregiving.
- Infants and toddlers wear clothing that does not restrict their movement and play.
- Caregivers expect and encourage boys and girls to take similar parts in caring and domestic routines.
- Caregivers expect and encourage exuberant and adventurous behavior in both girls and boys.
- Caregivers respect the needs of toddlers to observe and be apart at times and to take on new challenges at other times.
- In talking with toddlers, caregivers do not link occupations to gender (e.g., by assuming that doctors are men, that nurses are women).
- Activities, playthings, and expectations take account of the fact that each toddler's developmental stage and mastery of skills is different.
- Each child's culture is included in the program on a continuous basis through song, language, pictures, playthings, and dance.
- Caregivers model the kind of behaviors they would expect and value in young children.

Questions for Reflection

1. How are books and pictures selected, and do these procedures ensure that books and pictures show children of various genders, ethnicity, age, and ability in a range of roles?
2. Are there situations where, for reasons of age or ability, a child is not included in something, and how can the situation be adapted to ensure inclusion?
3. In what ways and how well is the curriculum genuinely connected to the families and cultures?
4. In what ways do caregivers encourage children of different ages to play together, and how well is this achieved?
5. Do primary caregivers communicate positively, openly, and respectfully, expressing themselves in a language and style appropriate to children's age, developmental level, and individuality?
6. Do caregivers model the same kind of self-regulation, empathy, acceptance of others, and engagement with learning that they would expect and value in young children?
7. Do caregivers have positive expectations and encourage infants and toddlers to undertake challenging tasks with their assistance and to do well at an activity within the child's capacity to perform?

Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.



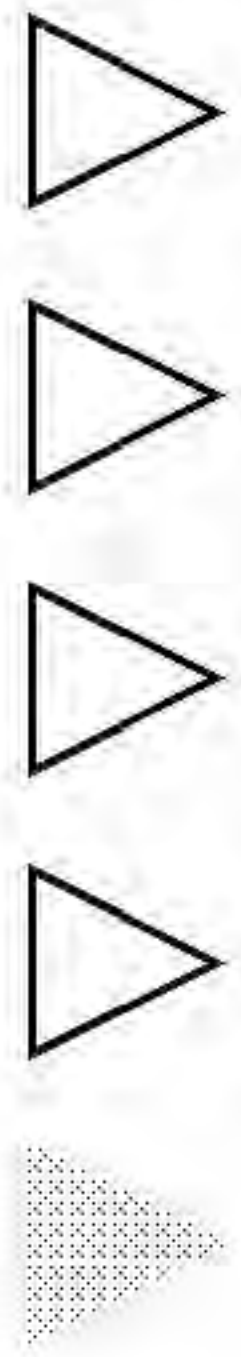
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated
- b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children’s strengths
- c. A sense of being able to make something happen that matters to them and to others
- d. A growing sense that they are valued and that their presence and activities gain positive responses from others
- e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it
- f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events)
- g. An awareness of themselves as unique individuals

Examples of Experiences and Strategies:

- Infants are carefully observed so that caregivers know individual infants well, respect their individual ways (e.g., in food preferences, handling), and respond to them appropriately.
- Caregivers learn each infant’s individual preferences and rituals (e.g., for going to bed, for feeding).
- Caregivers respond to infants’ signals of pleasure, discomfort, fear, or anger.
- Caregivers help to extend infants’ pleasure in particular activities (e.g., hearing specific music, responding to colors, enjoyment of certain rhythms).
- The program builds on the passions and curiosity of each toddler.
- Toddlers are encouraged to do things in their own particular ways when this is appropriate.
- Toddlers’ preferences in play activities (e.g., liking sand but not water) are respected.
- Toddlers are encouraged to contribute to small-group happenings (e.g., joining in the dance, bringing chairs around the table for snack time).
- Caregivers talk positively with toddlers about differences in people, places, things, and events.

STRAND E: CONTRIBUTION



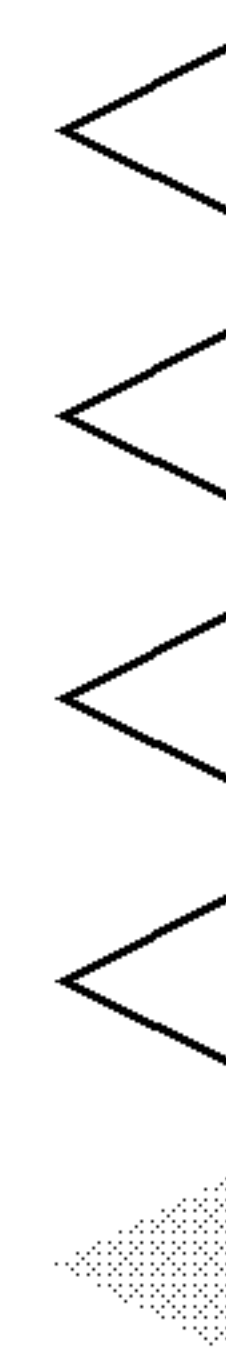
Questions for Reflection

1. How often does staff observe individual children? In what ways are these observations carried out and shared and what are the observations used for?
2. In what circumstances is it appropriate for the needs of the group to take priority over those of individual children?
3. How often, and in what circumstances, can children obtain individual attention?
4. In what ways does the program accommodate the individual strengths, interests, and individual ways of doing things represented by each child and family? What impact does this have on children, and are there other ways children's individuality could be encouraged?
5. What staffing provisions are made for ensuring that individual attention is given to infants and toddlers with special needs, and are these provisions sufficient?
6. In what ways, and how well, does the program provide for children with unusual interests or exceptional abilities?
7. In what ways do caregivers encourage children to undertake challenging tasks with their assistance and avoid negative responses and labeling if the child does not succeed?
8. How does the program use an array of positive responses to affirm children as individuals?

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Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.



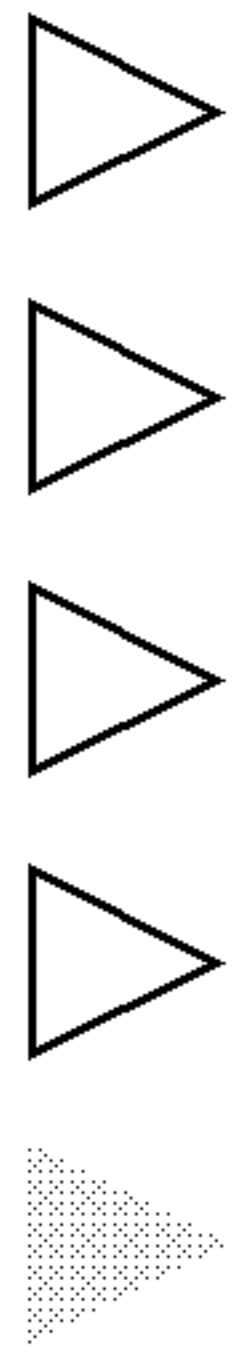
Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. An increasing ability to take another's point of view and to empathize with others
- b. Ways to enjoy solitary play when they choose to be alone
- c. An increasing sense of competence and confidence in growing abilities
- d. Acceptable ways to assert their independence
- e. 'Friendship skills,' where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas
- f. An increasing ability to share by showing interest in and awareness of the feelings of others

Examples of Experiences and Strategies:

- The program enables infants to be safe in the company of other children or older children.
- Caregivers talk to infants about what other children are doing and encourage the infant's interest in other children.
- Caregivers respond to infants' social communication (e.g., smiles, gestures, noises).
- Infants are included in appropriate social happenings.
- Caregivers provide guidance and support in resolving conflicts (e.g., sharing floor space).
- Many opportunities are provided for self-selected small-group activities (e.g., action songs, listening to stories, exploring novel materials together, going for a walk).
- Toddlers have opportunities to help with the care of others.
- Group activities for toddlers have an individual aspect to them as well (e.g., using brushes to paint water on concrete involves both individual and team efforts).
- Toddlers' preferences for solitary or parallel play are accommodated.
- Sufficient playthings are available for parallel play, and caregivers mediate in toddlers' conflicts over possessions.
- Caregivers support toddlers' attempts to initiate social interactions with other children and staff.
- There are realistic expectations about toddlers' abilities to cooperate, take turns, or wait for assistance.

STRAND E: CONTRIBUTION



Questions for Reflection

1. How does the program allow children to care for and support other children, and how well do they do this?
2. What do children learn best from each other, and how is this learning facilitated?
3. How are the materials and activities organized to facilitate learning to take turns?
4. To what extent is sharing important? When should there be enough playthings to prevent conflict?
5. What sorts of happenings and activities do the children enjoy most as a group?
6. Are there creative and constructive problem-solving activities that encourage infants and toddlers to cooperate with and support each other? How effective are these activities?
7. How are infants and toddlers helped to see the other person's perspective and learn how to compromise in a mutually respectful way?

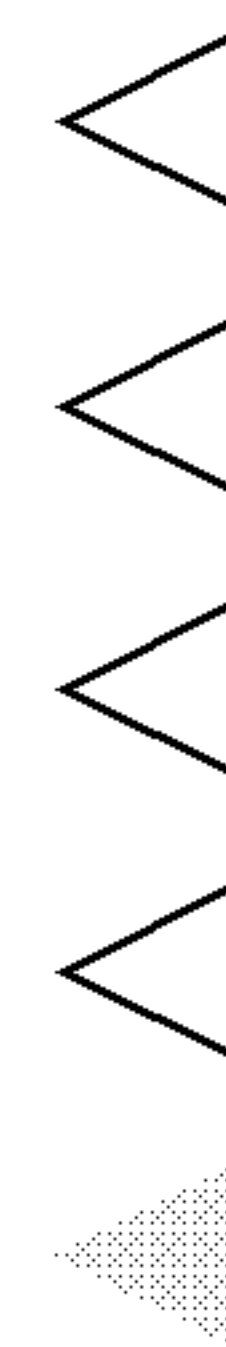
Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.

Early Knowledge, Skills, and Attitudes Infants and Toddlers Begin to Develop

- a. A growing sense of themselves as part of a family
- b. A sense of pride in themselves and their families
- c. A growing sense of connection and consistency across their homes, the program, and their community
- d. A positive sense about their participation in the program, their families, and their community

Examples of Experiences and Strategies:

- Parents and caregivers communicate with each other in order to attain a consistent and understanding approach to the care of their children.
- Families play various roles in the program setting because their special strengths and skills are recognized and utilized.
- Families are given the opportunity to create connections between activities at the program and at home.
- Infants and toddlers experience security, connection and consistency between home and the program as a result of sharing information about concerns, interests, and activities.
- Infants and toddlers experience natural learning opportunities in the community as part of the family and caregivers' daily routine and activities (e.g., walks in the neighborhood, grocery shopping with the family, visiting the local park).
- Both the families and the program offer infants and toddlers an array of activities and resources, including those that promote physical health, appropriate to their developmental characteristics and needs.
- Caregivers and parents model appropriate behavior and values for other parents and children.

**Questions for Reflection**

1. How does the program respect family culture and encourage families to share their culture?
2. In what ways does two-way communication take place between program and home?
3. Are there creative ways to help the family extend learning from the program setting to the home? What are these techniques?
4. How are opportunities for spontaneous learning supported at home, in the program, and in the community?
5. How are parents involved in assessing and evaluating the program?
6. How does the program demonstrate respect for the aspirations of parents for their children?

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Quality Program Standards for Infant and Toddler Programs

(b)(6)

INTRODUCTION

The standards in this section of the document define quality in home- and center-based programs for infants and toddlers, regardless of sponsorship or funding. They build upon the minimums defined in Michigan's Licensing Rules for Child Care Centers and Licensing Rules for Family and Group Child Care Homes. Each program standard is followed by a list of statements that illustrate a variety of ways that a quality program may demonstrate that it meets the standard. A particular program will meet some, but perhaps not all, of the items that demonstrate each standard.

Funding stipulations of certain targeted programs may require programs to meet particular standards in specific ways. Programs funded for targeted populations may have required components to meet the standards. Although almost all children can be successfully served in programs that are open to all children of a particular age, in some cases this is not possible because of funding restrictions or the needs of the children themselves for specialized services that cannot be provided with sufficient intensity in an inclusive program. For example, programs for children with special needs will find that the program standards

themselves are still applicable, but that they need to be met in particular ways to meet the needs of the children enrolled. Implementation documents, operating manuals, applications, and the like will provide additional guidance to such targeted programs.

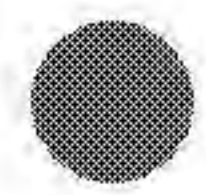
Many of the program standards in this document that define high quality in infant and toddler programs are identical to or very similar to the program standards in the *Early Childhood Standards of Quality for Prekindergarten*. In many aspects, high-quality early childhood programs for infants and toddlers are like high-quality programs for preschoolers. In the majority of cases, programs that serve infants and toddlers also serve preschoolers; however, many programs that serve preschoolers do not serve younger children.

It is important to note the differences in quality standards for the different age groups. Although the topics covered are the same, there are important differences in actual standards, such as adult:child ratio and group size. In infant and toddler programs, the environment of care and learning includes structural elements and elements of relationship and program climate in a very interrelated fashion. In many cases, the relationship between the very young child and his/her caregiver defines the curriculum. Infants and toddlers learn communication skills, make cognitive gains, and even grow and develop physically within the context of this special relationship.

It is also important to note that the role of children's families is most critical to the success of infant and toddler programs. The needs of children and families are so interwoven at this stage of development that it makes little sense to separate them. Therefore, while the prekindergarten standards include a separate section on the relationship with parents, in this document, the relationship with the family is woven into all of the program standards areas.

Programs that meet these high-quality program standards will create an interpersonal and physical environment that creates a greater likelihood that infants and toddlers who participate will begin to develop in the ways described in the *Early Development and Learning Strands for Infants and Toddlers*. Children with this strong foundation are on a path that will lead to success as students in school and as individuals in their lives.

A. THE PROGRAM'S STATEMENT OF PHILOSOPHY



A. The Program's Statement of Philosophy



A high-quality infant/toddler education and care program, whether in a center or home setting, begins with an underlying theory or statement of fundamental beliefs — beliefs about why the program exists, what it will accomplish, and how it will serve all the infants and toddlers and their families involved in the program. The philosophy establishes a framework for program decisions and provides direction for goal setting and program implementation, the foundation upon

which all interactions and activities are based. In programs also serving older children, the program's philosophy statement specifically addresses the beliefs regarding how to serve infants and toddlers as distinct from the overall statement about the broader age range of children.

The philosophy statement guides decisions about how the program:

- Promotes a climate of acceptance and inclusion by enrolling children of varying cultural, ethnic, linguistic, and racial backgrounds who have a range of abilities and special needs.
- Nurtures a partnership between families and the program.
- Provides qualified and nurturing staff members who use developmentally appropriate practices and who develop warm, responsive relationships with each child and family.
- Enhances each infant's and toddler's social-emotional health and well-being through the assignment of a primary caregiver.
- Establishes a warm, stimulating, and multi-sensory environment filled with developmentally appropriate materials and activities.
- Provides for continuous staff development.
- Maintains a continuous assessment and evaluation system that regularly monitors individual infants' and toddlers' development and the important aspects of the program's quality to support children's continued development and learning.
- Fosters collaboration with the community and ensures appropriate referrals.

Program administrators/caregivers use current research about very young children's growth, development, and learning in combination with national standards to inform the development of its philosophy statement.

A. THE PROGRAM'S STATEMENT OF PHILOSOPHY

- 1. Program Standard: A written philosophy statement for the infant/toddler education and care program is developed, reviewed, and amended as appropriate.**



A Quality Program:

- a. Uses input from staff, the governing board, families, and community representatives; requirements of legislation; research findings; and/or other significant information sources which impact the education and care of very young children to inform the development and annual review and revision as applicable of the philosophy statement.
- b. Recommends, as applicable, adoption and annual reaffirmation of the philosophy statement by the governing or advisory board of the program.

- 2. Program Standard: The philosophy statement is comprehensive, addresses all aspects of the program, and is based on research and widely accepted best practice.**

A Quality Program:

- a. Uses the philosophy statement to define the purpose and nature of the program.
- b. Aligns the philosophy statement with all applicable federal, state and local laws, standards, licensing requirements, and guidelines for infant and toddler programs.
- c. Uses the philosophy statement to address the social, economic, cultural, linguistic, and familial needs of the community served by the program.
- d. Bases the philosophy on evidence-based information (e.g., references about the importance of early relationship development).

- 3. Program Standard: The philosophy establishes a foundation for the design, implementation, and operation of the program; it provides direction for goal setting and informs decision making on a continuous basis.**

A Quality Program:

- a. Uses the philosophy to develop the program's goals and objectives.
- b. Assures that the philosophy is visible in the program's operational plan (e.g., policies, activities, and experiences, nature of the family partnership, caregiver practices) and its implementation.
- c. When operating as a part of a program serving a broader age range of children, uses the philosophy statement to demonstrate understanding of the specific and unique nature and needs of infants and toddlers as distinct from the older children in the early childhood (birth through eight) age range.

A. THE PROGRAM'S STATEMENT OF PHILOSOPHY

- d. Views the philosophy statement as a living document consulted frequently in daily decision making.
- e. Applies the philosophy in the evaluation and any subsequent revision of the program.
- f. Uses the philosophy statement in the development of staff hiring practices and job descriptions, personnel evaluations, and professional development activities.
- g. Uses the philosophy statement to resolve potential conflicts about program practices.

4. Program Standard: The program promotes broad knowledge about its philosophy.

A Quality Program:

- a. Disseminates copies of the philosophy statement to program staff, governing board members, families, and other interested persons.
- b. Includes discussion of how the philosophy affects the operation of the program in staff development and information sessions for families, other agencies, and community members.

B. Community Collaboration and Financial Support



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Development and learning are enhanced when early childhood education and care programs work collaboratively and cooperatively with community programs, institutions, organizations, and agencies to meet and advocate for the broader needs of infants and toddlers and their families through direct services or referrals. Although the sponsorship and location of programs may vary (e.g., be single owner, agency-sponsored, home-based, center-based), all benefit from locating and using community resources and supports to enhance services and strengthen program quality.

Financial support for early childhood programs also varies widely. Many programs depend entirely on parent fees; others receive the majority of their support from public sources. Regardless of the source of the program's resources, the components of high-quality infant and toddler programs are well established (e.g., well-qualified staff; evidence-based practices, including a major emphasis on relationships between children and their primary caregivers; strong family partnerships; reflective supervision; ongoing professional development) and do not differ based on the program's sources of support.

1. Program Standard: The program shows evidence of participation in early childhood collaborative efforts within the community.

A Quality Program:

- a. Participates in the on-going development of a common community philosophy of early childhood expectations.
- b. Shares information on available community services and eligibility requirements for services with administrators, families, and all early childhood caregivers.
- c. Plans with other community programs/agencies for coordination of a comprehensive, seamless system of services for all children and families in the community.
- d. Explores and, to the extent possible, employs joint funding (e.g., funding from public, private, family sources) of the program.
- e. Encourages and participates in joint and/or cooperative professional development opportunities.
- f. Promotes outreach efforts in the community to develop and extend knowledge about infants and toddlers as part of ongoing public relations.

B. COMMUNITY COLLABORATION AND FINANCIAL SUPPORT

- g. Links to a community early childhood collaborative council or networking group, when available.

2. Program Standard: Program staff works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate transitions of infants and toddlers across programs and settings.

A Quality Program:

- a. Collaborates to ensure a smooth transition for infants and toddlers and their families into the program and, as necessary, from the program into other early childhood settings.
- b. Promotes an awareness of all early childhood programs in the community and an identification of commonalities.
- c. Facilitates transitions by sharing appropriate printed materials and activities for families.
- d. Maintains a process on confidentiality and release of information to allow for sharing information as appropriate.
- e. Cooperates with Early On® personnel (Early Intervention, Part C of IDEA; see Glossary) to address the transition needs of children, including infants and toddlers with delays and/or disabilities.
- f. Participates in joint funding and professional development opportunities for staff regarding transitions for infants and toddlers and their families.

3. Program Standard: Program staff works with public and private community agencies and educational institutions to meet the comprehensive needs of individual infants and toddlers and their families.

A Quality Program:

- a. Supports the empowerment of families to access needed services for their infants and/or toddlers.
- b. Reduces systems barriers by working with collaborating entities to expand existing support services for infants and toddlers (e.g., physical and mental health services, parenting initiatives).
- c. Shares available community resources to achieve specific objectives with the entire early childhood community (e.g., health screenings, counseling, food programs).
- d. Has knowledge of community programs and their eligibility requirements.
- e. Shares physical space whenever possible (e.g., well-baby clinic, referral specialists, food pantry, clothing bank).

B. COMMUNITY COLLABORATION AND FINANCIAL SUPPORT

- f. Encourages professional organizations and local entities to share information about training, conferences, and other professional development opportunities with all center and home early education and care programs in the community.
- g. Participates in the preparation and implementation of contracts or memoranda of agreement between/among participating agencies.
- h. Advocates on behalf of infants and toddlers and their families and supports the further development of high-quality early childhood education and care programs in the community.

4. Program Standard: The program is enhanced through its connections with community groups, agencies, and the business community.

A Quality Program:

- a. Invites members from community groups/organizations (e.g., senior citizen, volunteer, and service groups; business organizations; faith-based communities; charitable organizations; libraries; museums) to support the program.
- b. Encourages families and members from community groups/agencies to become involved in the work of the early childhood collaborative council or networking group, if applicable.
- c. Promotes and participates in community programs for families.

5. Program Standard: Funds and resources are identified, secured, and used to provide a high-quality, accessible infant/toddler program supportive of infants, toddlers, and their families.

A Quality Program:

- a. Designates funds to implement, evaluate, and improve all program components and accomplish the program's objectives.
- b. Designates funds to obtain and maintain a safe supportive and stimulating environment for infants, toddlers, their families, and the staff.
- c. Designates funds to attract, retain, and professionally grow qualified, competent, and nurturing staff.
- d. Designates funds to foster effective program/family partnerships.
- e. Provides funds to address unexpected occurrences (e.g., additional staffing needs, facility maintenance).

C. PHYSICAL AND MENTAL HEALTH, NUTRITION , AND SAFETY

C. Physical and Mental Health, Nutrition, and Safety

- Infants' and toddlers' physical, mental (emotional and behavioral), and oral health; good nutrition, optimum vision and hearing; and safety are essential to their development and learning.
- Optimal development and learning can best occur when infants' and toddlers':
 - Health needs are recognized and addressed, and
 - Physical and emotional well-being are supported.
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Michigan's licensing rules for family and group homes and child care centers address many areas of physical and mental health, safety and nutrition. The standards included in this document supplement, but do not reiterate licensing requirements and describe services provided in a high-quality program. Particular licensing rules, such as those related to safe sleep for infants, sun safety, and many others, are assumed. In addition, provisions of other Michigan and federal rules and laws must also be followed [e.g., Occupational Safety and Health Administration (OSHA) requirements, pest control management policies, the Americans with Disabilities Act (ADA), the confidentiality requirements of the Health Insurance Portability and Accountability Act (HIPAA), the Family Education Rights and Privacy Act (FERPA), and the Michigan Child Care Organizations Act 116 of 1973].

In partnership with families, a high-quality early education and care program addresses health needs by establishing a mutual exchange of information between parents and the program and by providing services directly or, in collaboration with families and with their consent, by creating linkages with agencies or individual infancy and early childhood behavioral and health care providers that do provide such services.

1. Program Standard: A Program Health Plan is developed to support the maintenance and improvement of children's health; the plan is developed and implemented with family input and describes policies, procedures, and resources to meet the physical, mental (emotional and behavioral), and oral health; vision and hearing; nutrition; and safety needs specific to infants and toddlers.

A Quality Program:

- a. Ensures that the Program Health Plan addresses infants' and toddlers' preventive and primary physical, mental, oral, and nutritional health care needs through direct service and/or the provision of information and referral to their parents.

C. PHYSICAL AND MENTAL HEALTH, NUTRITION , AND SAFETY

- b. Ensures that the Program Health Plan provides for reviewing and updating health records according to the most current Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers at least annually.
- c. Ensures that the Program Health Plan recognizes, establishes, and implements a protocol for addressing physical and mental health concerns (e.g., lack of weight gain, vision and/or hearing problems, difficulty with calming/regulation, oral health issues).
- d. Ensures that the Program Health Plan implements a protocol that includes discussion with parents about their preferences and choices in referrals to appropriate behavioral health care providers and agencies when health issues are identified.
- e. Ensures that the Program Health Plan addresses the implementation of any recommended treatment plans [e.g., Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), behavioral and health management plans].
- f. Ensures that the Program Health Plan has policies and implementation processes to address physical, mental, oral, and nutritional health care and safety emergencies.
- g. Ensures that the Program Health Plan has a process for identifying and addressing individual children's health action plans, including those relating to allergies and medications.
- h. Ensures that the Program Health Plan contains a process for observing each child's health and development on a daily basis and communicating these observations to the child's family, to the child's other caregivers, and to specialized staff, with recommendations for family to seek a medical opinion as necessary.
- i. Ensures that the Program Health Plan contains a process for sharing daily communication logs with parents.
- j. Ensures that the Program Health Plan supports infants' and toddlers' optimal nutrition through policies/protocols to:
 - Follow U.S. Department of Agriculture (USDA) nutritional guidelines specific to infants and toddlers;
 - Accommodate medically-based diets or other dietary requirements;
 - Support and accommodate mothers who are breastfeeding;
 - Address optimal feeding and feeding patterns while being respectful of individual and family needs (regardless of age requirements); and
 - Assure that nutritional services contribute to the development and socialization of children by encouraging caregivers to interact with children during mealtime.

C. PHYSICAL AND MENTAL HEALTH, NUTRITION , AND SAFETY

- k. Ensures that the Program Health Plan contains a provision requiring the training of caregivers to understand and implement any complex or unusual components of the Individual Child Health Plans (e.g., glucose finger pricks for children with diabetes, epinephrine for children with life-threatening allergic reactions, plans to respond to food allergies, plans to accommodate lead-affected children, diapering for older children with special needs) (see Standard 3 below).
- l. Ensures that the Program Health Plan contains a policy regarding dismissing children to non-custodial parents/guardians or to parents who appear to be under the influence of alcohol or drugs.

2. Program Standard: In collaboration with parents, comprehensive Individual Child Health Plans are developed and maintained for each child enrolled in the program.

A Quality Program:

- a. With family consent, implements plans to accommodate a child's health care, mental health, or safety needs before services to a child begin or as soon as possible after the need is identified.
- b. Assures that the Individual Child Health Plan includes all health information as required in licensing (e.g., physical assessment, immunization status or waiver, emergency care statement, medicine administration/application).
- c. Incorporates relevant components of the Program Health Plan into each child's Individual Child Health Plan (see Program Standard 1 above).
- d. Assures that the Individual Child Health Plan addresses any unique needs of the child and is sensitive to culture and family choices.

3. Program Standard: The program's policies and practices support the inclusion of infants and toddlers with special health care and developmental needs and assure that a child's special needs are reflected in the child's Individual Child Health Plan.

A Quality Program:

- a. Has adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health care procedures.
- b. Protects the privacy of the child affected, and her or his family, while promoting understanding of the child's special physical and/or mental health care needs.
- c. Assures that staff members receive written, clear, and thorough instructions on how best to meet the child's physical and/or mental health or

C. PHYSICAL AND MENTAL HEALTH, NUTRITION , AND SAFETY

developmental needs (e.g., instructions supplied by parents, by behavioral and/or health care or other providers).

- d. Obtains assistance from community partners (e.g., hospitals, intermediate school districts, community mental health agencies, local health departments) for ways to include and accommodate the child in the program.



4. Program Standard: The program adheres to the requirements set forth under the Americans with Disabilities Act (ADA) in welcoming and accommodating children and families with disabilities.

A Quality Program:

- a. Makes all personnel familiar with the provisions of the ADA and established policies that support the inclusion of children or parents with disabilities (e.g., toileting/diapering).
- b. Develops partnerships with parents, program staff, and other professionals to plan and design ways to make the physical setting and program accessible and beneficial.
- c. Provides services to each child with special needs that are equal to and as effective as services for all other children, in the same rooms or activity areas as all other children.
- d. Assesses and removes barriers affecting the accessibility of the facility (e.g., accessible parking; firm, smooth non-slip floor surfaces; clear pathways; ramps; handrails in restrooms).
- e. Makes reasonable, individualized, developmentally appropriate adaptations to daily activities to include children, parents, and others with disabilities.
- f. Makes use of assistive technology as appropriate.
- g. Fully accommodates medically-based diets or other dietary restrictions.

5. Program Standard: Staff participates in on-going professional development in order to understand and have the skills necessary to implement the written Program Health Care Plans and the Individual Child Health Care Plans.

A Quality Program:

- a. Provides staff development on the identification of normal growth and development, vision and hearing skills, oral health development, and nutritional status.
- b. Provides staff development on the observation and identification of the early signs of:
 - Emotional and behavioral challenges;

C. PHYSICAL AND MENTAL HEALTH, NUTRITION , AND SAFETY

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- Child abuse and neglect;
 - Health care concerns;
 - Communicable disease;
 - Acute illness; and
 - Developmental delay or other special need.
- c. Educates staff in how to communicate observations and concerns to parents in a way that is sensitive, objective, and confidential.
 - d. Provides staff development for caregivers in securing or providing referrals for needed services and documents all follow-up efforts.

6. Program Standard: All staff has current certification in First Aid and Cardio-Pulmonary Resuscitation (CPR) for Infants, Children, and Adults and current training in universal precautions.

A Quality Program:

- a. Provides professional development for all staff working with children regarding safe environments and regulatory requirements.
- b. Identifies available professional development opportunities and shares resources.
- c. Educates all staff in sanitation procedures including universal precautions.
- d. Educates all staff on CPR for infants, children and adults, and first aid in accordance with the schedule established by the American Red Cross.

7. Program Standard: The program has policies and procedures to maintain a safe indoor and outdoor environment for infants and toddlers.

A Quality Program:

- a. Implements and, at a minimum, annually reviews written policies and procedures for staff and parents regarding safety and the environment.
- b. Annually updates the background check for all personnel relating to felony convictions involving harm or threatened harm to an individual and relating to involvement in substantiated child abuse and neglect.
- c. Conducts a daily assessment of the safety and suitability of the physical environment.
- d. Is in a physical location that is free of environmental risks (e.g., lead, mercury, asbestos, indoor air pollutants).
- e. Monitors outdoor air pollutants and responds appropriately (e.g., Ozone Action Days, heat warnings, exposure to sun).
- f. Implements an Individual Pest Management Plan in accordance with the requirements of the Michigan Department of Agriculture's law on pesticides.

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

D. Staffing and Administrative Support and Professional Development



Staffing for licensed and regulated infant/toddler programs requires individuals with differing levels of education and experience as required by regulation and the program's administering agency. All caregiving staff, support staff, and non-paid personnel (e.g., parents, volunteers) should have training, experience, and access to professional development activities needed for their responsibilities. Strong, knowledgeable, and effective administrative leadership is needed to support an effective infant/toddler program.



High-quality programs for infants and toddlers and their families employ caregivers who are professionally educated. Such education provides the infant/toddler caregiver with the necessary knowledge and skills to plan and implement a program that is developmentally and individually appropriate and specific to the education and care of infants and toddlers.

Relevant professional development topics include but are not limited to:

- The role of the caregiver (e.g., providing infants and toddlers with sensitive, responsive and nurturing care, attending to the foundations of trust, acknowledging the importance of language as a foundation for literacy);
- Knowledge about growth and development of the whole child including children with special needs;
- How to develop supportive and cooperative relationships and partnerships with families;
- How to design and maintain an appropriate physical environment that both stimulates and soothes, and challenges infants and toddlers to engage with curiosity while protecting them from elements that would cause stress;
- How to provide safe and healthy environments;
- How to provide environments that promote and provide adequate time for positive caregiver-caregiver, caregiver-child and child-child relationships and interactions;
- Understanding of the importance of the consistency of the primary caregiver in promoting infants' and toddlers' social and emotional health/well-being;
- How to provide daily experiences that are individualized and age appropriate and that promote development in all areas: self-concept, emotional, social, physical, language and cognitive;

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

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- How to develop and support a rich language environment;
 - How to monitor and assess children’s development;
 - Knowledge about and understanding of cultural and linguistic diversity, cultural competence, and how to work with families whose primary language is different from the primary language used by staff in the program; and
 - Information about community resources to support families and programs.

Note: Please consult the Glossary for definitions of the staff roles discussed in this section (e.g., caregiver, lead caregiver, program administrator, infant/toddler specialist).

1. Program Standard: The program employs caregivers who have formal professional preparation specific to the education and care of infants and toddlers and temperament that enables them to develop and implement a program consistent with the program’s philosophy.

A Quality Program:

- a. Employs caregivers who have the following preparation in center-based programs:
 - Lead Caregiver: Minimum:** Bachelor’s degree or higher in early childhood education, child development, nursing, or other child-related field, any of which have included specific course content in infant/toddler growth, development and curriculum. Preferred: Caregiver may also have achieved and maintains an endorsement at Level 2 or higher of the Michigan Association of Infant Mental Health (MiAIMH).
 - Caregiver: Minimum:** Associate’s degree in early childhood education, child development, nursing or other child-related field, any of which have included specific course content in infant/toddler growth, development and curriculum, or hold a Child Development Associate (CDA) credential focused on infant/toddler care. Preferred: Caregiver may also have achieved and maintains an endorsement at Level 1 or higher of the MiAIMH.
- b. Employs caregivers who have the following preparation in family and group home programs:
 - 1) **Caregiver: Minimum:** Associate’s degree or higher in early childhood education, child development, nursing, or other child-related field any of which have included specific course content in infant/toddler growth, development and curriculum, or hold a Child Development Associate (CDA) credential focused on infant/toddler care; or have achieved and maintains an endorsement at Level 2 or higher of the MiAIMH.
 - 2) **Assistant Caregiver: Minimum:** Combination of experience and relevant college course-work equivalent to a year of college in early childhood education, child development, nursing, or other child-related field any of which have included specific course content in infant/toddler

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

- growth, development and curriculum; has satisfactorily completed at least one year of a vocational-occupational child care aide training program approved by the Department of Labor and Economic Growth; or has completed one year of apprenticeship in a recognized child care apprenticeship program sponsored by the U.S. Department of Labor.
- c. Employs caregivers whose preparation has included a supervised or monitored experience or practicum specific to the education and care of infants and toddlers.
- d. Employs caregivers whose preparation has included a parent education and family involvement component.
- e. Employs caregivers whose aptitude and temperament allow for responsive and sensitive infant and toddler caregiving.

2. Program Standard: Staffing patterns and practices allow for program implementation, continuity of care, consistency of staff, and optimal interactions among staff, children and families.

A Quality Program:

- a. Maintains a recommended ratio of 1:3 (volunteers are not counted to meet recommended ratios):
- 1) In center-based settings, maintains recommended group sizes as follows:
 - Maximum of six infants, birth to 12 months of age;
 - Maximum of nine young toddlers, 12-24 months of age;
 - Maximum of 12 older toddlers, 24-36 months of age; or
 - The number of children specified in applicable regulations/laws, if lower.
 - 2) In child care home settings, maintains a recommended ratio of 1:3 children less than 36 months of age, with no more than two children (if family child care) or three children (if group child care) under the age of 24 months.
 - 3) In all settings in which infants and toddlers are cared for in mixed age groups, maintains a group size of six or less.
- b. In order to promote continuity of care and responsive caregiving, assigns a caregiver to each infant and toddler who has primary responsibility for that child.
- c. Assigns at least one lead caregiver to each group.
- d. Assigns staff, as appropriate, to support the requirements of any Individualized Educational Program (IEP) or Individualized Family Service Plan (IFSP).

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

- e. Assures that the infant/toddler program is under the direction of administrative/supervisory personnel in consultation with a specialist in infant/toddler development and care.
- f. Provides staff with paid time for planning with colleagues and specialists.
- g. Enhances staff retention as well as greater continuity and consistency for children by providing consistent reflective, responsive supervision and mentoring of staff.
- h. Implements policies that support and promote staff retention and longevity.

3. Program Standard: Support staff and volunteers are assigned to roles that enhance the program's goals.

A Quality Program:

- a. Provides orientation on program goals and objectives as well as basic methods of positive interaction with infants and toddlers and their families.
- b. Assigns tasks and responsibilities that complement the skill level and areas of strength of support staff and volunteers.
- c. Offers professional development and advancement opportunities.
- d. Enhances the staff/child ratio and consistency of care through the use of support staff and volunteers who work directly with children. (However, volunteers and support staff are not counted to meet recommended ratios in Standard 2.)

4. Program Standard: Policies and procedures ensure that administrators and staff participate in systematic, on-going professional development.

A Quality Program:

- a. Assures that professional development is based upon program and individual needs assessments, and aligns with the plans for professional development individualized by each staff member in consultation with administrative leadership.
- b. Assures that professional development is grounded in evidence-based practice and supports the program goals.
- c. Assures that staff members participate each year in early childhood professional development activities that allow staff to achieve higher levels of functioning (e.g., in-service activities, professional workshops, seminars, training programs, credential and endorsement programs, courses at institutions of higher learning, teacher exchanges, observations, mentoring).
- d. Supports staff affiliation with local, state, or national professional organizations and organizations that advocate on behalf of young children and families.

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

- e. Maintains a collection of professional development resources.
- f. Has a written plan for and documents staff participation in professional development activities.
- g. Assures that professional development enables all staff to effectively support the participation of infants and toddlers with special needs and those learning a language other than their primary language.
- h. Assures that professional development emphasizes and supports the importance of partnerships with families.
- i. Requires administrators and supervisors to support the provision of and staff participation in individually appropriate and responsive staff development and in-service training.

5. Program Standard: The program employs or identifies a program administrator qualified to lead, implement, evaluate, and manage a high-quality education and care program for infants and toddlers.

A Quality Program:

- a. Employs an administrator in a center-based program who:
 - 1) Has educational preparation in developmentally appropriate early childhood education and educational preparation and experience in the supervision, management, and evaluation of personnel, facilities, and program budget and in the coordination of the program with other local, state, and federal agencies;
 - 2) Is assigned the responsibility for obtaining the resources necessary to fund the program; and
 - 3) Is assigned the responsibility for the collaborative efforts of the program (e.g., those described in the Community Collaboration section).
- b. Employs an individual to operate a family and group home program who:
 - 1) Meets the caregiver qualifications for family and group child care identified in Program Standard 1 of this section;
 - 2) Implements procedures so that the program is operated as a small business, with specific attention paid to supervision and evaluation of caregiving staff, maintenance and upgrading of the physical spaces used for care, and appropriate handling of accounts;
 - 3) Seeks opportunities to coordinate with other local entities involved in supporting families with infants and toddlers, while advocating for high standards in all programs that touch their lives;
 - 4) Identifies and uses resources necessary to implement high-quality programming for infants and toddlers; and
 - 5) Seeks opportunities to collaborate with programs in the greater community and across the state in order to increase knowledge or enhance service.

D. STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

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6. Program Standard: The program employs, contracts with, or has access to and regularly consults with an infant/toddler specialist.

A Quality Program:

- a. Employs, contracts with, or has access to an infant/toddler specialist who has a graduate degree in early childhood, child development, or other child-related field, any of which have included specific course content in infant/toddler growth, development, and curriculum.
- b. Preferably, employs, contracts with, or has access to an infant/toddler specialist who has achieved and maintains an endorsement at Level 3 or higher of the MiAIMH.
- c. Employs, contracts with, or has access to an infant/toddler specialist who has specific experience in planning, developing, and implementing programs for infants and toddlers and has the ability and experience to evaluate family and group early education and care programs according to specific criteria for these age groups.

7. Program Standard: The program and its personnel are evaluated annually.

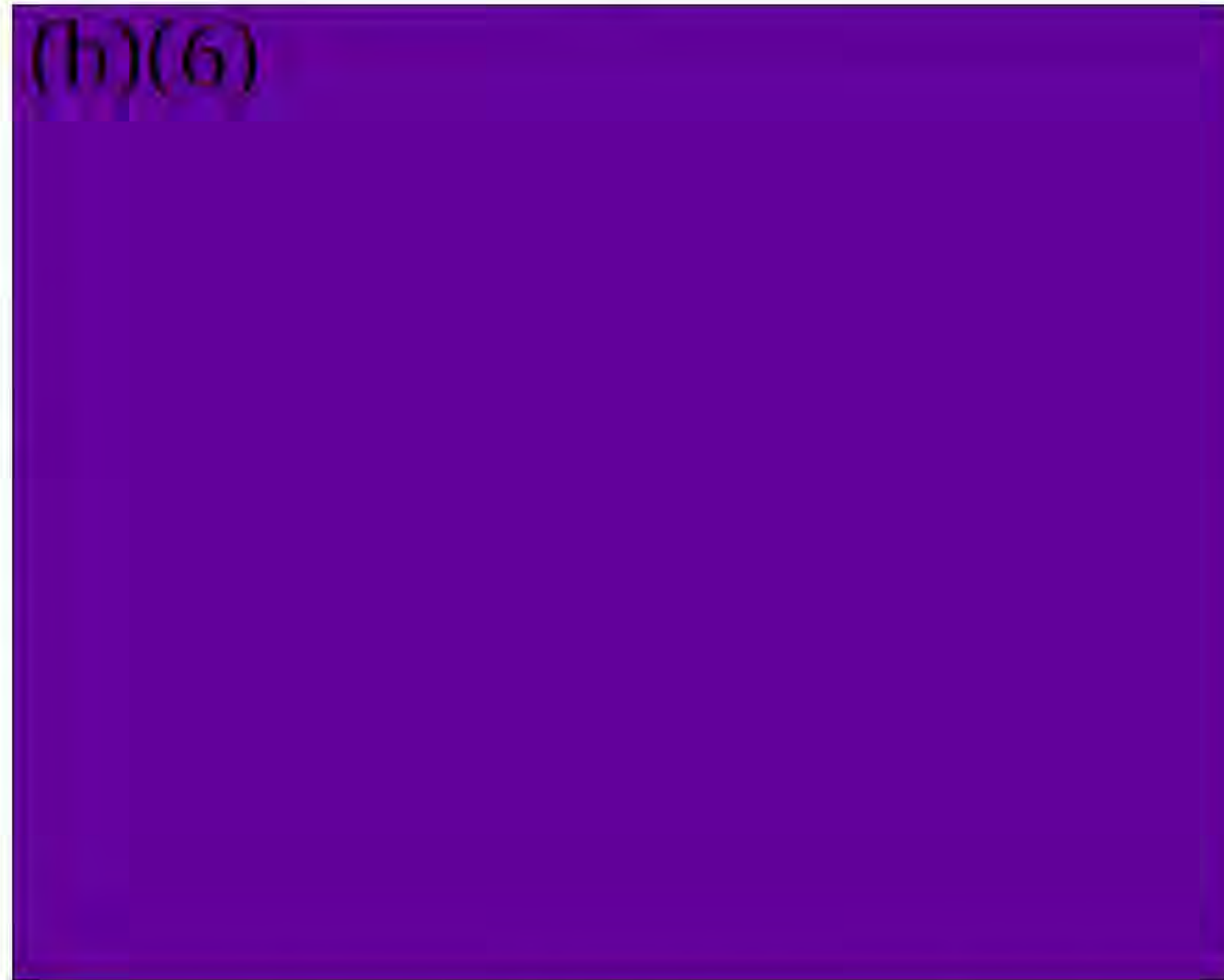
A Quality Program:

- a. Arranges for the infant/toddler specialist and/or the program administrator to annually evaluate staff performance according to local, state, and national standards for high-quality infant/toddler education and care and/or criteria using a variety of techniques (e.g., observation, self-evaluation).
- b. Conducts staff evaluation in an on-going relationship-based reflective manner.
- c. Arranges for, under the direction of the infant/toddler specialist and/or the program administrator and in conjunction with caregivers, support staff, parents, and collaborative partners, an annual evaluation of the program.
- d. Conducts program evaluation using local, state, and national standards or criteria for high-quality, effective infant/toddler education and care.

E. An Environment of Care and Learning



A high-quality infant/toddler program views the development and learning of very young children as an integrated process encompassing all the domains of development (social, emotional, cognitive, communication, language and early literacy, self-help, creative, and physical). As development and learning are intertwined, so are the components of care and learning environment in a high-quality program. The leaders of an effective program understand that the program's structure, how relationships



are nurtured, the physical environment, and the activities and experiences offered to children are interdependent and must be considered together in planning and carrying out the program. The interpersonal and physical environment in a high-quality program is designed to enable infants and toddlers to experience:

- well-being;
- a sense of belonging;
- confidence in exploration;
- growing skill in communication; and
- the opportunity to contribute.

When such opportunities are provided, infants and toddlers are able to develop and sustain a sense of trust, emotional well-being, self-regulation, growing social competence, an aptitude for learning, and the confidence necessary to be successful now and later in school and life. From the foundation of warm responsive caregiver-child relationships, young children's development and learning take place. This occurs through rich interpersonal interactions and as a result of direct experiences with a variety of materials. Direct communication with each child throughout the day promotes language development. Infant and toddler environments must be rich in vocabulary that enlarges the child's access to ideas and experiences.

The standards in this section are organized in four components; none of them stands alone.

Program Structure (Standards 1 through 6)

A high-quality infant/toddler education and care setting, whether in a center or home and regardless of its sponsorship, complies with all applicable regulations and implements and maintains appropriate and consistent policies and procedures. How the program assigns caregiving staff is critical to supporting the optimum development of infants and toddlers. A program is organized to make certain its physical and human resources support the philosophy and make the best use of available resources.

E. AN ENVIRONMENT OF CARE AND LEARNING

- Relationships and Climate (Standards 7 through 11)**

Nurturing and supportive relationships are essential for the healthy development of infants and toddlers. A high-quality infant/toddler program is individualized to meet each child's needs and promote positive relationships between and among children, caregivers, staff, and families. The quality of the nurturing relationships infants and toddlers experience form the basis of much of their overall development. Emerging knowledge about development confirms the central role strong and positive relationships play in cognitive and social-emotional development.

- Space, Equipment and Materials (Standards 12 through 14)**

A high-quality care and learning environment for infants and toddlers occurs in a physical space that is organized and equipped to support their emotional and physical comfort and to foster their independence, self-reliance, exploration and discovery. The space is safe, warm and comfortable, and allows caregivers to easily interact with individual children and children to interact with one another. The setting should also be inviting and comfortable for their families and have room for them to interact with caregivers and children.

The kind, quality, and quantity of toys and other learning materials in the environment play a critical role in advancing the development of infants and toddlers. Toys and materials must be adequate and appropriate to children's age, developmental levels, and culture, and relate to what they are learning. High-quality programs assure that the space, materials, and equipment promote learning experiences, children's well-being, positive interactions with caregivers and other children, a sense of belonging, and overall program quality.

Activities and Experiences (Standards 15 through 19)

Caregivers use their understanding of infant/toddler development and their knowledge about the individual children in their group to organize activities and experiences within the learning environment. Whether or not children's development and learning are supported depends on everything that happens on a daily basis within the setting, encompassing everything caregivers do, the way space is organized, the materials available, how children are grouped, the nature of interactions, the day's schedule and routines, and the management of transitions across the day.

Routine daily activities and individualized experiences promote each child's progress in all areas of development. Activities and experiences in a high-quality infant/toddler program are thoughtfully planned and based on an evidence-based framework consistent with the goals of the program and with standards established by the program's governing body and any applicable legislative and regulatory requirements. Activities and experiences are consistent with and support reasonable expectations for infants' and toddlers' development and learning, including those with special needs and those who are culturally and linguistically responsive.

Individualized planning provides a coherent and intentional set of experiences and activities to support the development of all infants and toddlers across all domains. These activities and experiences provide the foundation for all development and learning into the preschool years and beyond.

E. AN ENVIRONMENT OF CARE AND LEARNING

PROGRAM STRUCTURE: STANDARDS 1 - 6

1. Program Standard: The program provides an environment that complies with all applicable local, state, federal, and accrediting agency regulations and provides a safe, well-maintained, and healthy environment.

A Quality Program:

- a. Has a current, non-restricted state-issued license or certificate of registration/approval appropriate to the type of program/facility and demonstrates compliance with all other relevant local, state, and federal regulations and legislation.
- b. Complies with all facility and program requirements of the sponsoring and/or accrediting agency.
- c. Makes provisions for all children based upon individual abilities and capacities to ensure the safety, comfort, and full participation of each child.
- d. Ensures parents and staff are knowledgeable about all health and safety policies and procedures which apply to the program.

2. Program Standard: The program maintains staffing patterns that ensure continuity of care and responsive caregiving from consistent primary caregivers.

A Quality Program:

- a. Assigns a primary caregiver to each child with the intent of supporting child and caregiver attachment over an extended period of time, with particular attention to limiting the number of transitions experienced by a child, especially those under 36 months of age.
- b. Assigns a lead caregiver to each group of infants and toddlers.
- c. Exceeds minimum staff/child ratios and group sizes required by licensing to ensure adequate time for relaxed and unhurried interactions and the formation of secure attachments.
- d. Provides an infant/toddler specialist to work with caregivers to ensure ongoing quality improvement.
- e. Ensures all staff work together to meet the individual needs and advance the development and learning of each infant and toddler.
- f. Arranges staff schedules to ensure adequate time for sharing information about children during caregiver changes (e.g., information about observational assessment).
- g. Schedules time for staff to participate in planning, record keeping, and professional development.

E. AN ENVIRONMENT OF CARE AND LEARNING

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3. Program Standard: The program ensures that each individual infant's and toddler's emotional and physical needs are met at all times.

A Quality Program:

- a. Ensures that infants' and toddlers' needs are met as they arise (e.g., resting when tired, being comforted when upset).
- b. Balances and/or adapts daily routines based on children's needs.

4. Program Standard: The program's philosophy, policies, and practices promote a climate of acceptance that supports and respects individual capacities and diversity of children, families, and staff.

A Quality Program:

- a. Implements nondiscriminatory enrollment and employment policies.
- b. Establishes a climate that is respectful, accepting of, and responsive to children, families, and staff.
- c. Provides bias-free materials and promotes inclusive activities.

5. Program Standard: The program's policies, procedures, and practices promote, respect, and support the inclusion and full participation of infants and toddlers with special needs and those with home languages that differ from the primary language used in the program.

A Quality Program:

- a. Adapts and provides activities, routines, materials, and equipment to support each child's active participation regardless of ability level, physical dexterity, or communication skills.
- b. Has knowledge of and applies the latest knowledge about working with children whose home language differs from the primary spoken and written language of the program.
- c. Arranges the physical environment to accommodate the needs of each infant and toddler.
- d. Makes equipment and materials accessible to all children.
- e. Uses families as resources for information about children's uniqueness.

E. AN ENVIRONMENT OF CARE AND LEARNING

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6. Program Standard: The program's policies and practices promote, respect, and support partnerships with each family.

A Quality Program:

- a. Budgets resources to build and foster partnerships between the program and all families.
- b. Provides ongoing educational opportunities for staff and families and support to enhance partnerships with families.

RELATIONSHIPS & CLIMATE STANDARDS 7 - 11

7. Program Standard: The program facilitates a climate of supportive and responsive child-caregiver relationships that enhances the development of each infant and toddler.

A Quality Program:

- a. Embraces and implements the philosophy of primary caregiving to ensure that caregivers are assigned to individual children based on a harmonious fit between caregiver and child.
- b. Assigns caregivers so that each infant and toddler has consistent primary caregivers enabling secure attachments and trusting relationships while being cared for by caregivers other than their parents.
- c. Supports sensitive, responsive, reciprocal relationships between caregivers and children.

E. AN ENVIRONMENT OF CARE AND LEARNING

- d. Ensures caregivers support each infant's and toddler's level of development by being responsive to individual strengths, interests, ways of communicating, temperament, cultural background, language, and learning styles.
- e. Ensures that caregivers nurture and interact with each child with warmth, respect, and caring.
- f. Supports each child's adjustment to the program and plans for smooth transitions when family and program changes occur.
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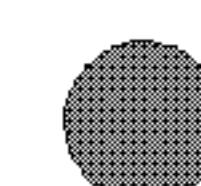
8. Program Standard: The program maintains ongoing partnerships with families to support families' continued engagement with and participation in their children's development and care.

A Quality Program:

- a. Recognizes the family as the primary source of knowledge concerning the child.
- b. Forms respectful and responsive partnerships with families and provides opportunities for shared decision-making based on parents' expectations, dreams, and goals for their children.
- c. Forms partnerships with families to encourage the use of positive, consistent practices at home and in the program.
- d. Is sensitive and responsive to each family and encourages them to share their interests, skills, culture, and traditions.
- e. Distributes policies and procedures in family-friendly language, at an appropriate literacy level, and in each family's preferred means of communication.
- f. Communicates with each family about their child on a daily basis.
- g. Maintains confidentiality in accordance with a professional code of ethics and with program, state, and federal requirements.
- h. Provides opportunities for families to become familiar with the program and the staff prior to the child's enrollment.
- i. Facilitates transitions to other caregivers or program settings.
- j. Encourages and provides opportunities for families to participate in program activities, including observations of their infants and toddlers.
- k. Encourages parent involvement in program planning, implementation, and evaluation.
- l. Provides an on-site family resource area and information about family education, enrichment, or support programs and activities offered by the program, the community, or through referral.

E. AN ENVIRONMENT OF CARE AND LEARNING

9. Program Standard: The program promotes the development of positive relationships between and among children.



A Quality Program:

- a. Ensures that infants and toddlers have ongoing opportunities to interact informally with one another; the indoor and outdoor environments are structured to encourage such interactions.
- b. Ensures that caregivers model appropriate interactions with children.
- c. Encourages children to negotiate and resolve conflicts peacefully, with caregiver intervention and guidance when necessary, while respecting the limitations of children's emerging social and emotional skills.
- d. Encourages children to explore their environment with other children, leading to expanded perspectives, cooperation, collaboration, and a sense of belonging in social groups.
- e. Provides opportunities for children to interact in small groups, recognizing that large group experiences are typically inappropriate for infants and toddlers.
- f. Assures that caregiver-directed experiences are limited, of short duration, and rarely occur in groups.

10. Program Standard: The program provides opportunities for and encourages positive relationships among caregivers, staff, program administrators, the infant/toddler specialist, and other consultants and resource persons.

A Quality Program:

- a. Provides time for caregiving staff to meet to discuss care practices, beliefs, attitudes, concerns, and individual staff and child strengths and needs (e.g., weekly formal meetings, informal daily discussions).
- b. Employs staff members who demonstrate flexibility and cooperation through respectful, positive, supportive interactions and practices.
- c. Provides reflective, responsive supervision a minimum of four hours per month for each caregiver.
- d. Encourages and supports staff involvement in all aspects of program development.

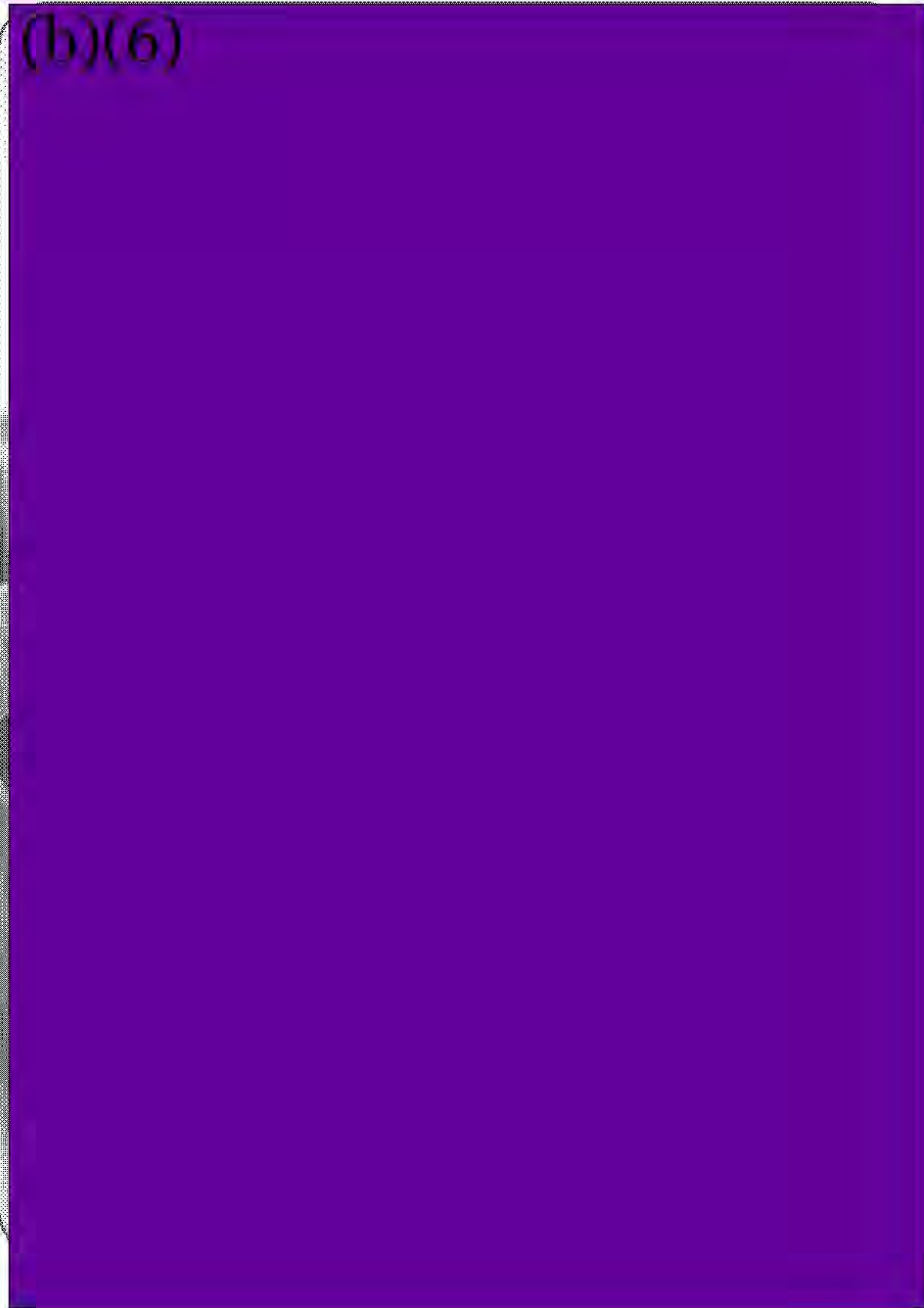
E. AN ENVIRONMENT OF CARE AND LEARNING

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11. Program Standard: The program uses positive and preventive guidance based on positive relationships with each child to assist each one to develop self regulation, communication, and social skills.

A Quality Program:

- a. Implements positive, predictable, constructive and consistent guidance techniques with natural, logical consequences that are developmentally appropriate for infants and toddlers.
- b. Recognizes each infant and toddler’s temperament, strengths and needs, and responds to and guides behavior accordingly.
- c. Supports each infant’s and toddler’s development of self-regulation and healthy self-esteem through nurturing and age-appropriate responses to verbal and non-verbal cues.
- d. Supports children’s emerging communication and language to express their feelings, thoughts, and needs.
- e. Continually monitors and minimizes factors that can lead to frustration and conflicts for infants and toddlers (e.g., those arising from conditions in the physical environment, daily experiences, routines).
- f. Partners with families to encourage the use of positive, consistent guidance techniques at home and in the program.



E. AN ENVIRONMENT OF CARE AND LEARNING

SPACE, EQUIPMENT & MATERIALS STANDARDS 12 - 14:

12. Program Standard: The indoor space is safe, comfortable, accessible, and organized with sensitivity to the needs of children and their families and caregivers and is designed to promote individual, child/child, and child/caregiver activities and interactions.

A Quality Program:

- a. Considers children's safety of the utmost importance when designing and provisioning the physical environment.
- b. Provides access to usable open space for infants and toddlers to explore safely.
- c. Uses appropriately designed furniture and equipment to promote accessibility, initiative and independence for all children.
- d. Organizes the space to include eating, sleeping, and activity areas as well as a place where a child can choose to be away from the group while continuing to be observed by a caregiver.
- e. Provides activity areas for infants and toddlers where equipment and materials of similar use are placed together.
- f. Arranges space to support social interactions between children and caregivers.
- g. Allows children to move and explore their environment without restraining them in equipment (e.g., avoiding the use of playpens, cribs, swings, activity saucers, walkers, feeding chairs).
- h. Provides infants with a safe, appropriate separate area for floor time away from the general traffic area.
- i. Prominently displays, at the child's level, children's creations, photos of children and families, and other items of interest to the children.
- j. Provides space for storage of personal belongings for each child.
- k. Uses signs to clearly welcome parents and communicate schedules and daily routines.
- l. Provides a parent resource area.
- m. Provides dedicated space for staff to take breaks and securely store personal belongings.



E. AN ENVIRONMENT OF CARE AND LEARNING

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13. Program Standard: The outdoor space is safe, comfortable, accessible, and organized with sensitivity to the needs of children and their families and caregivers and is designed to promote individual, child/child, and child/caregiver activities and interactions.

A Quality Program:

- a. Provides usable, appropriate and safe outdoor play space, accessible to each child, in an area designed and designated for infants and toddlers.
- b. Includes a variety of safe surfaces in the outdoor area.
- c. Provides outdoor play equipment and materials, accessible to each child and of suitable design and size for infants and toddlers.
- d. Arranges the outdoor space to support social interactions among the children and their caregivers.
- e. Extends principles of responsive caregiving from the indoor to the outdoor environment (e.g., caregivers are engaged with the children rather than simply “watching” them).
- f. Capitalizes on the opportunities the outdoor environment presents for learning about the natural world.
- g. Keeps children protected from any unsafe outdoor areas, equipment, and environmental hazards.

14. Program Standard: Equipment, toys, materials, and furniture are supportive of the abilities and developmental level of each child.

A Quality Program:

- a. Provides safe, appropriate, and sufficient equipment, toys, materials, and furniture to support and encourage each child to experiment and explore.
- b. Provides multiple sets of materials of most frequent interest to infants and toddlers.
- c. Provides instructional adjustments and adaptive devices for each child including those with disabilities to ensure their participation and comfort and support their development.
- d. Provides materials, equipment, and activities that reflect each child’s culture, developmental abilities, individual learning styles, and home language.

ACTIVITIES & EXPERIENCES STANDARDS 15 - 19



15. Program Standard: Activities and experiences build upon, support, and enhance infants' and toddlers' well-being, feeling of belonging, growing capacity to make contributions, communication, and expanding interest in exploration.

A Quality Program:

- a. Uses knowledge of child development, evidence-based best practice, and appreciation of individual differences to plan and prepare strategies to support children's development and learning and provide individualized age appropriate activities for each infant and toddler.
- b. Exposes children to skills, concepts, or information they would not discover on their own, through the use of age-appropriate caregiver-facilitated learning activities and experiences.
- c. Provides daily opportunities for children to explore both indoors and outdoors using all of their senses.
- d. Facilitates and encourages children's investigations and discoveries by supporting and responding to their cues, ideas, questions, and conversations.
- e. Provides opportunities and supports for each infant and toddler to develop and practice skills and acquire new knowledge across the developmental domains.
- f. Recognizes and uses daily routines as 'teachable' moments as a means to further infants' and toddlers' growth and development.
- g. Makes activities and materials available for extended periods of time so children can repeat and expand on their previous experiences.
- h. Continuously assesses and modifies the environment to enhance and expand children's skills and knowledge across all domains.
- i. Minimizes use of and exposure to media (e.g., computers, videos, DVDs).

16. Program Standard: Play is recognized and supported as the most appropriate method of learning for infants and toddlers; this perspective is demonstrated in all aspects of the program.

A Quality Program:

- a. Ensures that the contribution and importance of play to children's development, learning, and overall well-being is reflected in the program's philosophy statement and daily experiences and activities.
- b. Ensures that program administrators and caregivers can articulate to parents and others the value of play and how skills and knowledge acquired through play support development and extend learning across the domains.

E. AN ENVIRONMENT OF CARE AND LEARNING

- c. Provides a variety of play opportunities throughout the day for infants and toddlers individually and in groups, both indoors and outdoors as weather permits, and as appropriate to their age and development.
- d. Provides a daily schedule that includes extended blocks of time designated for free choice, play, and exploration.

17. Program Standard: Activities and experiences are based on typical sequences of development across all developmental domains, while taking each child's unique capabilities, needs, and preferences into consideration.

A Quality Program:

- a. Plans and implements learning experiences and activities based on each child's strengths, developing skill areas, levels of functioning, comprehension, culture, and preferences across all developmental domains (social, emotional, cognitive, communication, language and early literacy, self-help, creative, and physical).
- b. Provides continuous opportunities for all infants and toddlers to experience success.
- c. Involves infants and toddlers in choosing activities and experiences.
- d. Ensures that infants' and toddlers' explorations are extended and enhanced by the planned activities and experiences.

18. Program Standard: Activities and experiences are culturally relevant and designed to enable the participation of all infants and toddlers, including those with special needs.

A Quality Program:

- a. Supports all infants and toddlers in achieving a sense of belonging to the group.
- b. With caregiver assistance when needed, integrates all infants and toddlers socially into the group and enables them to participate in activities regardless of abilities.
- c. Observes infants and toddlers carefully to identify their preferred ways of interacting with the environment (e.g., skills in handling objects and materials, frequency of communication, interest in listening to stories and songs, preferences in playing/working alone or with others).
- d. Designs activities and experiences in such a way that infants' and toddlers' ideas, interests, and concerns are acknowledged, respected, and promoted.
- e. Utilizes a variety of approaches to enable infants and toddlers with special needs to learn and express themselves.

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- f. Provides experiences and activities in a sequence and at a rate that reflects individual special needs rather than a predetermined schedule.

19. Program Standard: The daily schedule, routines, and transitions are predictable, yet flexible, and supportive and responsive to individual needs.

A Quality Program:

- a. Schedules integrated experiences involving creative expression, sensory activities, gross and fine motor experiences, and language/literacy activities as regular components throughout the day.
- b. Recognizes the importance of and plans for a balance of active, quiet, small group, paired, individual, independent, and guided activities.
- c. Arranges the physical environment and the routines so that each child can engage in child-initiated play and exploration throughout the day.
- d. Consistently prepares children for and provides smooth transitions and daily routines that are unhurried and purposeful with one-to-one nurturing interaction between primary caregivers and their children.
- e. Plans for and supports children who find transitions difficult (e.g., handling the separation process from home to the program with sensitivity and respect).
- f. Limits the amount of time that children wait in the transition between activities.
- g. Allows children to choose not to participate in group activities and to engage in another safe, appropriate activity.
- h. Prepares children and families for transitions into a new care and learning setting.

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F. CHILD ASSESSMENT AND PROGRAM EVALUATION

F. Child Assessment and Program Evaluation

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During their first three years of life, children's growth and development is most rapid and is typically uneven and greatly influenced by their interpersonal and physical environments. Infants and toddlers present special challenges for assessment to an even greater extent than do preschoolers. Very young children have limited ways of responding to their interpersonal and physical environments. For example, babies cannot yet use language to indicate their understanding. Since other

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systems have not developed, many responses from the youngest children are motoric. Thus, an unexpected response may indicate a motor problem, although a cognitive ability or understanding was being examined. And most importantly, infants and toddlers do not understand testing in the same way older children do.

For the youngest children, it is essential to recognize the imprecision and limitations of many widely used assessment instruments. The younger the children, the more difficult it is to obtain reliable and valid assessment data. Infants and toddlers may be harmed if information from the wrong instruments is used in the wrong way; families are also harmed when inaccurate information negatively influences their understandings of their children's capabilities. Such inappropriate practices often result in the use of faulty information to make program placements or to alter children's learning opportunities. Such decisions can alter the course of children's lives.

Options for gathering and reporting information are numerous; however, it is critical that the methods selected are sensitive to variations of culture, race, class, gender, language, and ability among infants and toddlers and their families. Any time children are assessed, it is important to keep in mind the normal individual variation in growth and development and factors which can affect performance (e.g., time of day, fatigue, hunger, comfort and/or familiarity with the assessor).

Four purposes for assessing the developmental and learning progress of young children are widely recognized (NEGP, 1998):

- To support children's development and learning;
- To identify children who may need health and special services;
- To evaluate programs and monitor trends; and
- For high-stakes accountability (although rarely appropriate in infant/toddler programs).

F. CHILD ASSESSMENT AND PROGRAM EVALUATION

Understanding all four purposes is important for staff in infant/toddler programs; each of these purposes must be considered very carefully in designing an assessment, evaluation and accountability system. Understanding how these purposes apply is of particular importance in programs serving infants and toddlers.



Assessment to Support Development and Learning. The first and most important use of child assessment data is to support children's development and learning. In most cases, observations of a child in a naturally occurring setting, with family or familiar caregivers, provides rich information about the child's development. This information learned from ongoing observations by parents and caregivers is of utmost importance. Assessment in order to plan activities for infants' and toddlers' daily experiences and to report to parents should always include multiple sources of information, multiple components, and occur at multiple points in time. Because growth and change are so rapid in the infant/toddler years, parents and caregivers must have opportunities for the exchange of information on a daily basis.

Assessment to Identify Children for Special Services. Assessment to identify infants or toddlers who may need specialized health services or other particular therapies is also critical when children are very young. Screening tools and procedures can be used in center and home settings to identify children who may need additional diagnostic assessment. Accurate assessment of sensory (hearing, vision) or health problems in infants and toddlers can only be accomplished by trained professionals with specialized assessments and equipment. A complete in-depth evaluation or developmental assessment can be provided by a team of professionals. Screening alone should never be used to offer a diagnosis of an infant's or a toddler's development, but only to refer the child for more in-depth assessment.

Program Evaluation. Knowing how children are doing as a result of participating in a program or set of services is of critical importance to caregivers, teachers, parents, program leaders and local, state and federal agencies having responsibilities for the programs. Each of these stakeholders may have different reasons for needing the information well-designed child assessment can bring, but in the end, the most important stakeholder is the child (Council of Chief State School Officers, 2003). For older children, aggregated gain scores or actual average scores on assessments may be used to determine program effectiveness and to plan for program improvements.

In infant and toddler programs, it may be possible to aggregate the percentage of children making progress in a particular developmental domain, but these data should never be used as the sole measure of program effectiveness. In all cases, data must be aggregated in such a way as to prevent individual identification and protect child and family privacy. Data should not be aggregated when numbers of participating children are small because of the danger of personal identification. Large scale accountability programs should include all of the safeguards for privacy typically included in professional research protocols.

F. CHILD ASSESSMENT AND PROGRAM EVALUATION

- In most infant and toddler settings and programs, it is preferable to use direct measures of caregiver characteristics (e.g., caregiver qualifications, participation in professional development) and of program quality (e.g., tools that assess the physical and interpersonal environment). Direct program evaluation can accurately document program quality and be used for program improvement purposes.

- High Stakes Accountability.** High stakes accountability involves using test results to remove funding from a program and/or to judge teacher effectiveness. Because of the small numbers of participants in most programs for infants and toddlers, and the large margins of error in assessments, child assessment for the purpose of high-stakes accountability in infant/toddler programs is rarely appropriate.

1. Program Standard: The program uses information about each child gained from continuous family input, child observation, and from a variety of other sources to address individual needs and to plan experiences for individual children and groups.

A Quality Program:

- a. Uses sound developmental theory and other widely-accepted information about infant/toddler development and learning to understand and interpret infant/toddler behavior.
- b. Attends to each child's development in all domains (e.g., social, emotional, cognitive, communication, language and early literacy, self-help, creative, and physical).
- c. Uses caregiver observation of children in daily activities and family reports as the primary sources of information about each child's development.
- d. Uses ongoing observational information to make immediate accommodations to address the individual needs of infants and toddlers (e.g., need for food, changing, repositioning).

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- e. Uses more systematic, continuous, and cumulative observational methods (e.g., documented and dated) or other types of ongoing assessment to gain additional information about children (e.g., to know when to add more complex materials to the environment, to collect and interpret information to share with parents).
- f. Utilizes ongoing assessment information to determine the antecedents of child behaviors when appropriate.
- g. Utilizes assessment information for daily and long-term planning for individuals and groups.
- h. Has a systematic two-way process for sharing information about the development and learning of infants and toddlers with their parents.

2. Program Standard: The program uses appropriate processes to identify infants and toddlers who may require additional supports, specialized programs, and other interventions.

A Quality Program:

- a. Uses valid and reliable screening tools and procedures, caregiver observation, and family input to identify concerns.
- b. In partnership with families, refers children to specialists when concerns indicate the need for additional assessment and evaluation.

3. Program Standard: The program implements on-going processes of evaluation for program improvement.

A Quality Program:

- a. Bases program evaluation processes on the program's current philosophy, goals and objectives.
- b. Involves families, staff, the program's infant/toddler specialist (when not a regular staff member), and a variety of community members in an annual review of all program components and uses the resulting information to develop and implement an annual plan for improvement.
- c. Uses instruments that directly measure program quality and other data to evaluate how well the program is meeting its goals. In programs that serve older children as well as infants and toddlers, assessment of the quality of the infant and toddler experiences should be considered as a distinct aspect of the total program.
- d. Evaluates caregivers and program administrators with methods that reflect the program's philosophy and curriculum and develops professional goals based on these evaluations.
- e. Regularly reviews the program's improvement plan and assesses progress throughout the year.

F. CHILD ASSESSMENT AND PROGRAM EVALUATION

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- f. Invites families exiting the program to provide input to the program during an exit interview or survey.
- g. Is accountable to funding and administrative agencies by providing required data.
- h. Uses accepted safeguards for child and family privacy when providing data for research studies or accountability purposes.
- i. Avoids, insofar as possible, participation in assessment and evaluation processes that result in use of child outcome data for high-stakes purposes.

4. Program Standard: The program implements policies and procedures for the appropriate use of screening, assessment, and evaluation tools.

A Quality Program:

- a. Seeks assistance from professionals knowledgeable in both assessment and infant/toddler development when selecting and using assessment tools.
- b. Assures that the people conducting any assessment have received appropriate professional development specific to the tool being utilized.
- c. Uses instruments only for the purpose(s) intended [e.g., does not use screening tools to make decisions about placement or to assess progress, does not use a screening tool or an achievement (readiness) test to exclude children from programs in which they are legally entitled to participate, does not permit assessment findings to be used for high-stakes purposes].
- d. Uses instruments that respect and perform adequately when assessing children's developmental, cultural, and linguistic diversity and that of their families.

Glossary

Note: Terms in this Glossary are intended to supplement terms defined in the licensing regulations for child care centers and family and group child care homes.

Accessible/Accessibility: As used in this document, these terms relate to either: 1) attention to adaptations in the physical environment and to materials so that children with special needs have equitable opportunities to learn, including adaptations that are required to be in compliance with federal and state laws regarding accessibility; and 2) whether quality and appropriate programs are available to families (e.g., geographically accessible, affordable, have needed hours of operation).

Activity areas: In an infant/toddler setting, activity areas include spaces set up and provisioned to enable attention to children's needs across all domains (social, emotional, intellectual, language, creative, and physical) and include or may be referred to as areas for feeding, sleeping, learning/playing, and diapering.

Acute illness: A disease with an abrupt onset and usually of short duration (e.g., a cold, the flu).

Administrative/Supervisory personnel: Program leaders at the program and/or administering agency level (e.g., program directors, specialists, and school district level or building principals/administrators/supervisors) who are responsible for administering, supervising, and leading program services, activities, and caregiving staff.

Advisory council: A group convened to advise program leaders regarding planning, development, implementation, and evaluation of the program. The advisory council is typically comprised of parents and interested community members. Advisory councils may be established as a requirement of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program's governing body.

Age appropriate: Experiences, a learning environment, and interactions with caregivers that match the infant's and/or toddler's age and/or stage of growth and

development.

American Sign Language (ASL): A language of signs, gestures, and expressions, with its own grammatical structure, that is used by many in the deaf community; it is typically the deaf person's primary language while written English is routinely the secondary language (making ASL users bilingual).

Assessment: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of infants and toddlers or their programs. (Note: For more information about terms associated with assessment and evaluation, see *The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessment* at: http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm.)

Assistant caregiver: Term used in family and group home child care to denote a person who works under the supervision of a caregiver.

Assistive technology: Any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities and promote participation and learning of anyone with disabilities.

Auxiliary staff: Personnel who are responsible for delivering support services offered by the program and/or required by federal or state regulations (e.g., nurses, early intervention and special education consultants, speech/language therapists, school psychologists, social workers).

Caregiver: The person who provides the direct care, supervision, guidance, and protection of children within an early childhood setting serving infants and toddlers. In center-based programs a **lead caregiver** may be designated to coordinate and work in partnership with a team of caregivers and has primary responsibility for planning, organizing, and managing all aspects of the care and learning environment; the assessment,

diagnosis, and reporting of the individual developmental and learning needs of the children; and the establishment of cooperative relationships with families and colleagues. In family and group home child care, the term provider is sometimes used to refer to the caregiver(s) and **Assistant caregiver** is used to denote a person who works under the supervision of a caregiver. (See **Primary caregiver, Primary group, and Provider.**)

Child Development Associate Credential (CDA): Nationally recognized performance-based credential awarded through the Council for Early Childhood Professional Recognition, an independent subsidiary of the National Association for the Education of Young Children. A CDA credential is awarded for competence in working with children birth to five years of age and is roughly equivalent to completing one year of college level work in early childhood.

Child-initiated: Experiences which offer children choices among a wide range of opportunities for play and learning so that they can directly experience and manipulate new ideas and objects (e.g., choosing from a variety of activities throughout much of the day; creating their own ideas with art materials, block constructions, or dance improvisations; creative play materials which encourage children to question, experiment, and pretend).

Collaboration: A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The result is a shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

Community collaborative council: An organized group representative of the community and its family- and child-serving programs. Such a council typically serves as a communication link among programs and provides direction in planning, developing, implementing, and reviewing the early childhood education initiatives within the community.

Continuity of care: A practice closely related to the assignment of primary caregivers intended to create a consistent personal relationship between a child and a caregiver. In these practices (primary caregiver and continuity of caregiver), transitions between caregivers are minimized because transitions are seen as being stressful for the child, caregivers, and parents.

Development and learning: The process of change in which the infant or toddler comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment. Development involves both a gradual unfolding of biologically determined characteristics and the learning process. Learning is the process of acquiring knowledge, skills, habits and values through relationships, experience and experimentation, observation, reflection, and/or instruction. Neither takes place in isolation.

Developmentally appropriate practice: Means that all aspects of the program address children's development and learning based on three important kinds of information:

- Knowledge about age-related human characteristics that permits general predictions within an age range about what activities, materials, interactions, or experiences will be safe, healthy, interesting, achievable, and also challenging to children;
- What is known about the strengths, interests and needs of each individual child in the group to be able to adapt for and be responsive to inevitable child variation; and
- Knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and families. (For the full NAEYC Position Statement on Developmentally Appropriate Practice see <http://www.naeyc.org/about/positions/dap1.asp>.)

Developmental domains: Term used to describe various aspects of children's development. Individual domains are closely interrelated and development in one domain influences and is influenced by development in other domains. Development in one domain can limit or facilitate development in other domains. For example, when

infants become more mobile, they can more easily explore their environment. Learning more about their environment influences infants' and toddlers' cognitive development. Robust emotional development influences development across the domains. Typically, child development experts delineate four domains: social, emotional, cognitive, and physical. This document also includes domains of communication, language and early literacy, self-help, and creative development.

Early childhood education and care: Provision of purposeful programs and services, public or private, aimed at guiding and enhancing development and learning across all domains of young children from birth through age eight.

Early Childhood Special Education (formerly Pre-Primary Impaired — PPI): Federally- and state-mandated services for children with verified disabilities. These services may be provided in a self-contained classroom operated through a local school district or intermediate agency or in an inclusive setting at the local district or community level.

Early Childhood (ZA) Endorsement: Endorsement on an elementary teaching certificate recommended by Michigan colleges and universities upon completion of a 20-hour early childhood education program. May be required by the Michigan Department of Education or other funders for some infant/toddler and preschool/pre-kindergarten programs.

Early On®: Michigan's comprehensive state-wide program of early intervention services for infants and toddlers with special needs, from birth through age two, and their families (Part C of IDEA).

Evaluation: The measurement, comparison, and judgment of the value, quality or worth of children's accomplishments and/or of their programs, schools, caregivers, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evidence-based practice: Designing program practices based on the findings of current best evidence from well-designed and respected research and evaluation (e.g., the Back-to-Sleep Campaign was developed in

response to new findings on ways to reduce Sudden Infant Death Syndrome).

Family: People related to each other by blood, marriage, adoption, or legal guardianship. Family members include biological parents (custodial and non-custodial), adoptive parents, foster parents, step-parents, grandparents and other relatives of significance to the child, and all siblings (half, step, full). In addition, any individual that the family defines as a part of their family, who has extensive contact with the child, and/or is a significant person in the child's life, could be included.

Family collaboration/partnership: Refers to respecting family members as equal partners in all phases of the infant/toddler program. Families are integrated into the program through opportunities to plan and participate in all stages of program development and implementation. Supportive opportunities encourage family members to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources.

Family literacy: Programs which serve the entire family and which involve parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; parent literacy; and an early childhood program.

Head Start Child Outcome Standards: A framework of outcome statements which applies to the federal Head Start program including eight domains, 27 domain elements, and related indicators intended to be reflective of what children should know or be able to do by the end of Head Start or upon entry into kindergarten.

Head Start Performance Standards: Quality standards which apply to the federal Head Start program and which address all aspects of early childhood development and health services, family and community partnerships, and program design and management.

Inclusion: The principle of enabling all children, regardless of their diverse abilities, to grow and learn through active participation in natural settings within their communities. Natural settings include the home and local early childhood programs.

Individualized Education Program (IEP):

A written education plan for a child with special needs developed by a team of professionals and the child's parent(s); it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need.

Individualized Family Service Plan (IFSP):

Refers both to a process and a written document required to plan appropriate activities and interventions that will help a child with special needs (birth through age two) and his or her family progress toward desired outcomes. It is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need.

IDEA - Individuals with Disabilities Education Act:

A federal law that provides funding and guidance to states to support the planning of service systems and the delivery of services, including evaluation and assessment, for young children who have or are at risk of developmental delays/disabilities. Funds are provided through the Infants and Toddlers Program [known as Part C of IDEA (Early On® in Michigan)] for services to children birth through two years of age, and through the Preschool Program (known as Part B-Section 619 of IDEA) for services to children ages three to five.

Infant and toddler: A child from birth to age three.

Infant/toddler specialist: A qualified person employed by or available to an infant/toddler program who provides coaching, mentoring, and training and who may have responsibility for the evaluation of the program and the caregiving staff.

Integrated approach: Children's learning activities and experiences presented through how the space is organized and provisioned, and projects involving many areas of the curriculum instead of through isolated content areas (e.g., toddlers learn early math concepts through their play or in an activity like helping to set the table; the program does not set aside a specific time for children to learn math).

Lead caregiver: (See Caregiver)

Learning environment: The physical representation of the curriculum that includes

relationships, the climate, teaching practices, and the space, materials, and equipment.

Mental health: The developing capacities of infants and toddlers to experience, regulate, and express emotions; to form close and secure interpersonal relationships; and to explore the environment and learn. These capacities are considered within the context of family, care and learning environments, community, and cultural expectations for infants and toddlers. Infant mental health is synonymous with healthy social and emotional development and behavioral well-being of children birth to three years of age.

MiAIMH: The Michigan Association for Infant Mental Health (MiAIMH) is an organization of individuals who are devoted to nurturing and strengthening relationships between infants and their caregivers. MiAIMH has developed and administers a four-level endorsement process for infant and family service providers who work in a variety of ways with infants, toddlers, caregivers and families. (See: <http://mi-aimh.msu.edu/aboutus/index.htm>.)

Michigan School Readiness Program:

Michigan's publicly-funded prekindergarten program targeted to four-year-old children who may be "at risk" of school failure. To participate a child must have two of the 25 identified risk factors; more than 50 percent of the children in a program must be low income. Both center-based and home-based models are available. All programs must provide strong family involvement/parent education components as well as comprehensive preschool education.

Non-paid staff: Volunteers, including parents.

Parent involvement: A program component which recognizes the central role of parents in their children's development and learning, and establishes a working partnership with each parent through daily interactions, written information, orientation to the program, home visits, and through regular opportunities for dialogue via parent conferences, participation in decision-making roles on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.

Primary caregiver: Can be either a lead

caregiver or a caregiver. Each child is assigned to a primary caregiver so that infants and toddlers remain with the same caregiver(s) during a significant part, if not all, of their first years in a program. Such continuity of care enables infants and toddlers to develop and enhance a secure, attached relationship in support of the development of a sense of trust in others, independence, and the ability to form early friendships and bonds throughout life.

Primary group: The group of children under the care of the primary caregiver. To the maximum extent possible, the child's primary group is made up of the same children over an extended period of time to enhance stable relationships, promote pro-social behavior, and enable positive interactions and early friendships.

Professional development: Refers to opportunities for program staff to receive ongoing training to increase their preparation and skills to educate and care for children. These include in-service training, workshops, college courses and degree programs, teacher exchanges, observations, coaching, seminars, mentoring, and credentialing programs.

Program administrator: (See Administrative/Supervisory personnel)

Program standard: Widely-accepted expectations for the characteristics or quality of early childhood settings in homes, centers and schools. Such characteristics typically include the ratio of adults to children; the qualifications and stability of the staff; characteristics of adult-child relationships; the program philosophy and curriculum model; the nature of relationships with families; the quality and quantity of equipment and materials; the quality and quantity of space per child; and safety and health provisions.

Provider: In family and group home child care, this term is sometimes used to refer to the Caregiver(s).

Public Act 116: Licensing rules for child care centers promulgated by the authority of Section 2, of Act Number 116 of Public Act of 1973 to the Michigan Department of Social Services, which set forth the minimum standards for the care, and protection of children. The rules apply to agencies, centers, or public and private schools

providing child care services (Head Start, preschool full-day child care, before- and after-school, less than 24 hours) to children aged 2 ½ weeks to 13 years.

Reflective supervision: A set of supervisory practices characterized by active listening and thoughtful questioning by both staff and supervisors with the goal of assuring that staff's work is of the highest possible quality, and that program outcomes are met. These goals are reached through the development of a supervisory relationship that is supportive and collaborative, and one that allows everyone in the program the opportunity to learn from their work with families. Reflective supervision can take various forms including individual, group or peer supervision.

Responsive caregiving: Involves knowing each child and responding to cues from the child about when to expand on the child's initiative, when to guide, when to teach and when to intervene. A responsive caregiver has an overall plan for each day, including materials and activities that are appropriate for the developmental stage of each child. In addition, the caregiver should continually observe each infant or toddler to discover what skills he or she is ready to explore and eventually master (Zero to Three).

Screening: The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks. (Note: For more information about terms associated with assessment and evaluation, see *The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessment* at http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm.)

Self-help skills: Adaptive skills that enable children to take care of themselves and move toward independence in activities related to eating, dressing, toileting, washing hands, etc.

Staff: Any person who has a role in the operation of the program. Staff may be paid or unpaid. (See definitions for support staff and non-paid staff.)

Standardized assessment tool: A test-

ing instrument that is administered, scored, and interpreted in a standard manner. It may be either norm-referenced or criterion-referenced. (Note: For more information about terms associated with assessment and evaluation, see *The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessment* at http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm.)

Strand: A large organizing principle that, interwoven with others, provides a foundation upon which children's development and learning occurs.

Support staff: Persons, whether paid or volunteer, employed by the program in such positions as food service, clerical, custodial, and transportation.

Test: One or more questions, problems, and/or tasks designed to estimate a child's knowledge, understanding, ability, skill and/or attitudes in a consistent fashion across individuals. Information from a test or tests contributes to judgments made as a part of an assessment process. (Note: For more information about terms associated with assessment and evaluation, see *The Words We Use: A Glossary of Terms for Early Childhood Education Standards and Assessment* at http://www.ccsso.org/projects/SCASS/projects/early_childhood_education_assessment_consortium/publications_and_products/2840.cfm.)

Transition: (1) Procedures and activities that support the family and facilitate the child's introduction to new learning environments (e.g., home to home- or center-based care setting, from preschool to kindergarten, from one school to another, from one grade to another, and from one country to another). (2) Within the program's daily schedule, transition also refers to the process of changing from one activity or place to another.

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Michigan Race to the Top Early Learning Challenge

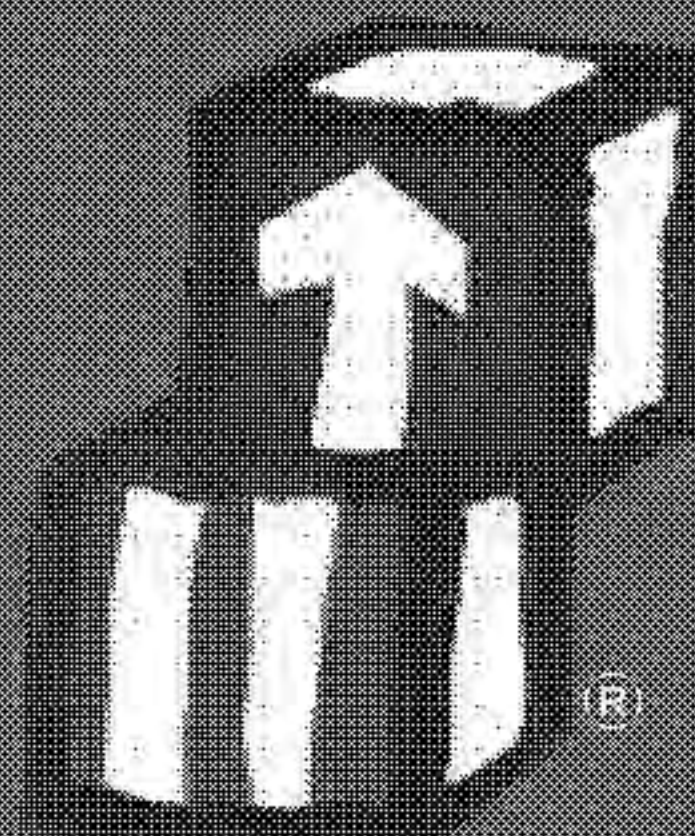
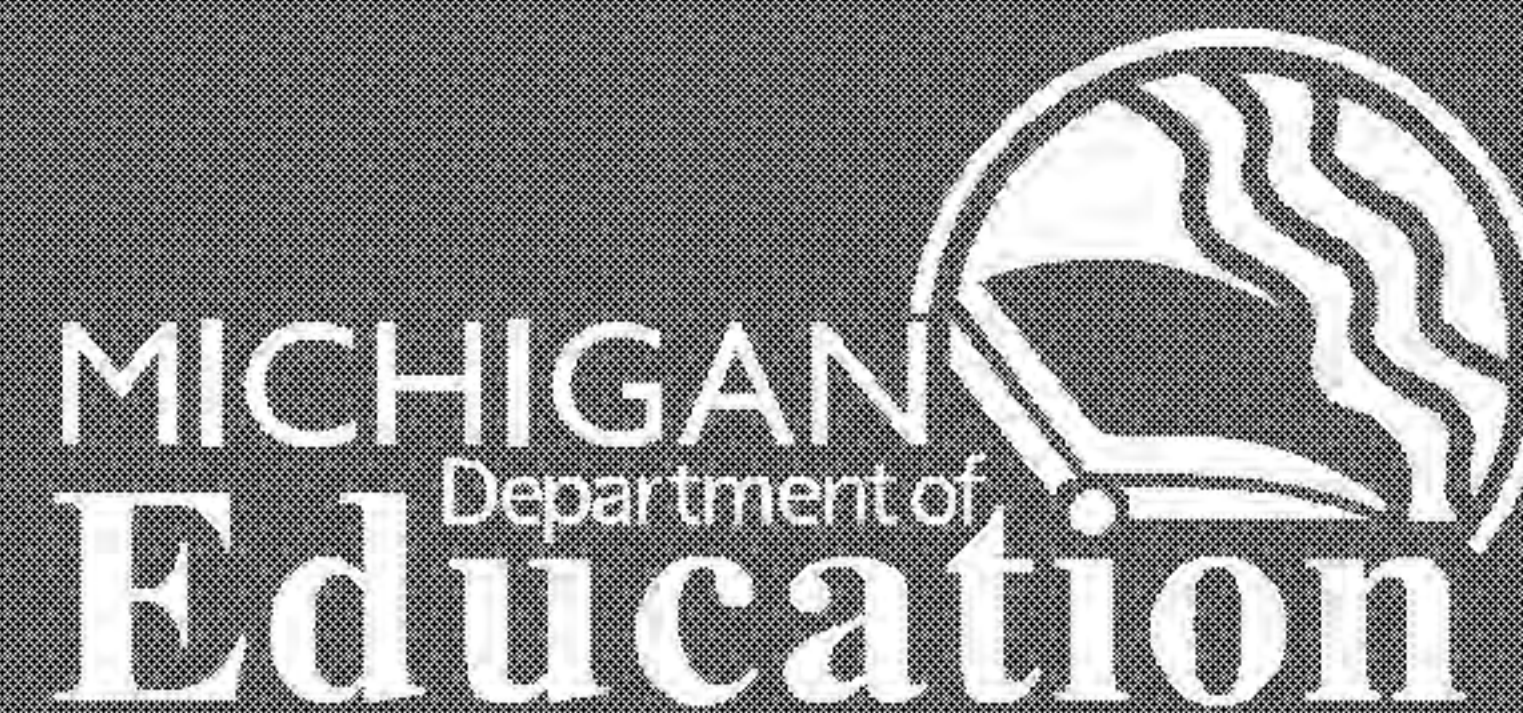
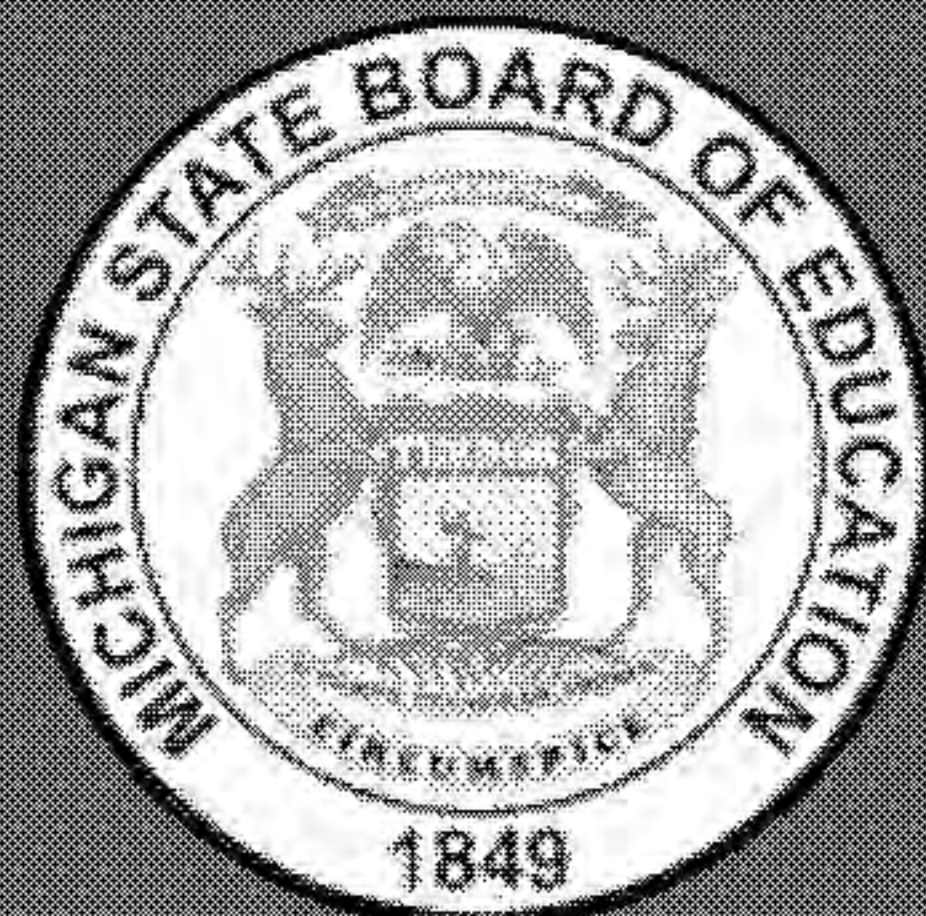
Appendix Section II

Early Childhood Standards of Quality

for Prekindergarten

Michigan State Board of Education

March 8, 2005



powered by the Early Childhood Investment Corporation and Michigan's Great Start Collaboratives

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Early Childhood Standards of Quality for Prekindergarten

Introduction

This document stands on the shoulders of earlier efforts by the Michigan State Board of Education and its agency and organizational partners to define quality programs for young children and the learning that might be expected of children at certain ages and stages. Several documents and initiatives were the direct “parents” of this new document.

- On November 5, 1986, the State Board of Education approved the document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*. The purpose of that document was to provide the framework for the design and implementation of a high-quality preschool program targeted to four year olds at-risk of school failure.
- Recognizing the value and need for quality early childhood education programs for children four through eight years old, the Michigan State Board of Education appointed another committee to develop *Early Childhood Standards of Quality for Prekindergarten Through Second Grade*, and adopted those standards on December 15, 1992. Although used broadly, many of the recommendations were most applicable to public school districts because of the wide age range covered.
- At about the same time, procedural safeguards and other rules were adopted for Early Childhood Special Education (formerly Pre-Primary Impaired, PPI) classrooms.
- In August 2002, the Michigan State Board of Education adopted the report of its Task Force on Ensuring Early Childhood Literacy. The report directed the Department of Education to develop a single document, including expectations for young children’s development and learning, and quality standards defining programs that would allow them to reach those expectations. It had become apparent that a document was needed that focused on children ages three and four, and the programs that serve them. Additionally, varying program standards were making inclusion of targeted groups of children (e.g., children with disabilities) in some programs difficult.
- Further, emerging federal requirements for early childhood opportunities for states also supported the need for a revision of the current documents.

In January 2003, Michigan embarked on a journey to develop a comprehensive early childhood system, with the vision of “A Great Start for every child in Michigan: safe, healthy, and eager to succeed in school and in life.” This Great Start effort begins with a philosophic underpinning that every child in Michigan is entitled to early childhood experiences and settings that will prepare him/her for success. As the systems work unfolded, it became clear that expectations for young children’s learning and quality program standards

beyond minimum child care licensing rules were a critical foundation for all of the system. This system of early childhood education and care standards will ultimately address standards for infants and toddlers, preschoolers, and primary grade children, including both early learning expectations and program quality standards for classroom-based programs and family child care settings. Standards for parenting education programs and for professional development are also needed, as are standards for out-of-school time programs (before- and after-school programs, and summer programs) for school-agers.

This system of high quality standards will set the stage for the development of a comprehensive and coordinated system of services. Individual programs and funding opportunities will further define accomplishment of the standards through their own operating procedures and implementation manuals.

The standards in this document are meant to define settings of the highest quality. Michigan is embarking on a tiered rating system, which will include a staircase of increasing quality and supports for programs to reach the high quality described in this document. Minimal legal standards (licensing) for the operation of classroom early childhood education and care settings and family and group child care homes will continue to form the base for this system. This document is the first of several pieces of the early childhood standards systemic work; it is focused on three- and four-year olds and the classroom programs (e.g., Department of Education administered early childhood programs including those serving children with disabilities, the state's Head Start programs, and community-based child and preschool programs) they may attend.

In response to these systemic needs, the Department of Education convened an interagency group in 2004 to lead the development of this document, *Early Childhood Standards of Quality for Prekindergarten*, essentially a revision of the 1992 document described earlier. The State Board of Education then appointed an Ad Hoc Advisory Committee of more than 80 individuals who spent almost a year and countless hours on this work. The Advisory Committee undertook their work with the hope that the resulting document would have these impacts:

- The development of cohesive standards that integrate and align all early childhood programs as a foundation for all children's well-being.
- The development and implementation of plans for professional development of early childhood staff so that all children have access to qualified staff.
- The creation of a framework for an accountable early childhood system that would include assessments of children's learning and program quality.
- Partnerships among professionals, families, and communities as full partners in children's school and life success.
- Definition and support for best practices in early childhood programs.
- Promotion of public awareness of the standards and their implementation.

Young children’s development and learning are highly dependent upon their relationships and environments. *Early Childhood Standards of Quality for Prekindergarten* is meant to provide guidance to all early care and education programs for providing all three- and four-year-old children with opportunities to reach essential developmental and educational goals. Carefully developed early learning expectations linked to K-12 expectations can contribute to a more cohesive, unified approach to young children’s education. *Early Childhood Standards of Quality for Prekindergarten* includes both *Quality Program Standards for Prekindergarten Programs* and *Early Learning Expectations for Three- and Four-Year-Old Children*. Clear research-based expectations for the content and desired results of early learning experiences can help focus curriculum and instruction. By defining the content and outcomes of young children’s early education, the early learning expectations will lead to greater opportunities for preschoolers’ positive development. Alignment with *K-12 Grade Level Content Expectations* will result in better transitions to formal schooling.

Definition of a single set of *Early Learning Expectations* does not mean that every three- or four-year old’s development and learning will be the same as every other child’s development and learning. Learning and development in the early years is characterized by variability, dependent on experience, and connected across domains. Similarly, definition of a single set of *Quality Program Standards* does not imply that every preschool/prekindergarten classroom in Michigan will or should look the same. A variety of curricula, methodology, and program implementation strategies are required to meet the needs of the diversity of children and to provide choices to meet families’ goals and preferences. The wide framework of the standards, based on research, and the range of opportunities for programs to meet those standards, will ensure a continuum of services to support Michigan’s young children.

Continuity is important so that expectations of children at a certain age are consistent. Equally important, expectations must build so that children’s learning is supported systematically over time. The next section outlines the technical alignment of this content to program standards and sets of expectations for child outcomes. Within the text, cross-references to other standards and expectations are provided.

When *Early Childhood Standards of Quality for Prekindergarten* is implemented and utilized as a complete document (and when, in the future, it is connected to companion documents focused on infants and toddlers and primary grade children), the State Board of Education believes that Michigan will improve its early childhood settings to reach even higher quality, that our children will achieve the expectations we have set for them, and that we will achieve our vision of a Great Start for them all.

Alignment with Related Standards Documents

As discussed in the Introduction, *Michigan's Early Childhood Standards of Quality for Prekindergarten (ECSQ-P)* are intended to help early childhood programs provide high quality settings and to respond to the diversity of children and families. The *ECSQ-P* build on the minimums detailed in the *Rules for Child Care Centers* and incorporate the essential elements of the program and child outcome standards required for various other early childhood programs. In addition they are aligned with the *Grade Level Content Expectations (GLCEs)* for Kindergarten. Quality Program Standards and Early Learning Expectation statements in the *ECSQ-P* are followed by related references to the following:

For Program Standards:

Licensing Rules for Child Care Centers [LRCCC-R400.0000] – Since the *ECSQ-P* make the presumption that programs are already in compliance with the *Licensing Rules for Child Care Centers*, these minimum regulations have not been duplicated in the *ECSQ-P*. Related licensing regulations have been noted so that users of the *ECSQ-P* document can readily find the connections.

Head Start Performance Standards [HSPS-1304.0] – Head Start is a comprehensive child and family development program. *The Head Start Performance Standards* detail requirements for all aspects of program operation, many of which extend beyond the range of services covered by the *ECSQ-P*. Although not directly referenced, the developers of the Program Standards portion of the *ECSQ-P* made extensive use of the *Head Start Performance Standards* in determining standards to include. Those responsible for administering Head Start programs are encouraged to map the standards in the *ECSQ-P* to relevant *Head Start Performance Standards*.

For Early Learning Expectations:

Head Start Child Outcome Framework [HSCOF] – This framework is used by Head Start programs serving three- and four-year-old children to shape curriculum and to guide the creation of child assessments. The items in the HSCOF correlate closely to the *Early Learning Expectations for Three- and Four-Year-Old Children (ELE/3-4)* and all of the HSCOF indicators have been linked to the relevant ELE.

Michigan Grade Level Content Expectations [GLCE] – The GLCE performance statements are intended to provide kindergarten teachers with an outline of learning expectations. They are not intended to represent the entire curriculum, but only those expectations that may be a part of assessments. *The Early Learning Expectations for Three- and Four-Year-Old Children* support the kindergarten GLCEs by describing the knowledge and skills typically developing children might reasonably be expected to acquire as a result of experiencing a quality-learning environment in the preschool years. All of the Kindergarten GLCEs have been placed with the most closely related ELEs.

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Quality Program Standards for Prekindergarten

INTRODUCTION

The 1986 blue-covered document, *Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds*, was adopted as Michigan began its first targeted state prekindergarten program for four-year-old children at risk of school failure. The “blue standards” included a set of critical elements and components thought to predict results for children and used at that time to determine quality in early childhood programs. The standards articulated what the State Board of Education considered necessary for preschool programs to be successful, and have been used continuously as the prekindergarten program grew into the Great Start School Readiness Program. Monitoring instruments and self-assessment protocols, leading to a continuous improvement planning process, were also developed and implemented based on the “blue standards.” Although the State Board of Education and the Department of Education distributed the “blue standards” and supporting documents widely, they were never required for programs other than the Great Start School Readiness Program.

In 1992, the orange-covered document, *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, including voluntary standards for classrooms designed for children ages four through eight, was adopted by the State Board of Education. Although intended to apply to many of the state's early childhood programs, much of the language was specific to public school districts because of the wide age range covered. The "orange standards" were required for a few grant programs, and many school districts had great success in implementing programs based on the document.

At about the same time, procedural safeguards and special education regulations were developed for Early Childhood Special Education (formerly Pre-Primary Impaired, PPI) classrooms for children ages 3-5, funded through Part B of the Individuals with Disabilities Education Act (IDEA).

Confusion in the early childhood world about which set of State Board of Education program standards applied to which program, or should apply, soon became apparent. Inconsistent program standards made inclusion of children with differing needs difficult. Simultaneously, efforts in state government to improve quality in all programs, beyond the minimums required by early childhood/child care licensing, brought together a large group to redefine high quality program standards. The vision of high quality for all is to be actualized by a tiered rating system for programs, with minimal licensing standards as the foundation and a staircase of graduated improvements in quality to reach these high standards at the top. As programs are supported to move up the stairway, the foundational minimums can be gradually increased so that many more programs provide more quality to more children. It is clear that programs cannot improve in quality unless professional development and other program supports are available to them.

The standards in this section of the document are meant to define quality in all center-based classroom programs for three- and four-year old children, regardless of sponsorship or funding. Each program standard is followed by a list of statements that illustrate a variety of ways that a quality program may demonstrate that it meets the standard. A particular program will meet some, but probably not all, of the items that demonstrate each standard. Funding stipulations may require programs to meet particular standards in specific ways. Programs funded for targeted populations (e.g., children with disabilities, children learning English) may have required components to meet the standards. Most children can be successfully served in programs that are open to all children of a particular age; however, this is not possible in some cases because of funding restrictions or the needs of the children themselves for specialized services that cannot be provided with sufficient intensity in an inclusive program. For example, programs for children with specific disabilities will find that the program standards themselves are still applicable, but that they need to be met in particular ways to meet the needs of the children enrolled. Implementation documents, operating manuals, applications, and the like are being developed and will provide additional guidance to such targeted programs.

These quality standards are meant to apply to center-based classroom preschool/prekindergarten programs that provide all children with experiences and opportunities that allow them to meet the *Early Learning Expectations for Three- and Four-Year-Old Children*. Companion documents planned as part of this systemic effort will address quality program standards for programs for infants and toddlers and for family and group child care home settings. Quality program standards for programs that use parenting strategies to promote child development will also be part of the systemic effort.



The Program's Statement of Philosophy



A quality early childhood program begins with an underlying theory or statement of fundamental beliefs—beliefs about why it exists, what it will accomplish, and how it will serve all the children and their families involved in the program. The philosophy establishes a framework for program decisions and provides direction for goal-setting and program implementation, the foundation upon which all activities are based.

The philosophy statement guides decisions about how the program:

- Employs a qualified and nurturing staff who use developmentally appropriate practices.
- Establishes a warm, stimulating, and multi-sensory environment filled with developmentally appropriate materials.
- Develops a curriculum that supports children's individual rates of development.
- Maintains a continuous evaluation system that regularly assesses and reviews program goals and children's progress.
- Nurtures a cooperative relationship between families and the program and fosters collaboration with the community.
- Provides for continuous staff development.
- Promotes a climate of acceptance and inclusion of children of varying cultural, ethnic, linguistic, and racial backgrounds with a range of abilities and disabilities.

Program leaders use current research about how children grow, develop, and learn in combination with national standards (e.g., National Association for the Education of Young Children Accreditation Criteria, Head Start Performance Standards, Council for Exceptional Children: Division of Early Childhood documents) to inform the development of its philosophy statement.

1. Program Standard: A written philosophy statement for the early childhood education and care program is developed and utilized as the basis for making program decisions and establishing program goals and objectives.



A Quality Program:

1. Develops a philosophy statement that incorporates suggestions from the program's staff (teachers, administrators, and support staff), governing board, families, and community representatives.
2. Reviews the philosophy statement at least every five years.
3. Uses input from staff, the governing board, families, and community representatives; new legislation; research findings, and/or other significant factors which impact early childhood education to inform the revision of the philosophy statement.
4. If applicable, recommends adoption of the philosophy statement by the governing or advisory board of the program.

2. Program Standard: The philosophy statement includes the rationale for the program.

A Quality Program:

1. Aligns the philosophy statement with state and local goals, standards, and guidelines for early childhood education programs.
2. Assures that the philosophy statement reflects applicable legislation.
3. Aligns the philosophy statement with the values of high quality early childhood education programs.
4. Addresses the social, economic, cultural, linguistic, and familial needs of the community in the philosophy statement.
5. Includes an evidence-based bibliography (e.g., the value of play) used in developing or revising the philosophy as a part of the statement.

3. Program Standard: The program promotes broad knowledge about its philosophy.

A Quality Program:

1. Disseminates copies of the philosophy statement to program staff, governing board members, families, and other interested persons.
2. Includes discussion of how the philosophy affects the operation of the program in staff development and information sessions for families, other agencies, and community members.

PROGRAM'S STATEMENT OF PHILOSOPHY

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4. Program Standard: The program uses the philosophy statement in making decisions about the design and operation of the program.

A Quality Program:

1. Uses its philosophy to identify the program's goals and objectives.
2. Assures that the philosophy is visible in the program plan (e.g., policies, curriculum, family collaboration, and classroom practices), development, and implementation.
3. Applies the philosophy in the evaluation and revision of the program.
4. Uses the philosophy statement in the development of staff job descriptions, personnel evaluations, and development activities.

Community Collaboration and Financial Support



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Children’s learning is enhanced when early childhood programs work collaboratively and cooperatively with community programs, institutions, organizations, and agencies to meet the broader needs of children and their families through direct services or referrals. Relevant community funding sources should be identified and utilized to support quality early childhood programs, services, and resources, regardless of sponsorship.

1. Program Standard: The program shows evidence of participation in collaborative efforts within the community and has membership on the community’s early childhood collaborative council.

A Quality Program:

1. Participates in the development of a common community philosophy of early childhood expectations.
2. Shares information on available community services and eligibility requirements for services with administrators, the teaching staff, and all early childhood providers.
3. Plans with other community programs/agencies for coordination of a comprehensive, seamless system of services for all children and families.
4. Explores and, to the extent possible, employs joint funding of the program.
5. Encourages joint and/or cooperative professional development opportunities.
6. Promotes outreach efforts in the community to develop and extend early childhood knowledge as part of ongoing public relations.
7. Participates in a community early childhood collaborative council, if available.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT



2. Program Standard: The program works cooperatively and collaboratively with other early childhood programs in the community in order to facilitate children’s transition into and out of programs and from one program to another.

A Quality Program:

1. Collaborates to ensure a smooth transition for children and families into preschool and from preschool to elementary school.
2. Promotes an awareness of all early childhood programs in the community and an identification of commonalities.
3. Shares appropriate printed materials and activities for families and children to facilitate transition.
4. Participates in the establishment and implementation of a system for sharing information about specific children between and among programs, agencies, and schools.
5. Cooperates with the special education personnel from school districts in the area to address the transition needs of children with disabilities.
6. Participates in joint funding and professional development opportunities for staff regarding transitions for children and families.

3. Program Standard: The program works with public and private community agencies and educational institutions to meet the comprehensive needs of children and families, to assist one another in the delivery of services, increase resources, and to strengthen advocacy efforts.

A Quality Program:

1. Streamlines the process for making and receiving referrals.
2. Reduces barriers by working with collaborating entities to expand existing support services for young children (e.g., child care, literacy initiatives, and summer food programs).
3. Shares available community resources to achieve specific objectives with the entire early childhood community (e.g., health screenings, counseling, parenting sessions, before- and after-school child care, care for sick children).
4. Has knowledge of various program eligibility requirements.
5. Shares physical space (e.g., space for a well-baby clinic, mental health counselors on site, a food pantry, a clothing bank) as possible.
6. Encourages professional organizations and local districts to share information about training, conferences, and other staff development opportunities with all early care and education programs in the community.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT

7. Participates in the preparation and implementation of contracts or memoranda of agreement between participating agencies.
8. Advocates for young children and supports quality early childhood education programs in the community.

4. Program Standard: The program works with community volunteer groups, agencies, and the business community (e.g., senior citizen groups, libraries, United Way agencies, volunteer groups, faith-based groups, service organizations, business organizations).

A Quality Program:

1. Invites members from community groups/agencies to participate in the program (e.g., be tutors, companions, presenters, mentors, etc., for children, volunteers for the program).
2. Invites members from community groups/agencies to be part of the interagency advisory committee.
3. Provides opportunities for co-sponsorship of community programs for families (e.g., reading aloud to children, child development classes at the workplace or at a community facility).
4. Identifies strategies for community partnership and reciprocation.

5. Program Standard: Funds are identified and used to purchase resources (e.g., staffing, space, equipment, materials) to provide an effective, accessible program.

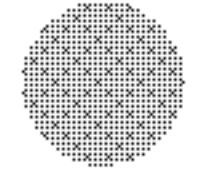
A Quality Program:

1. Provides funds for program space and maintenance.
2. Provides funds for instructional materials and supplies which contribute to teaching and learning.
3. Provides funds for the purchase and maintenance of equipment which contribute to teaching and learning.
4. Provides funds for materials and supplies to implement all program components and accomplish all program objectives.
5. Provides funds for the assurance of health and safety regulations.
6. Provides funds for the evaluation of the program.
7. Provides funds for employment of support staff to assist program implementation.
8. Provides funds for developing and revising curricular and instructional materials.

COMMUNITY COLLABORATION AND FINANCIAL SUPPORT



6. Program Standard: The program has funds necessary to employ qualified staff and provide staff development activities.



A Quality Program:



1. Provides funds for salaries/wages, and benefits (e.g., health insurance, retirement, sick leave, vacation) for all staff (e.g., teachers, administrators, and support staff).
2. Provides funds for the number of staff necessary to conduct and administer the program.
3. Provides funds for additional pay, compensatory time, or released time for all staff to participate in professional development activities.
4. Provides funds for salaries of substitute staff when regular staff members participate in authorized professional development activities.
5. Provides funds for staff for authorized expenses and activities, including transportation and per diem expenses, according to local and state guidelines.

7. Program Standard: The program has funds necessary for parent involvement and education programs and family-oriented activities.

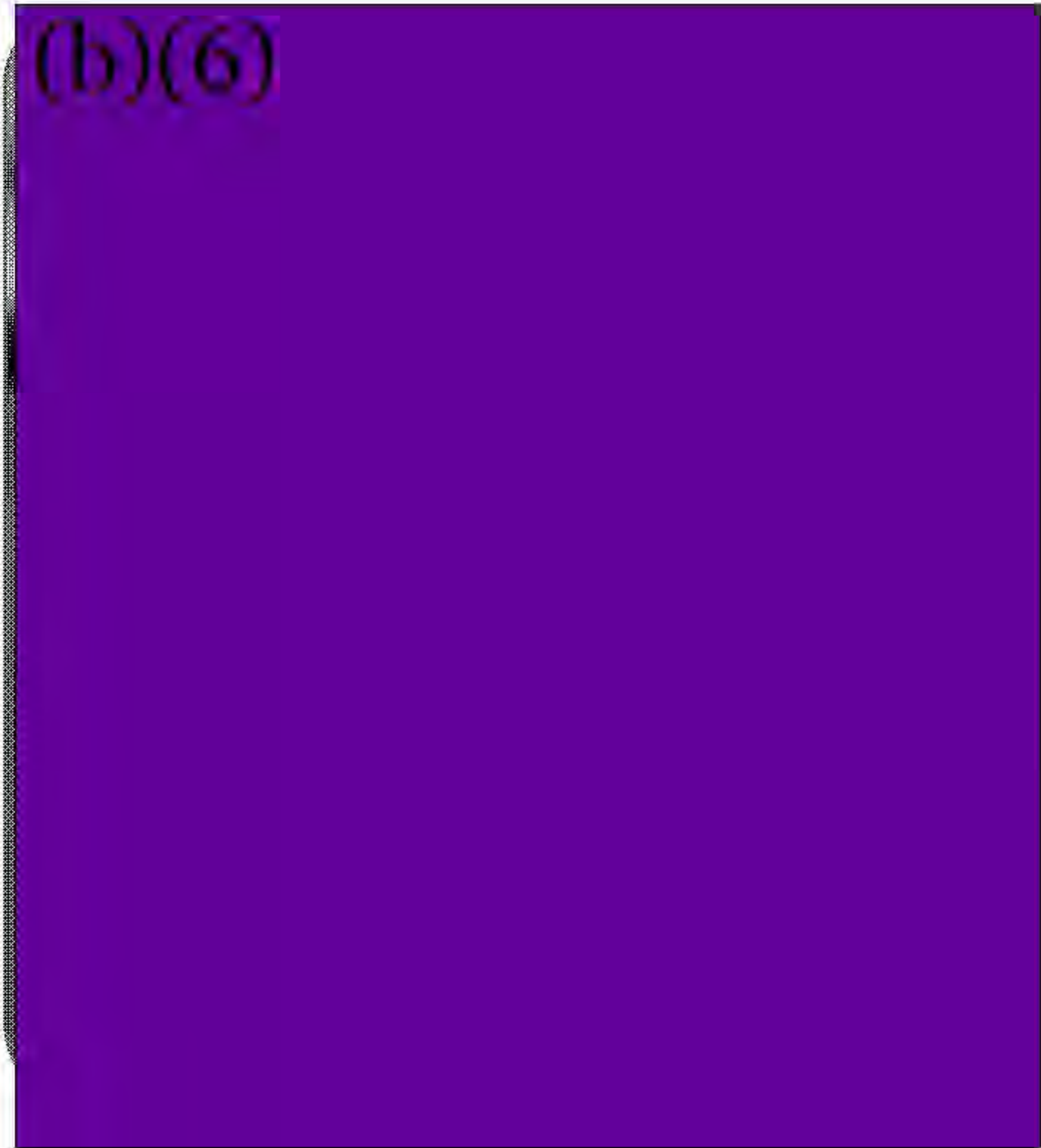
A Quality Program:

1. Provides funds for on-site child care services during parent workshops and group meetings.
2. Facilitates family participation in special events and other meetings through financial support (e.g., stipends, meals).
3. Provides funds for resource materials for training and group meetings for family members.

Physical and Mental Health, Nutrition and Safety



Children’s good health (mental, oral, physical health, and fitness), nutrition, and safety are essential to their overall development and learning. Robust intellectual development can only proceed when children’s basic health needs are met and when they are educated and cared for in settings which support their emotional well-being. A quality early education and care program addresses these needs, in partnership with families, by establishing opportunities for information exchange and by providing services directly or creating linkages with agencies that do provide such services.



1. Program Standard: Programs address the need for continuous accessible health care (mental, oral, physical health, and fitness) for children. [LRCCC-R400.5111; 5113; 5113b, 5113c]

A Quality Program:

1. Provides for information and referral for parents of children to health care partners for preventive and primary health and mental health care needs and coverage.
2. Periodically reviews and updates health records (including immunization records) to ensure that children receive recommended treatment and preventive services.
3. Establishes and implements a written policy to address basic health and mental health care and health care emergencies.
4. Works with parents and community partners to support an agreed-upon plan of action for goals related to the overall health and mental health of a child, such as the IEP and IFSP.
5. Works with parents to obtain information on their child’s health, and share observations and concerns in order to build a supportive and nurturing environment.
6. Trains and supports staff in securing or providing referrals for needed services and documents all follow-up efforts.
7. Partners with the community to make decisions about spaces (and the development of space) for fitness opportunities for preschool children of all abilities.

PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY

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2. Program Standard: The program addresses the nutritional health of children. [LRCCC-R400.5110]

A Quality Program:

1. Provides for information and referral for children to nutritional health partners for preventive and primary needs and coverage.
2. Ensures that nutritional services contribute to the development and socialization of children.
3. Makes a variety of food available that follows nutritional guidelines recommended by the U.S. Department of Agriculture.
4. Provides sufficient time for each child to eat.
5. Fully accommodates medically-based diets or other dietary requirements.
6. Provides food service and nutrition education in support of obesity reduction.
7. Follows rules and regulations applicable to federal and state food safety and sanitation laws.

3. Program Standard: The program's policies and practices support the inclusion of children with special health care needs unless participation is deemed a risk to the safety or health of the child or others, or fundamentally alters the nature of the program.

A Quality Program:

1. Ensures that the program has adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health procedures.
2. Implements plans to accommodate a child's health or safety needs before services to a child begins or as soon as possible after the need is identified.
3. Protects the privacy of the affected child and her or his family.
4. Reassures parents of other children that their children are at no health risk.
5. Promotes understanding of the child's special health care needs, without embarrassing or drawing attention to the child.
6. Ensures that parents and health care or other providers supply clear, thorough instructions on how best to care for the child, in order to protect the child's health and safety, as well as the health and safety of other children and staff.

PHYSICAL AND MENTAL HEALTH, NUTRITION AND SAFETY

7. Makes reasonable adaptations to the physical environment or program to accommodate children with special needs (e.g., accommodates children who need assistance with feeding or toileting, diapering).
8. Obtains assistance from local agencies or organizations (e.g., hospitals, schools, intermediate school districts, and local health departments) for ways to accommodate the child in the program.

4. Program Standard: Programs address requirements for continuous safe environments for children. [LRCCC-R400.5111a; 5113; 5113a]

A Quality Program:

1. Provides information and referral to parents and children creating and maintaining a safe environment.
2. Provides professional development to all staff working with children regarding safe environments and regulatory requirements.
3. Develops and implements written policy and procedures for staff and parents to follow.
4. Periodically reviews policies and procedures and updates where necessary.
5. Provides for a periodic review of background checks of all personnel and regular physical environment inspections.

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Staffing and Administrative Support and Professional Development

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Early childhood programs are staffed by individuals with differing levels of education and experience as required by the program’s administering agency. All instructional staff, support staff, and non-paid personnel (e.g., parents, volunteers) should have training, experience, and access to staff development activities commensurate with their responsibilities. Additionally, strong and knowledgeable administrative leadership is a key component of an effective early childhood program.

1. Program Standard: Teachers are qualified to develop and implement a program consistent with the program philosophy and appropriate to the developmental and learning needs of the children and families being served, including the development of a continuing parent education and family involvement component. [LRCCC-R400.5103a]

A Quality Program:

1. Employs teachers with bachelor’s degrees in early childhood education, or child development, including coursework and supervised field experience such as:
 - An elementary teaching certificate with an early childhood endorsement from an institution approved by the State Board of Education based on the National Association for the Education of Young Children/National Council for Accreditation of Teach Education guidelines, or
 - The equivalent teacher certification from another state, or
 - A program specifically focused on preschool teaching.

2. Program Standard: Paraprofessionals (i.e., those staff who work with children under the supervision of a teacher) are trained to implement program activities and assist in the education and care of the children.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

A Quality Program:

1. Employs paraprofessionals with associate's degrees in early childhood education/preschool education, child development, child care or hold Child Development Associate (CDA) credentials or equivalent continuing education experience, as approved by a college or the State Board of Education.
2. Employs paraprofessionals who have had directed training programs, supervised work, or field experiences implementing educational activities for young children.

3. Program Standard: Support staff and non-paid personnel are assigned to roles that enhance the program's goals and increase the adult/child ratio. [LRCCC-R400.5104; 5104a; 5104b]

A Quality Program:

1. Provides background screens for support staff and regular volunteers in order to protect the physical and emotional safety of the children in the program.
2. Provides orientation on program goals and objectives as well as basic methods of positive interaction with children.
3. Assigns tasks and responsibilities that compliment their skill level and areas of strength.
4. Offers professional development and advancement opportunities.
5. Through restructured staff assignments and configurations, uses support staff and volunteers to improve the adult/child ratio.

4. Program Standard: The staff participates in a variety of ongoing professional development activities (e.g., in-service training, professional workshops, courses at institutions of higher learning, teacher exchanges, observations, coaching). [LRCCC-R400.5102a]

A Quality Program:

1. Assures that program specific requirements for maintaining and continuing teacher certification or other credentials are met.
2. Assures that staff members participate each year in early childhood professional development activities (e.g., college courses, in-service activities, workshops, seminars, or training programs).
3. Assures that professional development activities are based upon program and individual needs assessments.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

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5. Program Standard: Staff professional/career development efforts are assisted and supported by administrative policies, practices, and appropriate resources.

A Quality Program:

1. Requires administrators and supervisors to support the provision of and staff participation in staff development and in-service training that address individual staff needs.
2. Conducts supportive staff evaluations in accordance with guidelines and program policies.
3. Keeps professional training resources updated and includes information about early childhood research, teaching methods, techniques for classroom management, developmentally appropriate practices, technology, and child development/learning theories.
4. Supports staff affiliation with local, state, or national professional organizations and organizations that advocate for young children and families.

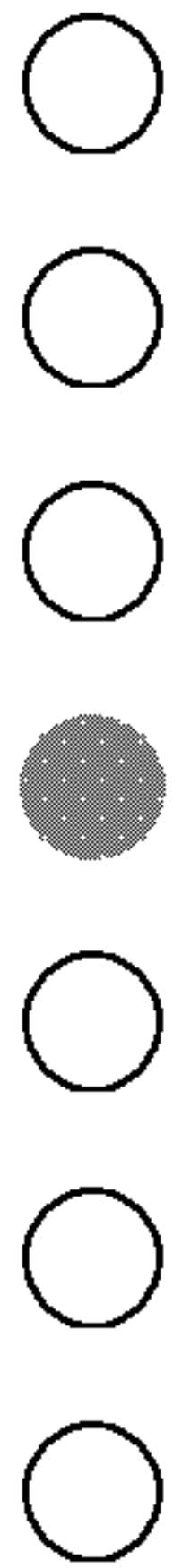
6. Program Standard: To achieve optimum educational outcomes for the children, the program applies staffing patterns and practices that allow for maximum staff/child interaction, program implementation, and consistency of staff. [LRCCC-R400.5105; 5105b]

A Quality Program:

1. Maintains a recommended range for enrollment of no more than 18 children per group or the number of children specified in applicable regulations/laws.
2. Assigns a paraprofessional in preschool classes enrolling more than eight children or the number of children specified in applicable regulations/laws.
3. Assigns staff as appropriate to support the IEP or IFSP requirements of a child with a disability.
4. Assures that the preschool classes are under the direction of administrative/supervisory personnel in consultation with a specialist in early childhood education.
5. Provides staff with paid time for planning with colleagues and specialists.
6. Enhances staff retention as well as greater continuity and consistency for children by providing supervision and mentoring of staff.
7. Implements policies that support and promote staff retention and longevity.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

7. Program Standard: The program administrator is or the program employs an early childhood specialist who is qualified to administer or collaborate in the administration of the program, including supervision and management, program and staff evaluation, and program and staff development. [LRCCC-R400.5103]



A Quality Program:

1. Has an administrator or employs an early childhood specialist who has a graduate degree in early childhood or child development; experience in planning, developing, implementing and evaluating curriculum for a variety of child populations; and experience in the supervision and evaluation of personnel.

8. Program Standard: The program employs an administrator who is qualified to implement, evaluate, and manage the program, the budget, and serve as a link between the program, the community, and the appropriate local, state, and federal agencies. [LRCCC-R400.5114]

A Quality Program:

1. Employs a program administrator with educational preparation in developmentally appropriate early childhood education.
2. Employs a program administrator with educational preparation and experience in the supervision, management, and evaluation of personnel, facilities, and program budget.
3. Employs a program administrator with educational preparation and experience for the coordination of the program with other local, state, and federal agencies.
4. Assigns the program administrator the responsibility for obtaining the resources necessary to fund the program.
5. Assigns the program administrator the responsibility for the collaborative efforts of the program.

STAFFING AND ADMINISTRATIVE SUPPORT AND PROFESSIONAL DEVELOPMENT

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9. Program Standard: The early childhood specialist and/or the program administrator has/have the responsibility for directing the evaluation activities of the program and instructional personnel.

A Quality Program:

1. Arranges for, under the direction of the early childhood specialist and/or the program administrator and in conjunction with teachers, staff, and parents, the annual evaluation of the early childhood education program utilizing local, state, and national standards or criteria for quality, effective early childhood education.
2. Arranges for the early childhood specialist and/or the program administrator to annually evaluate staff performance according to local, state, and national standards and/or criteria using a variety of techniques (e.g., observation, self-evaluation).
3. Requires the early childhood specialist and/or program administrator to utilize the results of staff performance evaluations to plan activities for program improvement, staff development, and training.

10. Program Standard: The early childhood specialist and/or program administrator participate in continuing education/professional development activities.

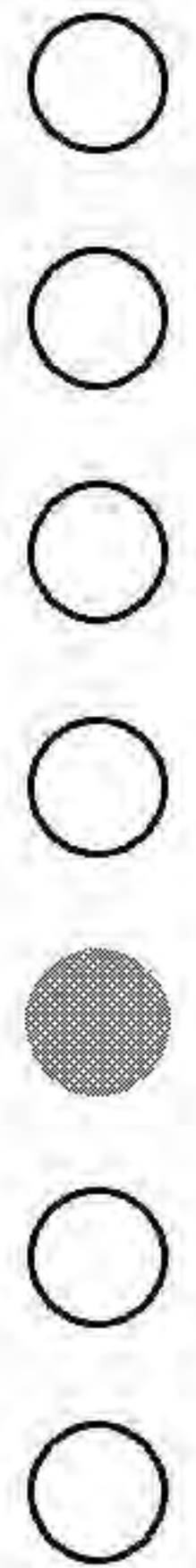
A Quality Program:

1. Provides funding and time for the early childhood specialist and/or program administrator to actively associate with at least one professional organization concerning young children (e.g., Michigan Association for the Education of Young Children, Council for Exceptional Children).
2. Provides funding and time for the early childhood specialist and/or program administrator to actively seek knowledge and ideas by reading professional publications.
3. Requires the early childhood specialist and/or program administrator to disseminate information regarding early childhood research and staff development opportunities to staff.

The Partnership with Families

Early childhood programs value, respect, and celebrate families and honor the diversity of family composition. Staff and administration understand the family's role as the first and most important teachers, and honor the right and responsibility of each family to be active partners in their child's education. Staff and administrators foster positive partnerships with all family members to support learning, including mothers, fathers, non-custodial parents, guardians or foster parents, grandparents, and others closely involved in the child's life.

(b)(6)



Quality programs use a range of strategies to connect with family members including those who may be reluctant to become engaged in the program. They accomplish this through not only program structure and activities but also through the establishment of a caring atmosphere that is viewed by families as welcoming, respectful, and nurturing, and a setting in which staff and administration are responsive to their needs and concerns. Quality programs also welcome the involvement and opinions of families in planning for continuous quality improvement of the program.

1. Program Standard: Families have multiple opportunities for regular involvement with the program and its staff including placement, planning for individualization and evaluation related specifically to their child.

A Quality Program:

1. Enables the family to take part in the decision making process related to the child's participation in the program, so program goals and expectations and goals for their child and family can be met.
2. Holds formal and informal parent-teacher conferences in which families are encouraged to share strengths, concerns, goals, and expectations; staff uses this knowledge to follow-up appropriately.
3. Employs methods of regular written and verbal communication using an appropriate literacy level and the home language when possible.
4. Makes two visits available to each family annually outside of the program setting, with at least one in the child's home.
5. Responds to family members in a timely manner.

PARTNERSHIP WITH FAMILIES

- 6. Provides scheduled progress reports for each child.
- 7. Adopts policies to address information sharing with non-custodial parents.
- 8. Arranges for staff members to initiate other means of communication with parents who do not attend conferences/meetings or do not respond to teacher-initiated communications.
- 9. Requires program staff to collaborate with parents/family members in the design of appropriate assessment and/or intervention plans at an early stage when a child is having difficulty with behavior, social interactions, transitioning and/or with developmental/learning progress.
- 10. Is designed and arranged so that families feel welcome and respected including practices and materials that reflect the diversity of the families served.
- 11. Uses signs to clearly welcome parents and communicate schedules and daily routines (i.e., welcoming entrance signs, directional signs to classrooms, posters of the daily schedule).
- 12. Maintains confidentiality in accordance with program and state requirements.
- 13. Clearly communicates the process of disclosure of family information prior to seeking permission.

2. Program Standard: Families have multiple opportunities to participate in the child's classroom program as they prefer and are able to do so.

A Quality Program:

- 1. Provides family members the opportunity to become familiar with the program and the staff of the child's particular classroom prior to the start of the child's participation in the program.
- 2. Arranges opportunities for family members to share their culture, family traditions, and special skills and interests.
- 3. Makes opportunities available to participate in a variety of classroom activities and observations (e.g., interact with or observe children in the classroom; assist in planning and implementing field trips, visitations, and classroom activities; assist with the preparation of learning materials for daily activities).

3. Program Standard: Families are provided a range of opportunities outside of the classroom for participation, education, and enrichment as part of their child’s program as they prefer and are able to do so.

A Quality Program:

1. Provides for family participation and support keeping in mind the requirements of the sponsoring agency or legislation.
2. Arranges for family members to have access to family education, enrichment, or family support group programs and activities provided by the program or through referral to community agencies.
3. Assures that family education opportunities include all domains of development (e.g., how to support children’s learning, support for positive guidance techniques, good health and nutrition practices, including physical fitness and obesity reduction).
4. Provides or has access to a family resource space that includes a lending library of educational toys, games, and materials for children and families and materials, information, and resources designed to improve the quality of family life and/or support children’s learning and development in the home setting.

4. Program Standard: The program’s policies and practices promote support and respect for the home language, culture, and family composition of each child in ways that support the child’s health, learning, and social-emotional well-being.

A Quality Program:

1. Supports staff in learning key words from the child’s home language and their English equivalents.
2. Provides books and materials that reflect families’ home languages and culture, as well as that of others in the community.
3. Communicates with the family in their preferred language or mode of communication.

PARTNERSHIP WITH FAMILIES

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5. Program Standard: Family members and members selected from the community participate in the program’s advisory council; the council has responsibility for recommending direction in the planning, development, implementation, and evaluation of the program.

A Quality Program:

1. Operates the advisory council with parent membership under the guidelines and requirements of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program’s governing body.
2. Provides equal opportunity to all parents to serve on the advisory council based on the program’s policies. This may include orientation, training and support for their participation.
3. Arranges for the advisory council to provide recommendations regarding all components of the program based upon the most recent data and research in early childhood education.
4. Assures that, as much as possible, the advisory council reflects the composition and characteristics of the families enrolled in the program and the people who make up the broader community (e.g., a balance of males and females, racial/ethnic groups, persons with disabilities, representatives from businesses and private and nonprofit agencies).
5. Communicates the activities of the advisory council to all families and staff and provides information about how to contact the council members.

6. Program Standard: All families are provided with opportunities to assist in the evaluation of the program.

A Quality Program:

1. Provides each family with the opportunity to review and provide input on program requirements, practices, policies, procedures, activities, communication and events in order to determine the program’s responsiveness to families and their needs.
2. Provides each family with the opportunity to offer perceptions about the value for their children of the child development program offered in the classroom and of any special services.
3. Invites each family to assess the continuum of family-involvement activities (e.g., the nature, quality, and quantity of the various participation opportunities afforded to them; unmet needs or areas of interest; the extent to which participation opportunities were scheduled and offered in ways which were responsive to employment schedules and child care needs).

The Learning Environment

Just as a quality program views children's development and learning as an integrated process encompassing all domains, so are the components of the program's learning environment intertwined. The program's curriculum, climate, teaching practices and physical environment are interdependent and must be considered together if the program is to be effective. The learning environment in a high quality program is designed to help children gain the social competence, knowledge, skills and confidence necessary to succeed in their present environment and in later responsibilities in school and life.

(b)(6)



Curriculum

The curriculum in a quality early childhood program is thoughtfully planned based on an evidence-based framework consistent with the goals of the program and with standards established by the program's governing body and any applicable legislative requirements. It is consistent with and supports reasonable expectations for young children's development and learning and is culturally and linguistically responsive. An effective curriculum provides a coherent and intentional set of experiences and activities which support multiple goals and support children's development across all domains. The curriculum is designed to connect with and support developmentally appropriate expectations for children's development and learning in the years beyond the preschool program.

1. Program Standard: The curriculum is based on the predictable sequences of growth and development of three- and four-year-old children. [LRCCC-R400.5106]

A Quality Program:

1. Implements learning experiences and activities in all areas of development (i.e., social, emotional, intellectual, language, creative, and physical development) keeping with individual children's levels of functioning and comprehension.
2. Maintains developmentally appropriate expectations of behavior and performance for children.
3. Provides a range of opportunities and materials for play (e.g., child-initiated, child-directed, teacher-supported, and teacher-initiated).
4. Uses a variety of teaching strategies in implementing the curriculum (e.g., teacher-initiated, teacher-facilitated, and child-initiated with opportunities for free choice).

LEARNING ENVIRONMENT

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2. Program Standard: The curriculum is designed to address all aspects of children’s development and to further their learning with emphasis on the unique needs of the young child. [LRCCC-R400.5106]

A Quality Program:

1. Relates each experience, activity, routine, and transition to curricular goals.
2. Incorporates spontaneous learning experiences into the daily schedule as a means to further children’s growth and development.
3. Establishes two-way communication between homes and school so that home events are considered in planning a child’s day and school experiences are communicated to the families.
4. Assures that children have ample opportunities for playing with others.
5. Handles the separation process from home to school with sensitivity and respect for the children’s individual needs.
6. Recognizes children’s anti-social behavior as a lack of skill or knowledge and appropriately addresses it as part of growth and development.
7. Assures that adults in the program recognize that children think and reason differently from more mature learners.
8. Designs activities, transitions, and routines that reflect children’s attention span, need for physical activity, social interaction and attention from caring adults.

3. Program Standard: The curriculum is designed to include experiences related to children’s social, emotional, intellectual, language, creative, and physical development.

A Quality Program:

1. Assures that children have experiences to enhance their social development, including acquisition of interpersonal skills, self-discipline, caring, and respect for others.
2. Assures that children have experiences to enhance their emotional development, including the development of basic attitudes of trust, autonomy, and initiative, as well as a positive self concept.
3. Assures that children have experiences to enhance their intellectual development, including knowledge of the physical world, creative problem-solving skills, decision-making skills, and appropriate social knowledge important to the culture.
4. Assures that children have experiences to enhance their language and early literacy development, including listening and speaking skills and emergent skills in writing and reading.

- 5. Assures that children have experiences to enhance their creative development including the development of imagination, as well as an awareness, appreciation and enjoyment of art, music, drama, poetry, prose, and the wonders of the natural world.
- 6. Assures that children have experiences to enhance their physical development, including small and large muscle development, as well as body awareness and sensory development.



4. Program Standard: The curriculum fosters the integration of the content areas to support children’s development in all domains.

A Quality Program:

- 1. Integrates content areas around concept-based projects and themes.
- 2. Reflects children’s interests and suggestions in project topics, themes, and learning centers.
- 3. Presents content in an integrated fashion, rather than through isolated bits of knowledge and activities.
- 4. Uses strategies to make connections between prior learning and new experiences and subsequent knowledge.
- 5. Uses learning experiences in a variety of areas as an opportunity to enhance children’s language and early literacy development.
- 6. When instructional specialists are available, requires them to work in collaboration with the classroom staff and within the classroom to support and extend classroom projects or themes.
- 7. Views collaboration among teachers, parents, administrators, and community members as essential to enhancing the integration of the curriculum.

5. Program Standard: The curriculum is developmentally and linguistically appropriate and takes into account children’s individual rates of development as well as individual interests, personalities, temperaments, languages, cultural and family backgrounds, and learning styles.

A Quality Program:

- 1. Adapts the program to individual patterns and uniqueness and for the timing of children’s growth within the available program resources.
- 2. Presents learning objectives in a sequence and rate that is in keeping with children’s individual needs, rather than based on a predetermined schedule.

LEARNING ENVIRONMENT

- 3. Monitors, adapts, and adjusts activities and experiences in response to children's demonstrated levels of functioning and competence at all ability, interest and skill levels.
- 4. Is responsive to various learning styles (e.g., kinesthetic, visual and auditory).
- 5. Provides continuous opportunities for children of all ages and abilities to experience success.

6. Program Standard: The curriculum is designed to provide a developmentally and linguistically appropriate environment and adult guidance to enable the participation of children with special needs.

A Quality Program:

1. Supports all children in achieving a sense of belonging and membership in their classroom.
2. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enables them to participate in activities, regardless of abilities.
3. Adapts materials and equipment so that all children can share in activities.
4. Provides and arranges space to make play equipment and materials accessible to all children.
5. Assists children, if necessary, in using and playing with materials.
6. Increases the complexity and challenge of activities, as children develop.
7. Observes children carefully to identify their preferred ways of interacting with the environment, taking into account their skills in handling objects and materials, frequency of conversation, interest in listening to stories and songs, and choices to work alone or with others.
8. Provides multiple avenues for children to learn and to express themselves (e.g., children with disabilities have access to creative and physical experiences that enable participation in alternative ways).
9. Requires each adult to be responsible for each child in the program so that every adult can support every child to meet their learning expectations.
10. Discusses parents' expectations for their children.

7. Program Standard: The curriculum is designed so that activities are carefully and developmentally sequenced in keeping with individual children’s levels of functioning and comprehension.



A Quality Program:

1. Expects the teaching staff to implement developmentally appropriate expectations for children’s behavior and performance.
2. Expects the teaching staff to be aware of each child’s level of functioning and comprehension in relation to their aesthetic, sensory, social emotional, intellectual, language, and physical development.
3. Expects teaching staff to be able to articulate to others the ultimate goal toward which a particular activity is related.
4. Expects the teaching staff to introduce information or materials which makes the task more manageable when a child experiences difficulty.
5. Plans experiences and activities that over time reflect a sequence from simple to complex skills, from concrete to abstract concepts, and which enable children to make progress toward the next step in their learning.
6. Provides many varied opportunities, materials, and equipment for children to observe, explore, and experiment with their environment on a continuing basis.
7. Presents skills, concepts, and information for children to learn within the context of providing ample opportunities for exploration.
8. Uses specific teaching strategies to help children learn skills, concepts, or information they cannot discover on their own.

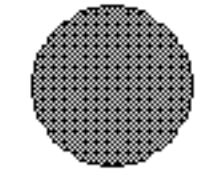
8. Program Standard: The curriculum is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next.

A Quality Program:

1. Plans for a range of activities to address the varying abilities of children in the group.
2. Presents learning activities in a meaningful context, on multiple occasions and in a variety of ways.
3. Assures that teachers can articulate a developmentally appropriate range of objectives for each activity they plan.
4. Assesses children on the basis of individual accomplishments and not by comparison to the accomplishments or development of other children.
5. Assures that children’s lack of accomplishment is never purposely brought to the attention of the group.

LEARNING ENVIRONMENT

- 6. Never penalizes children in any way for lagging behind their classmates in any area of development.



9. Program Standard: The curriculum is designed to include experiences related to multicultural awareness.

A Quality Program:

1. Provides opportunities for children to interact with adult members of their own and of other cultural groups.
2. Provides classroom activities which include books, pictures, props, music, foods, materials, field trips, and costumes representing a wide range of cultural groups.
3. Assures that children receive positive, accurate information about a variety of cultural groups.
4. Integrates multicultural activities into the daily routines of the program rather than reserving them only for holidays or special occasions.

10. Program Standard: The curriculum is designed to enable children to learn those things that are important to them.

A Quality Program:

1. Encourages teachers to plan themes and areas of investigation based on the interests of the children rather than planning an entire year's themes at the beginning of the year.
2. Encourages spontaneous, as well as planned, investigation of those occurrences which arouse a child's curiosity and interest.
3. Designs curriculum in such a way that children's ideas, interests and concerns are acknowledged, respected and supported.
4. Provides for children's questions to be answered promptly and accurately.
5. Addresses home and community events important to children in a timely manner and uses them as an opportunity for learning.
6. Makes available materials children request frequently, as appropriate.

11. Program Standard: The curriculum is designed around all children's abilities to make sense of the world and acquire competence as life long learners.

A Quality Program:

1. Assures that children's successful experiences are extended and enhanced by the curriculum.
2. Presents concepts in the curriculum through learning activities and materials that are real and relevant to the lives of children, and that move from the concrete to the abstract.
3. Develops skills (e.g., in literacy, math, physical development) in a meaningful context.
4. Considers children's play as an appropriate and important way of learning.

LEARNING ENVIRONMENT

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- Climate [LRCCC-R400.5106]**
Effective programs for three- and four-year-old children are planned to be age appropriate and to meet their individual needs. A program establishes a positive climate and promotes positive interpersonal relationships. This includes relationships between children and adults, among children, among adults, and between the staff and families.

(b)(6)



1. Program Standard: The program is structured to enhance children's feelings of comfort, security and self-esteem and development of positive relationships with adults and other children.

A Quality Program:

To Support Positive Adult/Child Relationships:

1. Accepts all children's individual levels of development, interest, temperament, cultural background, language, and learning styles and uses them as the basis for programmatic planning.
2. Treats all children with warmth, respect, and caring, regardless of social, economic, cultural, ethnic, linguistic, religious, or family background, and regardless of gender, behavior, appearance, or any disability.
3. Accepts and values children's primary languages and uses them as a means for communication.
4. Promptly attends to children's feelings and emotions with respect and gentleness.
5. Assures that each child experiences positive adult attention during the day.
6. Schedules staff to provide children with consistency of adult supervision.
7. Assures that children can identify at least one primary caregiver from whom to seek help, comfort, attention, and guidance.

To Support Positive Child/Child Relationships:

8. Assures that children have ongoing opportunities to interact informally with one another.
9. Assures that children have ongoing opportunities to recognize and accept similarities and differences among one another.
10. Provides children with strategies and information about specific social skills to enhance their interpersonal relations.

- 11. Encourages children to negotiate and resolve conflicts peacefully with adult intervention and guidance only when necessary.
- 12. Provides opportunities for small and large group activities leading to expanded perspectives, cooperation, collaboration and membership in a group.

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2. Program Standard: The program is structured to assure that children’s biological and physical needs are met.

A Quality Program:

- 1. Assures that the environment of the facility meets the needs of children according to state licensing requirements.
- 2. Structures the program to ensure that children’s biological needs are met (e.g., toileting available when children indicate need; opportunity to rest; snack available during each 2.5 hour time frame; drinking water available all day).
- 3. Provides sufficient time for a nutritious meal/snack to be served and eaten (e.g., family style where adults sit with and eat the same food as children; children have the opportunity to serve themselves with assistance as needed; conversation is among children and adults and is an extension of children’s interests).
- 4. Balances daily routines based on children’s needs (e.g., active and quiet, outdoor time, self care, and rest time activities).
- 5. Establishes and implements policies and procedures regarding children’s health and educates staff on the individual and group health needs of children.
- 6. Assures that staff is trained in First Aid and CPR and that first aid/health materials are always available on site.
- 7. Provides additional clothing for children and children are changed promptly as the need arises (e.g., smocks for messy activities, extra seasonal outdoor clothing, changes of clothing for bathroom accidents and health emergencies).

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3. Program Standard: The program's policies and practices support the enrollment and participation of all children including those with disabilities and promote an environment of acceptance that supports and respects gender, culture, language, ethnicity, individual capacities, and family composition.

A Quality Program:

1. Implements nondiscriminatory enrollment and personnel policies.
2. Expects staff to demonstrate, through action, a genuine respect for each child's family, culture, and life-style.
3. Provides an environment that reflects the cultures of all children in the program in an integrated, natural way.
4. Fosters children's primary language, while supporting the continued development of English.
5. Avoids activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition.
6. Expects staff to model respect and help children to demonstrate appreciation of others.

4. Program Standard: The program uses positive guidance techniques which further children's development of self-control, responsibility, and respect for self, others, and property. [LRCCC-R400.5107]

A Quality Program:

1. Uses positive, predictable, consistent, and constructive guidance (discipline) techniques (e.g., modeling and encouraging expected behavior, redirecting children to more acceptable activities, meeting with individual children to discuss concerns).
2. Applies individually determined guidance practices based upon the child's developmental level using natural and logical consequences allowing children to assume greater responsibility for their actions.
3. Provides support to children in appropriately resolving their personal conflicts (e.g., negotiating, helping, cooperating, talking with the person involved).
4. Has policies stating that depriving a child of snack, rest, or necessary toilet use or using disciplinary practices that involve shaming, hitting, or spanking are forbidden.

5. Program Standard: The philosophy and the program’s policies and practices support an appropriate environment and adult guidance for the participation of children with special needs and home languages other than English.

A Quality Program:

1. Adapts materials and equipment so that all children can share in activities.
2. Provides and arranges space to make play equipment and materials accessible to all children.
3. Assists children, if necessary, in using and playing with materials.
4. Makes each adult responsible for each child in the program (e.g., every adult supports every child to meet their learning expectations).
5. Discusses with parents their expectations and goals for their children.
6. Adapts activities, makes accommodations, and uses other strategies that integrate children socially and enable them to participate in all activities, regardless of abilities, physical limitations, or language status.

LEARNING ENVIRONMENT

Teaching Practices [LRCCC-R400.5106]

Teachers use their understanding of child growth and development and their knowledge about the individual children in their group to organize the learning environment, implement the curriculum, and to help children further develop their capacities. Teaching practices encompass everything teachers do to facilitate children's development and learning including the way space is organized and provisioned, the nature of interactions with individuals and groups of children, scheduling, the management of transitions across the day, and grouping practices.

(b)(6)



1. Program Standard: The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding.

A Quality Program:

1. Assures that the value of play is reflected in the program's philosophy statement and curriculum.
2. Assures that administrators, teachers, and staff can articulate the value of play in relation to children's development.
3. Assures that administrators, teachers, and staff communicate the value of play to families.
4. Provides a daily schedule that includes an extended block or blocks of time designated for free choice, play, and exploration.
5. Provides play opportunities for children individually and in groups both indoors and outdoors as weather permits.

2. Program Standard: Activities are designed to help children learn concepts and skills through active manipulation of a wide variety of materials and equipment.

A Quality Program:

1. Provides access to a variety of materials and technology for social, emotional, dramatic play, creative, music, movement, fine motor, large motor, mathematics, science and social studies experiences.

- 2. Provides a large variety of age appropriate books and other literacy related materials throughout the classroom.
- 3. Facilitates a child’s exploration of writing in multiple areas of the classroom.

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3. Program Standard: The program is planned and implemented to permit children to learn from exploration, acquisition of skills and knowledge, practice, and application.

A Quality Program:

- 1. Provides opportunities for children to engage in exploration of materials or concepts with which they have had little prior experience.
- 2. Provides opportunities for children to learn and practice prerequisite skills prior to engaging in the activity for which those skills are required.
- 3. Provides opportunities for teachers and children to be used as models in the learning process.
- 4. Provides children support to investigate and discover new knowledge.
- 5. Provides opportunities for teachers to be guides in facilitating children’s involvement; enriching their learning experiences by affirming and extending their ideas; responding to their questions; engaging them in conversations; and challenging them in their thinking.
- 6. Provides opportunities for teachers to encourage and capitalize on unplanned learning opportunities.
- 7. Exposes children to skills, concepts, or information they cannot discover on their own, through the use of teacher-initiated learning activities.

4. Program Standard: Activities are designed so that concepts and skills are appropriately presented using a variety of methods and techniques.

A Quality Program:

- 1. Designs activities that permit children to use the greatest number of senses.
- 2. Presents concepts to children using self correcting hands-on materials rather than through paper-pencil exercises or patterned activities.
- 3. Presents concepts multiple times using various materials and methods of instruction.
- 4. Makes activities and materials available for extended periods of time so children can repeat and expand on their previous experience and so that children’s desire to repeat experiences can be encouraged by adults.

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- 5. Makes additions to learning environments throughout time in order to enhance and expand concept development.
- 6. Incorporates language experiences which include repetition into children's daily activities.
- 7. Arranges for children to use technology materials and centers in a similar manner as other materials and centers (e.g., there is no special computer time).
- 8. Observes children carefully to identify their preferred ways of interacting with the environment, taking into account their skills and abilities.

5. Program Standard: Technology tools are used to support the teaching practices.

A Quality Program:

1. Provides technology tools for teachers to make instructional materials.
2. Incorporates the use of technology tools during ongoing child observation and assessment to keep records and to create reports about children and/or classroom activities.
3. Enables teachers to communicate with parents and other professionals via e-mail and other technologies.
4. Provides technology tools for teachers to use the Internet to locate resources including appropriate websites for children and ideas for best teaching practices.
5. Provides technology tools for teachers to develop and produce photographs and video from digital media.
6. Locates resources for assistive technology.

6. Program Standard: Formal and informal grouping practices are used to strengthen children's learning.

A Quality Program:

1. Takes children's interests, friendships, and common needs into account when groups are formed.
2. Groups children primarily heterogeneously, using homogeneous subgroups on a limited and temporary basis and changing readily to accommodate varying rates of growth.
3. Provides children with opportunities to work and play in large groups, small groups, and individually.
4. Maintains child-adult ratios in accordance with the requirements of the particular program.

7. Program Standard: Child-child interactions are encouraged through the use of learning experiences that include cooperative play, conflict resolution, and large, small, interest-based, and multi-age groupings.

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A Quality Program:

1. Structures environments to promote small groups of children working and playing cooperatively in self-selected and teacher-initiated activities.
2. Assures that the composition of groups is flexible and temporary depending on needs and the type of activity.
3. Groups children according to interests rather than ability whenever possible.
4. Views all children as valued group members.
5. Structures the environment so that adults move among groups and individuals, facilitating and monitoring children’s involvement with activities and with one another.

8. Program Standard: The daily routine/schedule is predictable, yet flexible. [LRCCC-R400.5106]

A Quality Program:

1. Develops schedules that include predictability and repetition, responds to a child’s natural timetable, and takes advantage of teachable moments.
2. Schedules extended blocks of time so that children can become absorbed in learning experiences without interruption.
3. Includes the creative arts, physical development (gross and fine motor), and literacy activities as regular components during the day.
4. Provides for cooperative groups, teacher-initiated, and child-initiated/choice activities.
5. Provides for active, quiet, large group, small group, paired, individual, independent, and guided activities.
6. Carefully plans, appropriately paces, and monitors learning activities.
7. Provides the physical space and time in the schedule for children to have moments of private time.
8. Nurtures children in a relaxed classroom atmosphere.

LEARNING ENVIRONMENT

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9. Program Standard: Routines and transitions between activities are smooth and kept to a minimum.

A Quality Program:

1. Allows enough time so that routines and transitions are unhurried and purposeful.
2. Supports and plans for children who find transitions difficult.
3. Prepares for transitions and limits wait times.
4. Provides children with opportunities to participate in daily routines such as picking up toys.
5. Minimizes or eliminates pull-out programs and activities that take children away from the classroom to another location.
6. Appropriately prepares children and families for transitions into the program and to new or different programs/classrooms.
7. Gives all children notice to prepare for change, and explain to them what is happening and what will happen next.
8. Minimizes idle time in group settings.

10. Program Standard: Adults use language and strategies which enhance children's language and critical thinking.

A Quality Program:

1. Expects teaching staff to talk with children individually and in small groups and to take advantage of spontaneous events to talk with each child individually.
2. Expects teaching staff to ask children a variety of questions designed to stimulate extended response (e.g., minimizing "yes" or "no" response questions, increasing "why" and "how" questions).
3. Expects teaching staff to talk to children about the children's emotions and the emotions of others and about how to understand the perspective of another person.
4. Expects teaching staff to involve children in making choices and evaluating the consequences of the choices they have made.
5. Provides opportunities for children to contribute their ideas to class decisions and to help make class rules.
6. Involves children in planning, implementing, and evaluating some class activities.

11. Program Standard: Teachers are enthusiastic models of life-long learning by providing children with many opportunities to explore, manipulate, investigate, and discover.

A Quality Program:

1. Initially presents concepts to children via concrete, hands-on materials.
2. Makes concrete materials available on an on-going basis as needed to reinforce concepts.
3. Presents concepts several times throughout the year, using various methods and materials.
4. Presents simple skills prior to more complex skills.
5. Encourages children to take risks and use trial and error as a valuable way of learning.

LEARNING ENVIRONMENT

Facilities, Materials, and Equipment

Early childhood programs assure that the learning environment, materials, and equipment promote the curriculum, children's well-being, and program quality. For children in this age range, the learning environment is a physical representation of the curriculum. Since so much of young children's development and learning take place through their senses and as a result of direct interaction with materials of all kinds, the kind and quality of the toys and other learning materials play a critical role in advancing their development. Items must be adequate and appropriate to children's age, developmental levels, and relate to what they are learning.

(b)(6)

1. Program Standard: The facility is safe and secure and complies with the legal requirements of the local, state, and/or federal licensing or accrediting agency having jurisdiction over the program. [LRCCC-R400.5109; 5115; 5118]

A Quality Program:

1. Has a current child care center license.
2. Complies with all facility requirements of the sponsoring agency or legislation.
3. Makes provisions for all children, including those with disabilities, to ensure their safety, comfort, and participation.
4. Assures that staff and parents are knowledgeable of all safety policies and procedures that apply to the program.

2. Program Standard: The indoor physical space is organized into functional learning centers that can be recognized by the children and that allow for individual activities and social interactions. [LRCCC-R400.5116]

A Quality Program:

1. Provides at least 50 square feet per child of usable space in classrooms.
2. Organizes the classroom space into learning centers using child sized furniture and equipment, age appropriate shelving, low walls, and/or other items to separate the areas.

- 3. Organizes the classroom space to include areas where a child can be away from the group and able to be observed by staff.
- 4. Provides space for each child to store personal belongings and projects.
- 5. Addresses different curricular/developmental domains (e.g., aesthetic, emotional, language, cognitive, sensory, social, physical) and instructional strategies at each learning center.
- 6. Allows children to move from one area to another without obstructions.
- 7. Organizes materials for children’s easy access.
- 8. Prominently displays children’s work in the classroom.

3. Program Standard: The outdoor physical space is safe and allows for individual activities and social interactions. [LRCCC-R400.5117]

A Quality Program:

- 1. Provides at least 75 square feet per child of usable outdoor play space, which includes a variety of safe surfaces and elevations (e.g., soil, grass, sand, hard, flat, elevated).
- 2. Keeps children protected from unsafe areas (e.g., streets, parking lots, driveways, swimming pools).
- 3. Provides playground equipment of suitable size for the age of the children and accessible to children with disabilities.
- 4. Provides materials and equipment suitable for use outdoors.

4. Program Standard: Equipment, toys, materials, and furniture reflect the curriculum, are age-appropriate, safe, and supportive of the abilities and developmental level of each child served. [LRCCC-R400.5108]

A Quality Program:

- 1. Provides materials, equipment and activities that reflect children’s culture, diversity, developmental abilities, individual learning styles, and home language.
- 2. Provides instructional adjustments and adaptive devices for children with disabilities to ensure their learning, comfort, and participation.
- 3. Provides safe, appropriate, and sufficient equipment, toys, materials, and furniture that support the learning expectations and encourage each child to experiment and explore.

LEARNING ENVIRONMENT

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5. Program Standard: Computer software used in the program is developmentally appropriate for young children and reflects the program’s curriculum. Technology tools are integrated into the learning environment.

A Quality Program:

1. Locates computers and other technology tools within classrooms.
2. Locates computers and printers adjacent to one another to promote children’s interaction.
3. Provides child-sized computer furniture so that screens are at children’s eye level.
4. Provides other classroom materials that reflect items portrayed in software programs.

Child Assessment and Program Evaluation

Young children present special challenges for assessment. Growth and development is most rapid during early childhood and is often uneven and greatly influenced by children's environments. Young children do not understand testing in the same way older children do. Children may be harmed if the wrong instruments are used in the wrong way. Such inappropriate practices often result in the use of faulty information to make program placements or to alter children's learning opportunities. Options for gathering and reporting information are numerous. It is critical that the methods selected are sensitive to cultural, racial, class, gender, linguistic, and ability differences among children and families.

(b)(6)



Knowing how children are doing as a result of participating in a program or set of services is of critical importance to teachers, parents, program leaders and local, state and federal agencies having responsibilities for the programs. Each of these stakeholders may have different reasons for needing the information quality child assessment can bring, but in the end, the most important stakeholder is the child (Council of Chief State School Officers, 2003).

1. Program Standard: The program uses information gained from a variety of child assessment measures to plan learning experiences for individual children and groups.

A Quality Program:

1. Uses sound developmental and learning theory to plan and conduct child assessment.
2. Uses assessment tools and processes that are continuous, ongoing, cumulative, and in the language that the child understands.
3. Primarily uses children's involvement in ordinary classroom activities, not artificially contrived tests, to gauge children's growth.
4. Uses a variety of instruments and processes to document children's growth, development, and learning over time (e.g., observation and anecdotal reports; teacher questions; parent, provider, and child interviews; products and samples of children's work; teacher-constructed or standardized checklists; children's self-appraisals).
5. Arranges assessment so that it does not bring added stress for children or teachers.

CHILD ASSESSMENT AND PROGRAM EVALUATION

- 6. Uses assessment results from a variety of sources as a guide for curriculum and teaching decisions and the need for intervention for individuals and classrooms.
- 7. Uses results from more than one assessment method to determine the need for and plan of intervention.

2. Program Standard: The program uses information from child assessments to effectively communicate children’s progress with their parents.

A Quality Program:

- 1. Recognizes that parents have essential information about their children’s growth and development that can help staff work effectively with their children.
- 2. Frequently shares information with parents on both a formal and an informal basis about reasonable expectations for children’s growth, development, and learning.
- 3. Uses a combination of methods to share information about children’s progress and challenges at formal and informal parent/teacher conferences (e.g., work samples, anecdotal records, photos, narrative reports).
- 4. Arranges to share information about children’s progress with non-custodial parents.
- 5. Uses newsletters and Web pages to convey information about the program’s activities and projects that support children’s learning and growth (e.g., descriptions of assessments used).

3. Program Standard: The program uses appropriate assessment tools to help identify children who may require additional specialized programs and interventions.

A Quality Program:

- 1. Uses valid and reliable screening tools and procedures to determine whether children require further evaluation.
- 2. Informs parents of the types and purposes of the screening in advance of the screening, the results of those screenings, and the purposes and results of subsequent evaluations.
- 3. Uses specialists to evaluate and diagnose children whose growth and development falls outside age appropriate guidelines as determined by screening processes.

CHILD ASSESSMENT AND PROGRAM EVALUATION

4. Gives parents the opportunity to review their child's records in a timely manner and secures written consent if additional evaluation is proposed.
5. Uses reliable and valid standardized assessment tools for meeting requirements for federal funding accountability or other purposes.
6. Uses teacher observations and parent feedback to supplement data collected by standardized instruments.

4. Program Standard: The program implements program evaluation processes to learn how the program can be improved and be accountable.

A Quality Program:

1. Bases its annual program evaluation on its current program philosophy, goals and objectives.
2. Involves families, staff and a variety of community members in an annual review of all program components and uses program evaluation results to develop and implement a plan for improvement.
3. Uses child assessment results, program assessment, and other data to evaluate how well the program is meeting its goals.
4. Evaluates teachers and administrators with methods that reflect the program's philosophy and curriculum, and develops professional goals based on these evaluations.
5. Regularly reviews the improvement plan and assesses progress throughout the year.
6. If applicable, cooperates in providing data required by legislation and/or agencies administering the program.

5. Program Standard: Assessment tools used for any purpose are those which are best suited for the purpose, which meet professional standards, and which are used in an appropriate manner.

A Quality Program:

1. Assures that teaching and administrative staff have expertise related to the most appropriate assessment measures and procedures needed for the particular assessment.
2. Seeks assistance from knowledgeable professionals when selecting and using assessment tools.

CHILD ASSESSMENT AND PROGRAM EVALUATION

- 3. Uses instruments only for the purpose(s) intended (e.g., does not use screening tools to make decisions about placement or to assess progress).
- 4. Uses the least intrusive tools needed for the specific purpose of the assessment (e.g., avoids using standardized tests for decisions about curriculum and teaching or to convey information about children’s progress to their parents).
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Early Learning Expectations for Three- and Four-Year-Old Children

(b)(6)

INTRODUCTION

In the 1992 document, *Early Childhood Standards of Quality for Prekindergarten through Second Grade*, Michigan attempted to define what young children ages four to eight might reasonably be expected to know and be able to do and what they should be learning in high quality programs and settings. In 1992, student expectations were set mostly for the end of elementary school, the end of middle school, and the end of high school, so it seemed important to indicate what children should be learning in the preschool and primary years. The developers wanted to make sure that children would have the opportunity to learn content and acquire appropriate skills within a wide developmental period. Now that children's achievement is measured yearly beginning in third grade, it has become necessary to define the expectations for student achievement on an annual basis beginning in kindergarten, and by extension, to isolate the learning and development expectations for children before they enter formal schooling. These expectations are meant to emphasize significant content appropriate for preschoolers at this very special time in their lives, to protect them from an underestimation of their potential *and* from the pressure of academic work meant for older children.

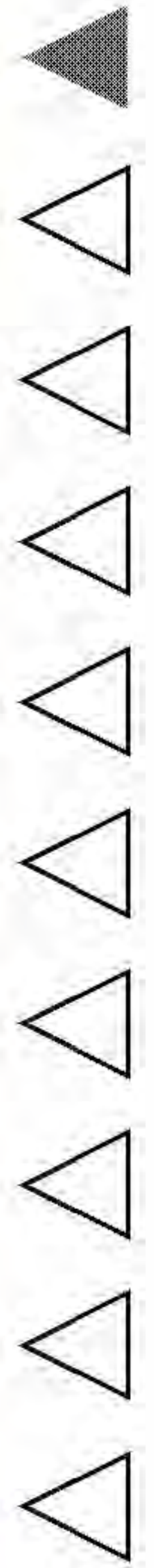
These expectations are not meant to prevent children from enrolling in age-appropriate learning experiences or to exclude them from needed services and supports. High quality preschool and prekindergarten settings, in centers, homes, and throughout the community, provide children experiences and opportunities that allow them to meet these expectations.

This section of *Early Childhood Standards of Quality for Prekindergarten* is meant to apply to all three- and four-year-old children in Michigan, both those whose development is typical and those who are of differing abilities and backgrounds. It recognizes that young children’s growth, development, and learning are highly idiosyncratic. Young children learn at different rates in the various domains of their development and not all children master skills and content within a domain in the same order, although there are patterns to their development. All domains of child development are important to the success of early learners; the domains and learning and development within them are interrelated, and dissected here only to be able to discuss them.

The sections that follow are organized with a brief introduction to the domain and content area, followed by statements about children’s learning, as well as examples of experiences and strategies, and suggested questions for reflection. Each “early learning expectation” is illustrated by several items indicating how children typically exhibit their progress toward meeting that expectation. These items are not meant to be exhaustive; children will demonstrate their progress in many ways.

Approaches to Learning

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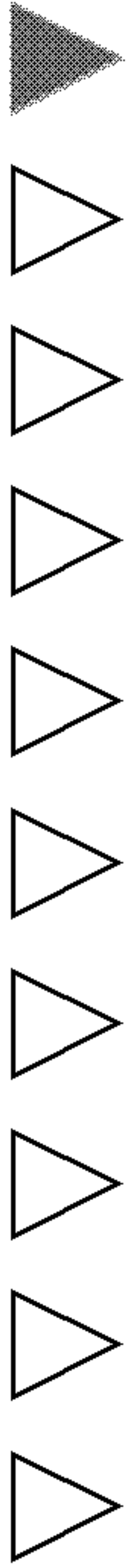
Children approach their learning in different ways. Adults who provide early care and education programs should take children's unique attitudes, habits, and learning styles into consideration when planning for them. The learning environment should be designed to support and increase children's initiative, curiosity, engagement, persistence, invention and imagination in their work and play. The important role of positive attitudes and dispositions, and openness to new tasks and challenges cannot be overemphasized. Children should have experiences and opportunities that foster the promotion of self-initiated learning. How children approach their learning is closely related to their social, emotional, intellectual, language, and physical development.

1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum. [HSCOF-ATL 6.1.3, 7.1.1, 7.1.2, 7.1.3, 7.1.4]

Children typically:

1. Choose to participate in an increasing variety of tasks and activities using all five senses.
2. Make choices and value decisions as they solve the problems in their work and play.
3. Become more comfortable with taking risks and with generating their own ideas.
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.
5. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

ELE: APPROACHES TO LEARNING



6. Demonstrate comfort with open-ended questions and problems.
7. Value the uniqueness of their own work.

Examples of Experiences and Strategies

- Materials throughout the learning centers are thoughtfully selected to engage multiple senses.
- The schedule is arranged so that significant portions of the day offer children opportunities to make choices about their play and other learning activities.
- Children's work is displayed at eye level and adults provide opportunities for children to talk constructively about their work and that of their classmates.
- Learning experiences offer opportunities to use materials in unique ways.
- Choices of play and work experiences are meaningful and realistic.
- Children are encouraged to change or make up their own endings for stories, plays or songs.
- Games that build on and extend children's curiosity are available across the learning centers.
- Adults are sufficiently flexible in their daily planning to be able to change plans if children initiate a more interesting idea or experience.

Questions for Reflection

1. How do adults keep track of children's interests so that they can be introduced as topics of conversation in group times?
2. How are adults serving as role models for experimenting and taking reasonable risks; e.g., climbing up a small hill or trying to balance?
3. How is the environment arranged to promote independence and initiative; e.g., logical ordering of materials on shelves, labeling of materials, use of task charts?
4. How are the materials arranged to help children who have difficulty making choices; e.g., by limiting options or helping them think through those options?
5. How do adults interact with children to help them make choices or consider additional options?
6. In what circumstances are adults able to encourage children to talk about areas of interest and/or about their activities?
7. In what ways do adults encourage children's natural inclination to ask questions and to wonder, help them refine their questions, and think of ways they might get answers?

8. How do the strategies in other sections of this document (e.g., in Intellectual Development, Science, Mathematics, Creative Arts) promote children’s initiative and curiosity?

2. Early Learning Expectation: Children show increasing engagement and persistence in their work and play in all areas of the curriculum. [HSCOF-ATL 5.2.3, 6.1.2, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2]

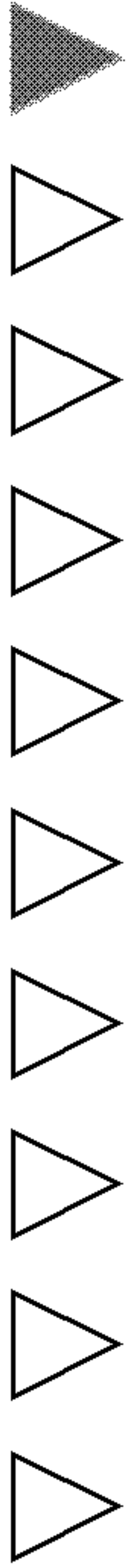
Children typically:

1. Grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
2. Demonstrate increasing ability to set goals and develop and follow through on plans.
3. Show growing capacity to maintain concentration in spite of distractions and interruptions.
4. Begin to demonstrate the ability to follow a sequence of steps to create a finished project.
5. Grow in the ability to plan individually, in small groups, and with the whole class.

Examples of Experiences and Strategies

- Materials are selected to engage children’s interest over extended periods of time; e.g., a well provisioned and organized block area, a dramatic play area with engaging props, or an art area with a variety of media and sufficient materials.
- Games are selected or adapted with engagement in mind; e.g., those which require children to listen carefully and follow more than one direction.
- In keeping with the capability of each child, adults gradually extend the number of tasks children must perform in carrying out classroom routines; e.g., put your boots in your cubby and find a book to read.
- Adults provide gentle encouragement when children quit or give up too easily; e.g., by saying “try one more time,” or “think of something else you could try.”
- The day is organized to gradually lengthen the time children are expected to remain engaged in activities or experiences; e.g., by reading longer and longer stories to help extend children’s attention span or extending time scheduled for choosing activities in learning centers.

ELE: APPROACHES TO LEARNING



Questions for Reflection

1. What practices or procedures are in place to help children engage in prior planning of their own and to remind them of their plans as needed; e.g., through the use of planning charts or planning techniques of various kinds?
2. How do adults provide ways for children to revisit and reflect on their experiences and learning?
3. Are adults in tune with the need to make thoughtful comments about children's efforts without unnecessarily interrupting children's thinking?
4. How do adults help children identify successful strategies for problem-solving? Some examples are as follows:
 - "What do you remember about how you did that the last time?"
 - "It really helps when you look for the very first letter of your name to find your cubby."
 - "Let's repeat the directions together, so everyone will know what to do next."
5. In what ways are adults helped to understand how to offer encouragement that is specific and meaningful to what a child (or children) have actually done and to avoid non-specific and exaggerated praise?

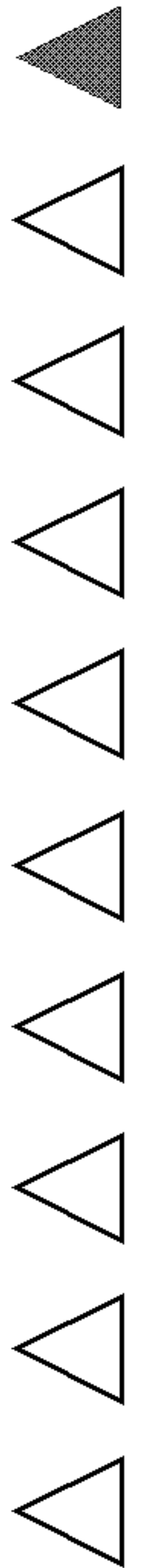
3. Early Learning Expectation: Children show increasing invention and imagination in their work and play in all areas of the curriculum. [HSCOF-ATL 7.3.1, 7.3.2]

Children typically:

1. Experiment, explore, and ask questions freely.
2. Try new things and take risks.
3. Problem solve using a variety of strategies.
4. Grow in their ability to elaborate on their original ideas.
5. Increasingly show originality and flexibility in their work.
6. Use more and more complex scenarios in play.
7. Explore movement, music, and a variety of artistic modes.

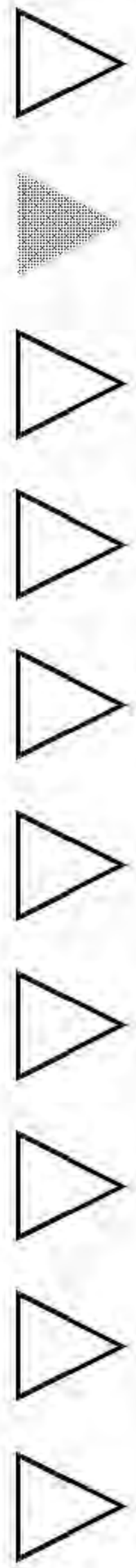
Examples of Experiences and Strategies

- Materials and activities appeal to a variety of senses and learning styles.
- Materials and activities are appropriate for individuals, small groups, and larger group experiences and take into account the cultural representation of the class.
- Activities are presented in labeled steps with photos when possible.
- Activities in all of the learning centers are designed to promote experimentation and encourage children to arrive at creative solutions.
- Children are engaged in generating multiple solutions to questions or problems.
- Adults recognize children who support others in problem solving.
- Books about real people who show their use of imagination, creativity, and invention are included in classroom collections and read aloud to groups.

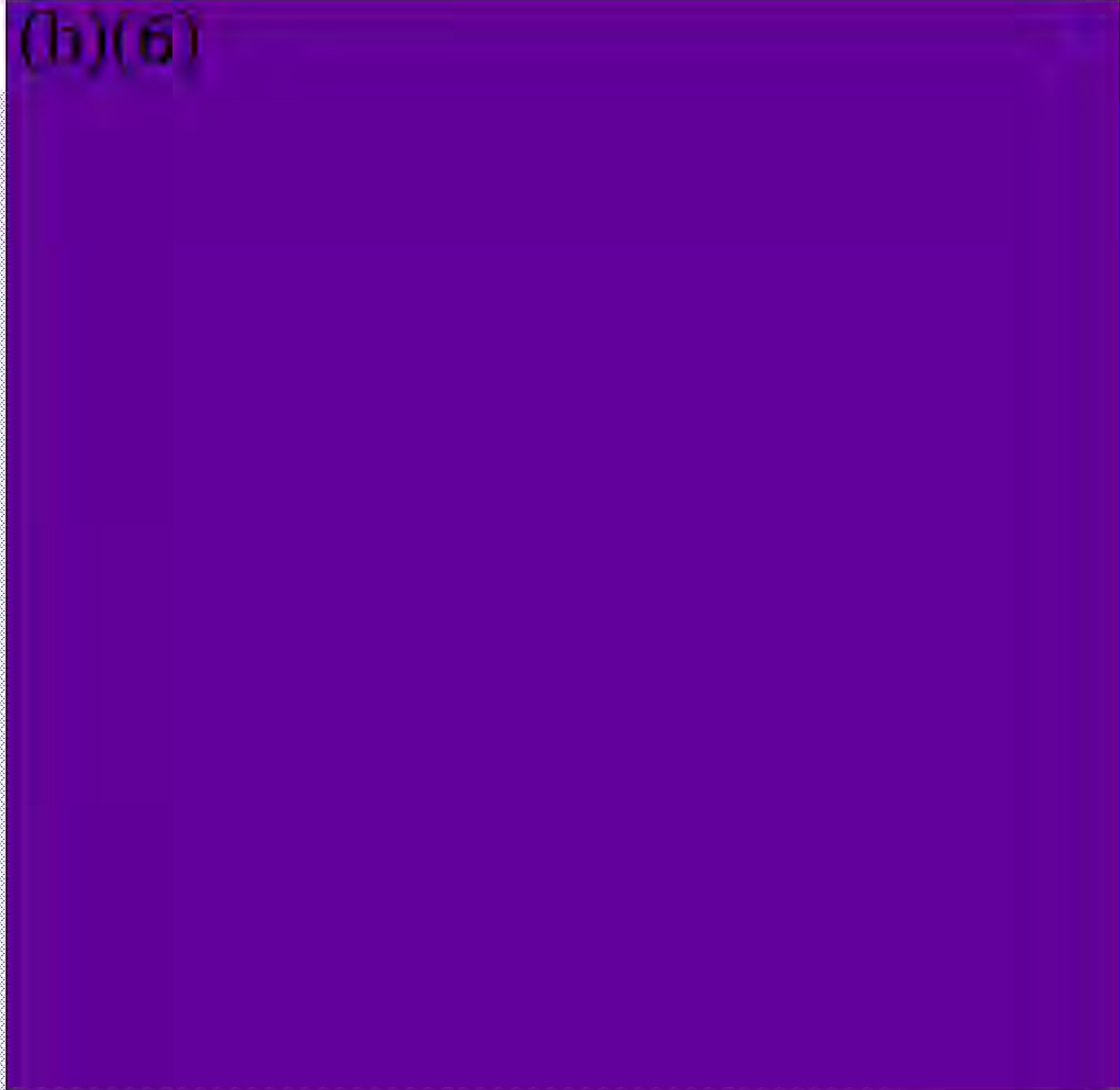


Questions for Reflection

1. In what ways are children encouraged to try new experiences in all of the learning centers?
2. Do adults model reasonable risk-taking behavior?
3. How is the environment arranged and provisioned to offer new materials, photographs, art work, and music to stimulate children's experiences, knowledge, and interests?
4. What opportunities exist for adults to model open-mindedness and creativity and to demonstrate that there may be more than one way to do things or to solve problems?
5. What opportunities exist for children to engage in paired learning experiences; e.g., activities in which children of varying skill levels are encouraged to work together?
6. To what extent does the class take advantage of the natural environment as another learning resource?



Intellectual Development



In the early years intellectual development and brain development are integrally linked. Young children acquire, adapt, practice, apply, and transfer knowledge in order to construct new or expanded concepts and make sense of their world. By observing, exploring, manipulating, listening, reflecting, and making inferences, children become capable of more complex thinking. They are able to use their experiences and knowledge in increasingly advanced ways.

Having knowledge of the major cognitive characteristics of children enables parents, teachers and caregivers to support their cognitive development and learning across the curriculum.

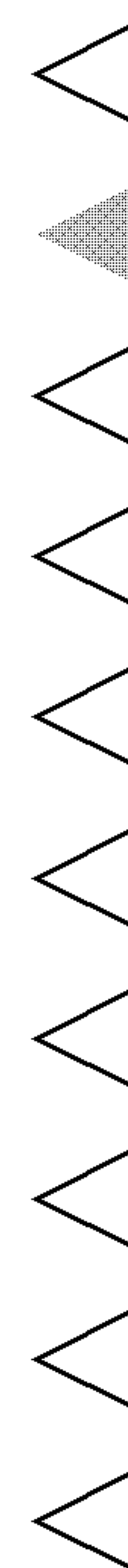
Intellectual development across content areas; e.g., language and early literacy, math, science, social studies is interrelated. These expectations cross and have application in all of them, thus supporting children’s learning across the curriculum.

1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment. [HSCOF-ID 7.3.3]

Children typically:

1. Explore and identify the characteristics of objects, including their similarities and differences.
2. Progress from categorizing objects and events using one attribute to categorize the same set of objects or events in multiple ways.
3. Can provide reasons for grouping objects in particular ways.

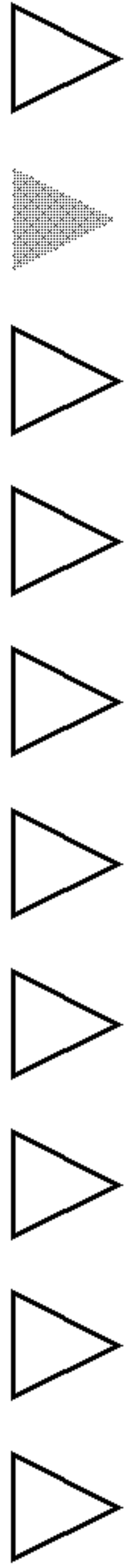
4. Can classify objects and events by identifying sets of large groups; e.g., all horses and all dogs are animals, all houses are buildings.
5. Can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways.



Examples of Experiences and Strategies

- Adults make thoughtful changes to the classroom materials over time to add interest and to support topics and skills in the curriculum and to stimulate children’s interests.
- Children have opportunities to identify different shapes and three-dimensional figures as they naturally occur in the indoor and outdoor environment; e.g., as they draw, look at books, work with geometric puzzles, build structures in the block center, take a neighborhood walk.
- Children have many opportunities to handle objects; blocks, boxes or containers, shape sorters, puzzles.
- Children have opportunities to climb in and out of boxes or large block structures; on or around outdoor equipment; and under, over, around, through, into, on top of, and out of different things to experience themselves in space.
- Adults encourage children to make new shapes by putting materials together and taking them apart in different arrangements; e.g., when cutting or folding paper, molding clay, building structures.
- Adults introduce spatial vocabulary, including—location and position words (e.g., on/off, over/under, in/out, above/below, in front of/in back of); movement words (e.g., up/down, forward/backward, toward/away from, straight/curved path); and distance words; e.g., near/far, close to/far from, shortest/longest.
- Children’s interests in the physical world and living things are extended by using information books, field trips, visitors, and other ways of opening up the classroom to the larger world.
- Adults initiate questions and answer children’s questions about why things happen; e.g., weather phenomena, darkness, and light.

ELE: INTELLECTUAL DEVELOPMENT



Questions for Reflection

1. How frequently do adults take advantage of opportunities to enrich the learning throughout the day by intentionally extending children's ideas, engaging them in conversation, and challenging their thinking?
2. What opportunities exist to engage children in coherent, organized studies of animals, plants, and the environment?
3. How do adults guide children's interest in phenomena that can be observed and experimented with directly? Is there understanding that when children express interest in remote or invisible things and events, such as those in outer space or long ago, their interests need to be supported while keeping a focus on more accessible topics and concepts in which there is greater potential for learning.

2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words.

Children typically:

1. Recognize symbols in the environment; e.g., traffic signals, signs.
2. Use symbols to represent their thoughts and ideas through play and expressive language.

Examples of Experiences and Strategies

- Effective, supportive, and consistent routines are represented with pictures, photographs, symbols, and words.
- Children are encouraged to learn observation skills and go beyond just "looking" through activities that provide opportunities to describe, draw, discuss with others, redraw and describe again to refine observation skills, build vocabulary, and develop understanding of concepts.
- Children have journals, clipboards, and writing tools to engage them in recording observations, gathering data, and communicating their findings to others.
- Children learn to express themselves, listen to others and develop negotiation and sharing language.
- Adults support children with accommodations as needed and use differentiated teaching strategies to help individual children understand the world around them.

Questions for Reflection

1. In what ways are children encouraged to notice, describe, and create patterns; e.g., in painting and construction, interactions in nature?
2. To what extent does the classroom reflect various representations done by the children in the class?
3. To what extent does the classroom environment contain environmental print that is relevant to the community?

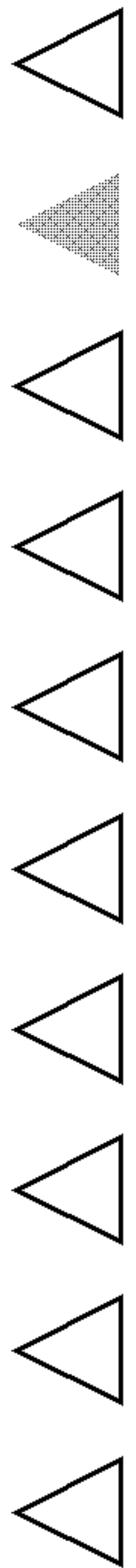
3. Early Learning Expectation: Children gain, organize, and use information in increasingly complex ways. [HSCOF-ID 4.1.5]

Children typically:

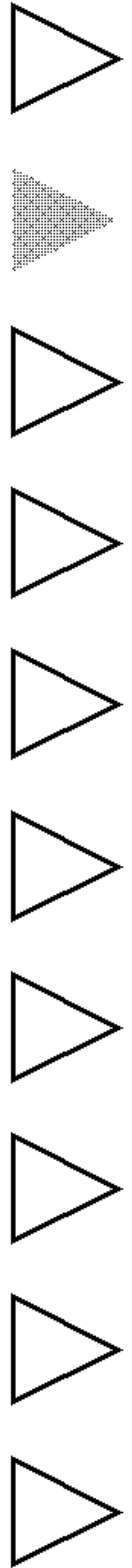
1. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.
2. Share through words or actions the acquisition of increasingly complex concepts.

Examples of Experiences and Strategies

- Children are actively engaged in the organization and care of their room and their outdoor environment.
- Children frequently engage in conversations with peers and adults, talking through their thinking and discoveries.
- Children from different cultures are supported as they make new connections and discoveries that may vary from what they have experienced previously.
- Adults regularly engage children in focused, small-group experiences to promote thinking processes and concept learning.
- Adults articulate their thinking processes as they experiment with or organize items or draw conclusions.
- The program uses the full range of teaching strategies from direct instruction to open-ended questions to enhance each child’s thinking and learning, choosing the most appropriate strategies for each goal and for individualizing.
- Adults provide an emotionally and physically safe environment in which children can experiment, discover and question.



ELE: INTELLECTUAL DEVELOPMENT



Questions for Reflection

1. In what ways is the curriculum integrated across the domains so that children learn through active engagement in projects, learning centers, play, and other activities that deeply interest them? An example would be a project about their neighborhood—by developing and representing their plans, discussing what they are doing, negotiating and cooperating with each other, classifying, comparing, measuring, counting, solving problems.
2. How consistently do adults listen to children and ask about what they are seeing and doing so that they will do more noticing, wondering, and reflecting? To what extent do adults use such conversations as opportunities to introduce more varied and sophisticated vocabulary?
3. What opportunities exist to help adults focus on initially exposing children to knowledge that is familiar and meaningful to them and gradually extending to topics less familiar and more abstract?
4. In what ways are children encouraged to develop the ability to use symbols, make comparisons, recall, anticipate situations, and shift their focus away from the here and now?
5. Do adults regularly and intentionally encourage children to give reasons for their choices and to argue logically?
6. How do adults help children connect what they are learning to previous experiences?

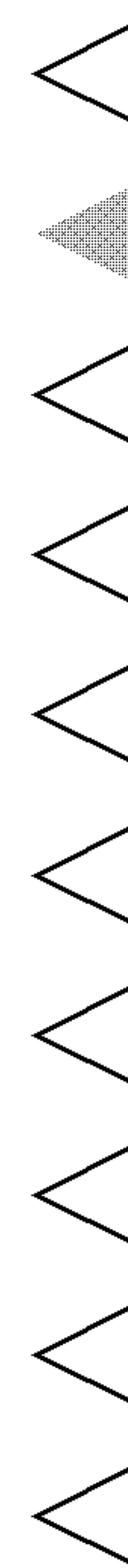
4. Early Learning Expectation: Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions. [HSCOF-ID 4.2.4]

Children typically:

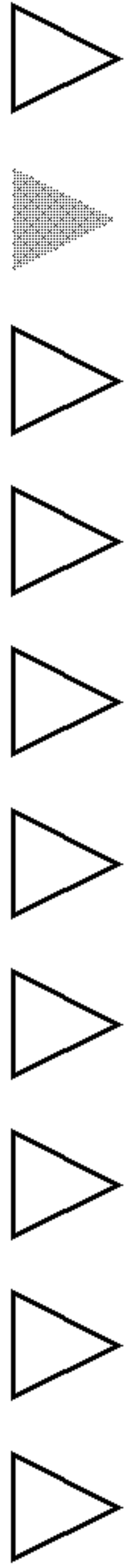
1. Demonstrate problem-solving skills in their hands-on activities.
2. Increase their ability to observe attentively.
3. Increase their ability to ask questions appropriate to the circumstance.
4. Increase their ability to predict outcomes by checking out and evaluating their predictions.
5. Try a variety of ways of solving problems.
6. Demonstrate enjoyment in solving their own problems.

Examples of Experiences and Strategies

- Activities in all of the learning centers are designed to promote experimentation and to encourage children to arrive at creative solutions; e.g., availability of a variety of writing tools, paints organized to permit mixing colors.
- Adults pose questions in ways that encourage children to ask their own questions about what is happening.
- Children are engaged in generating multiple solutions to questions or problems.
- Adults give recognition to children who support others in problem solving.
- Adults talk with children in ways that promote children’s thinking and reasoning about what they are doing.
- Adults regularly pose open-ended questions related to a variety of topics.
- Adults model and scaffold dramatic—or block-play skills for children with limited play experience or confidence; e.g., “Let’s pretend this is a hammer, and we’re fixing the fence.”
- Adults resist the impulse to solve problems for children; instead, adults put the problem back in the hands of the children and give them time and support to resolve it.
- Children are encouraged and helped to name, describe, think about, and talk about what they are doing.
- Children are encouraged to record their observations in various ways; e.g., making drawings, recording their ideas, creating simple graphs.
- Children have access to a variety of tools for observation and experimentation, such as magnifying glasses, scales and other measuring tools, and collection boxes.



ELE: INTELLECTUAL DEVELOPMENT

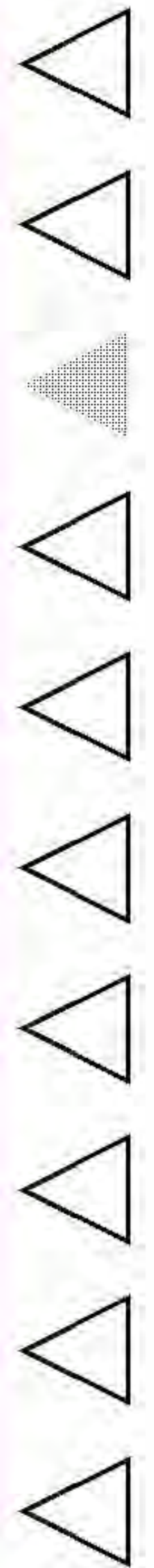


Questions for Reflection

1. How do adults model questioning to help children learn to pose their own questions about what makes them curious? An example is, “What would you want to know about why that happened?”
2. What opportunities exist for adults to model curiosity, inquiry, and investigation for children? Do adults regularly take advantage of these opportunities?
3. How is the curriculum arranged so that the materials, situations, and activities cause or give rise to intriguing problems likely to engage the interest of the children?
4. In what ways are adults helped to learn the importance of and the skills to engage children in:
 - a. Formulating questions (“What do you want to know?”)
 - b. Designing experiments (“How can we find out?”)
 - c. Making predictions (“What do you think will happen if...?”)
 - d. Drawing conclusions or finding solutions (“Do you think that worked?”)
5. Which learning strategies do the adults in the program know of and value most?
6. In what ways, and how effectively, do adults help children to find the right level of challenge? In what ways, how often, and how effectively do adults encourage children to argue logically, to predict and estimate, and to give reasons for their choices?
7. How are equipment and playthings selected and arranged to extend children’s understanding of patterns, shapes, and colors? What opportunities do children have to collect and sort objects for a meaningful purpose?
8. What opportunities are there for children to take things apart, put them together, and figure out how they work, and how well do these opportunities promote children’s learning?
9. What opportunities are there for children to engage in collaborative socio-dramatic play, and how does it contribute to their learning and development?
10. What opportunities exist in the program and its environment to enable children to initiate purposeful problem-solving activities, to devise problems of their own, and to solve them to their own satisfaction using a variety of materials and equipment?
11. How do adults encourage children to use trial and error to find solutions to their problems and to use previous experience as a basis for trying out alternative strategies?
12. Do adults intentionally provide children with opportunities to predict and estimate; e.g., in apportioning shares or quantities?

Social and Emotional Development

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To develop socially and emotionally, children need to develop the capacity to experience, express, and gain self-control over their emotions and social interactions. Children learn and thrive when they feel emotionally secure with and socially connected to adults who provide nurturing relationships and positive early learning experiences. When children feel emotionally secure and physically safe, they feel more confident to explore their environment and to learn.

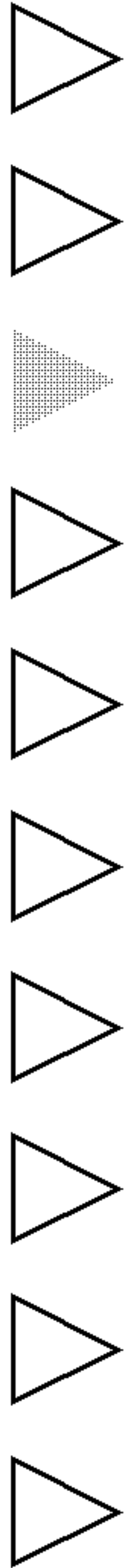
An environment that is responsive to each child and that is predictable and consistent strengthens a child's confidence in approaching new challenges and enhances the development of trusting and healthy relationships. In the preschool years children grow in the ability to participate in the larger world beyond the family—to serve as a resource, to negotiate, to lead and follow, and to be actively involved in their relationships with others.

1. Early Learning Expectation: Children develop and exhibit a healthy sense of self. [HSCOF-SED 6.1.1, 6.5.1]

Children typically:

1. Develop greater self awareness.
2. Continue to develop personal preferences.
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.
4. Become increasingly more independent.
5. Recognize and have positive feelings about their own gender, family, race, culture and language.
6. Identify a variety of feelings and moods (in themselves and others).

ELE: SOCIAL AND EMOTIONAL DEVELOPMENT



Examples of Experiences and Strategies

- Children experience a consistently positive, safe environment each day.
- Every child receives a personal greeting, appropriate encouragement, and sufficient support to feel a sense of belonging each day.
- Adults create an environment where children feel safe expressing their feelings; e.g., likes, fears.
- Teachers are intentional in teaching social skills; e.g., how to greet peers, how to take turns, how to wait for something you want.
- Adults model and teach emotional vocabulary so that children get support in learning to label or name their feelings.
- Adults model empathy.
- Adults respond to parents with respect.
- Adults do not discuss sensitive subjects or negative behaviors when children are present.

Questions for Reflection

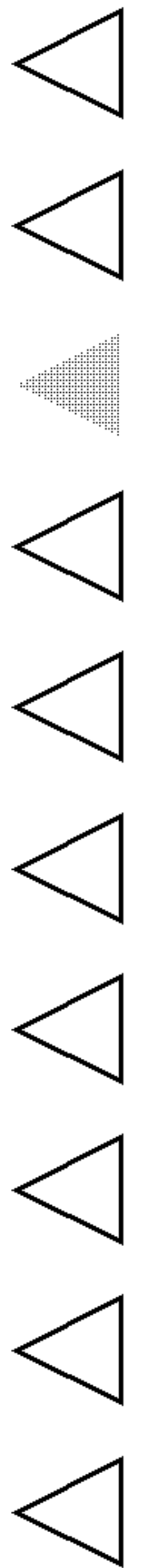
1. To what degree does staff know children's background, culture, stressors, health needs?
2. Does every child have an example of his or her work displayed somewhere in the classroom? Does every child have a personal space for belongings?
3. How does the family of every child receive news and information from the classroom, including dual language homes or families with low literacy skills?
4. To what degree are children involved in the care and routines of their classroom?
5. How are children supported to take increasing responsibility for themselves, their possessions and actions?

2. Early Learning Expectation: Children show increasing ability to regulate how they express their emotions. [HSCOF-SED 6.2.3]

Children typically:

1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.
2. Grow in their ability to follow simple, clear, and consistent directions and rules.
3. Use materials purposefully, safely, and respectfully more and more of the time.
4. Begin to know when and how to seek help from an adult or peer.

5. Manage transitions and follow routines most of the time.
6. Can adapt to different environments.



Examples of Experiences and Strategies

- While reading to children, adults discuss the feelings and emotion management skills of characters.
- Adults recognize when children appropriately manage strong feelings.
- Children learn multiple verbal and nonverbal strategies to appropriately express their emotions.
- Children learn ways to be physically and emotionally calm.
- Adults help children learn socially appropriate ways to express their wants and needs and to respond to others; e.g., through talking, role play, songs, finger plays. This guidance is repeated and practiced regularly.
- Children and adults jointly develop rules for the classroom and outside. The rules are posted with labels, visuals, and photographs.
- Children develop confidence by choosing repeated, positive, and safe new experiences.
- Adults provide clues to help children learn the classroom schedule and prepare for changes.

Questions for Reflection

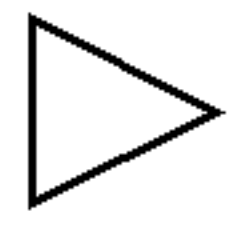
1. What opportunities are available to learn regulation and taking turns; e.g. games, board games, routines, role playing?
2. Do adults thoughtfully observe children responding to each other and make intentional proactive responses?
3. Do teachers reinforce positive actions (compliments, play, apologies)?
4. What is the balance between positive and negative adult responses or conversation?
5. How do adults engage children in conversations about emotion management? For example, “I was so frustrated that we couldn’t play outside today.” Or “I need to take a deep breath.”

3. Early Learning Expectation: Children develop healthy relationships with other children and adults. [HSCOF-SED 6.2.1, 6.2.2, 6.3.1, 6.3.2, 6.3.3, 6.4.1, 6.4.2, 6.4.3]

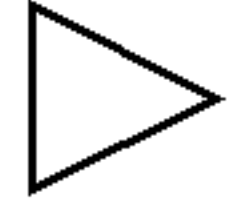
Children typically:

1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.

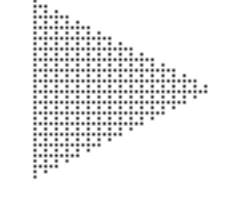
ELE: SOCIAL AND EMOTIONAL DEVELOPMENT



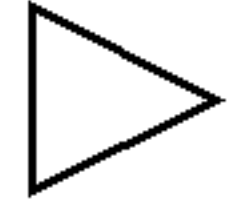
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.



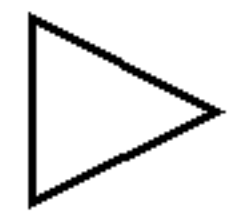
3. Recognize similarities and differences in people (gender, family, race, culture, language).



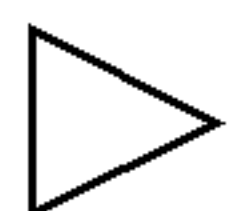
4. Increase their capacity to take another's perspective.



5. Show increasing respect for the rights of others.



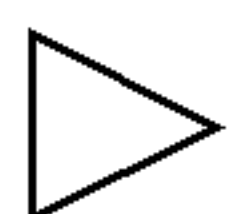
6. Show progress in developing and keeping friendships.



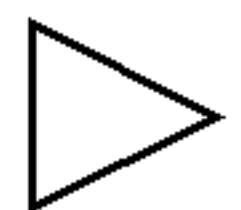
7. Participate successfully as a group member.



8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.



Examples of Experiences and Strategies



- Adults model expanding ideas for social skills; e.g., suggesting a new way to play.

- Children are given opportunities to be helpful. Adults offer specific positive comments when children are observed being helpful.

- Children observe adults showing empathy to both adults and children.

- Children learn that it is OK to ask for help from an adult.

- Children learn how friends act toward each other through books, stories, intentional activities and role models.

- Children observe teachers treating living things with care; e.g. plants and animals.

- Children are acknowledged as members of a group, a family, a team, or a class. Adults use new vocabulary to describe these relationships.

- Adults establish routines and time for children to work, play, and talk together.

- Adults respond verbally, visually, and physically to all children.

- Adults role model and encourage giving an apology when appropriate.

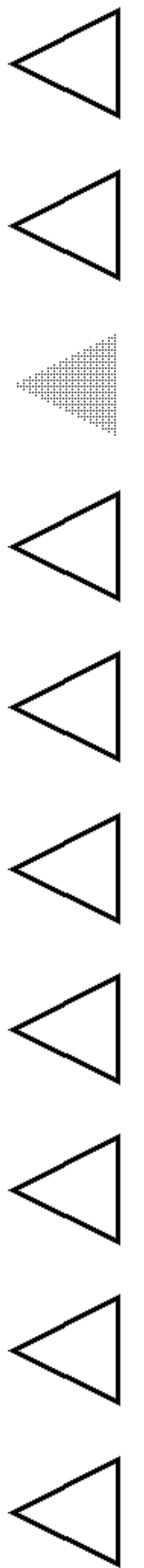
- Adults teach and encourage problem solving and conflict resolution skills, when conflicts arise.

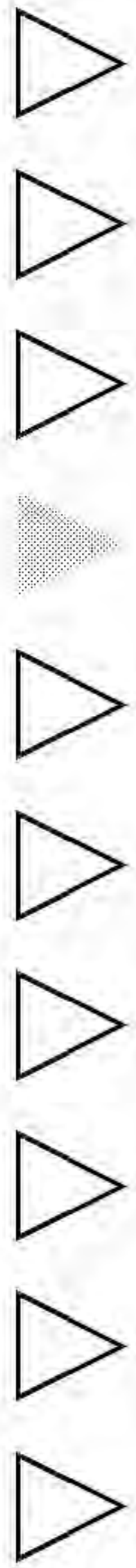
- Adults model and plan opportunities that help children learn to share; e.g., puppets, stories, task assignments.

- Children learn to verbalize appropriate comments; e.g., "I don't like it when you hit me."

Questions for Reflection

1. How do adults guide positive behavior or redirect negative behaviors?
2. How does the classroom make children and adults feel when they enter it? Are children engaged? Are the staff members engaged with children? Does it feel like a place children and adults would like to spend time?
3. Are classroom rules visible, minimal, appropriate, and used by adults and children consistently?
4. What is the tone of voices heard in the room? What do children say?
Some examples are:
 - give compliments
 - talk to peers
 - laugh
5. Is there a sense of caring in the room?
6. To what degree are children connected to the land and space around their own school or center? How are they involved in caring for this space?
7. To what extent are cultural misperceptions or expectations considered and solved, explained or explored with families?





Language and Early Literacy Development

(b)(6)

Children begin to communicate at birth. During the preschool years they are emerging as language users and developing competence as listeners, speakers, readers, writers and viewers. Each of the language arts is strengthened by integrated literacy experiences in print-rich environments in homes, neighborhoods, and in early learning settings. Having knowledge of the major characteristics of children’s language development in the three and four-year old age range enables parents, teachers and adults to provide support and strengthen children’s emerging competence. Intentional learning experiences which support the early learning expectations outlined below will help young children become motivated and efficient communicators who listen, speak, read, write, and view effectively for meaningful purposes.

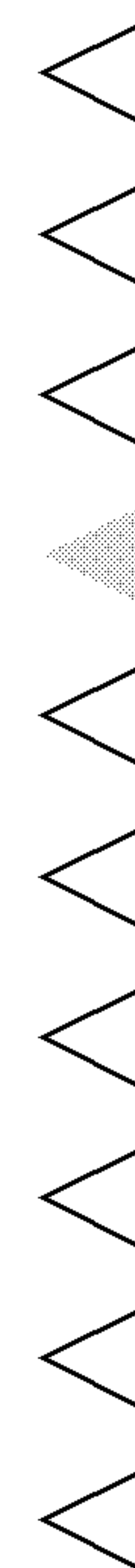
1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.

Children typically:

- A. **In comprehension strategies:** [HSCOF-LD 1.1.3, L 2.2.1, 2.2.2] [GLCE-R.WS.00.11-.12; R.NT.00.01-.05; R.IT.00.01-.04; R.CM.01-.06; RP.00.01-.03]
 - 1. Retell a few important events and ideas they have heard from written materials; e.g., in stories and in books about things and events.
 - 2. Enlarge their vocabularies with words from conversation, instructional materials and activities with peers and adults.
 - 3. Use different strategies for understanding written materials; e.g., making predictions using what they already know, using the structure of texts,

linking themselves and their experiences to the written materials, asking relevant questions.

4. Demonstrate reading-like behaviors with familiar written materials; i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time . . .”); using patterns and vocabulary that occur in printed material to making use of printed text; e.g., trying out what one is learning about words and sounds.
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).



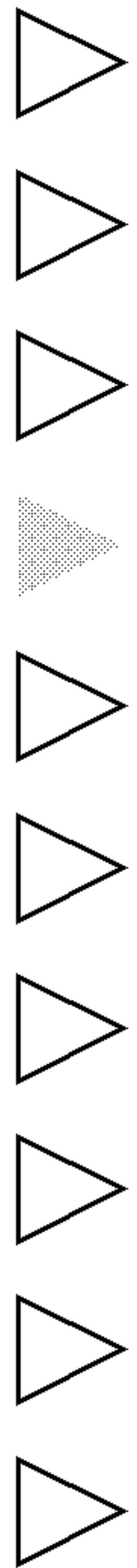
Examples of Experiences and Strategies

- On a daily basis, at home and at school, adults read fiction and non-fiction books to and with children.
- Adults build on children’s interests to introduce new vocabulary and encourage them to ask the meaning of new words.
- Adults draw attention to concepts; e.g., ideas in the stories, content in non-fiction books, differences, more and less, big and small.
- Children have access to recorded forms of books; e.g., books-on-tape, computer stories.
- Adults talk about the author and illustrator when introducing a story.
- The learning environment makes extensive use of labels; e.g., words in English and the home languages of enrolled children, pictures and symbols.
- Parents are encouraged to take children on outings around the neighborhood and to talk about what they see and experience; e.g., at the grocery store, to local parks.

Questions for Reflection

1. How can new vocabulary be made a part of the planning of all experiences and activities?
2. In what ways do adults assist children in relating stories to events in their own lives and in making predictions?
3. What opportunities exist to read books with rich descriptive vocabulary, exploring and extending children’s understanding of the meaning of new words?
4. What opportunities exist for adults to build upon children’s comprehension skills by listening, responding, and asking questions?
5. In what circumstances do adults model reading behaviors and, when appropriate, draw children into what they are reading?
6. How do adults present opportunities for children to experience the difference between fiction and non-fiction books?

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT



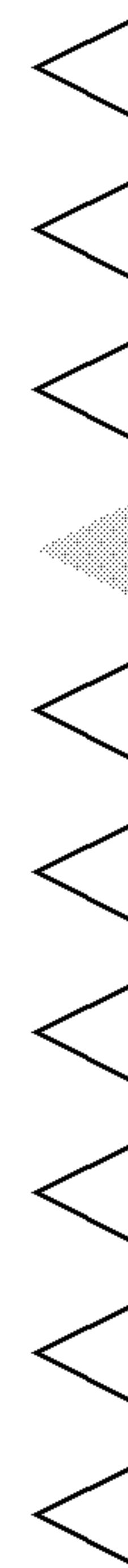
7. What opportunities exist for adults to ask children thought-provoking questions about the book being read? Some examples are:
 - “Why did that happen?”
 - “What do you think will happen next?”
 8. How do adults draw children’s attention to words around the room and in the surrounding environment?
 9. How is the program structured to support parents’ engagement?
- B. In print and alphabetic knowledge: [HSCOF-L 2.1.3, 2.1.5, 2.3.5, 2.5.1, 2.5.2, 2.5.3, 2.5.4] [GLCE-R.WS.00.03-.09; R.FL.00.01]**
1. Show progress in identifying and associating letters with their names and sounds.
 2. Recognize a few personally meaningful words including their own name, “mom,” “dad,” signs, and other print in their environment.
 3. Participate in play activities with sounds; e.g., rhyming games, finger plays.

Examples of Experiences and Strategies

- Children have opportunities to listen to words and to determine whether they rhyme.
- Children have opportunities to listen to and notice words and names that begin with the same sound or the same letter but with a different sound; e.g., cat-ceiling-cup, Jacob-Jose-Jamal—and to note that, in Spanish, the ‘j’ would have a ‘h’ sound.
- Children listen to stories with playful words and are encouraged to repeat them or invent some on their own; e.g., wishy-washy, ooey-gooley, teeny-weeny.
- Adults present playful opportunities for children to segment the first sound in words, especially in their names; e.g., first sound in Matthew is “/m/.”
- The program includes songs, rhymes, stories, books, and chants that repeat sequences.
- Adults record and repeat words dictated by a child, emphasizing the sounds linked with various letters.
- Alphabet stamps or stencils in the writing center and in other centers offer children the opportunity to print and name some of the letters of the alphabet; e.g., in the dramatic play area to print menus; in the science area to label drawings; in the art area to be an element in collage.

Questions for Reflection

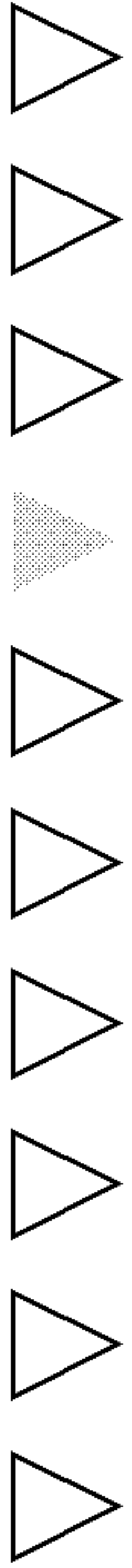
1. How do adults daily draw children’s attention to the separate sounds of spoken language through playful songs, games, and rhymes?
 2. In what ways can the physical environment be used to bring children’s attention to letters and sounds? Some examples are:
 - posting charts of favorite rhymes
 - underlining initial letters of words used to label learning centers and materials
 - drawing children’s attention to like letters
 - easy access to writing materials
 - multiple representations of letters
- C. In concepts about reading: [HSCOF-L 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.3.4] [GLCE-R.MT.01-.04; R.CS.00.01; R.AT.00.01-.02]**
1. Understand that ideas can be written and then read by others.
 2. Understand print and book handling concepts including directionality, title, etc.
 3. Understand that people read for many purposes; e.g., enjoyment, information, to understand directions.
 4. Understand that printed materials have various forms and functions; e.g., signs, labels, notes, letters, types.
 5. Develop an understanding of the roles of authors and illustrators.



Examples of Experiences and Strategies

- The child’s name is written on belongings and any personal space, and names or symbols/pictures are used to enable children to recognize their own possessions.
- Books are available for children to read and carry about; reading books and telling stories are frequent, pleasurable, intimate, and interactive experiences.
- Adults model important reading practices frequently; e.g., point out the title page, show how pages turn, talk about the ‘beginning’ and ‘end,’ point at the words as they are arranged across the page.
- Reading times are used to show the variety of books and the purposes for which they can be read; e.g., books read to answer a question arising out of a class project, books read to soothe, books read to illustrate constructive behavior, books read to learn about something new.
- Children’s attention is drawn to books written or illustrated by the same authors or familiar illustrators.
- Adults talk about preferences for favorite authors, kinds of books, topics, and question the content and author’s choices (critical literacy).

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT



Questions for Reflection

1. Are adults able to take on the voices of characters in books read to the class?
2. Do adults make opportunities for children to see them being readers of various forms of material? Some examples are:
 - reading a note from a parent
 - finding a book to help answer a question
 - reading a direction for cooking aloud
3. How can fiction and non-fiction books, signs/posters be placed in all interest areas on topics that are relevant?
4. How do teachers model their thinking process while reading? An example is, "I wonder why the illustrator put that picture here."

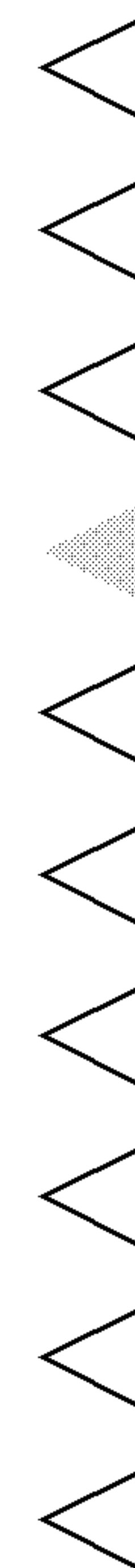
2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes. [HSCOF-L 2.4.1, 2.4.2, 2.4.3, 2.4.4] [GLCE-R.GM.00.01-04; R.PR.00.01-04; R.PS.00.01; R.SP.00.01-02; R.HW.00.01-03; R.AT.00.01]

Children typically:

1. Begin to understand that their ideas can be written and then read by themselves or others.
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.
3. Begin to develop an understanding of purposes for writing; e.g., lists, directions, stories, invitations, labels.
4. Represent their own or imaginary experiences through writing (with/without illustrations).
5. Begin to write familiar words such as their own name.
6. Attempt to read or pretend to read what they have written to friends, family members, and others.
7. Show beginnings of a sense of the need to look over and modify their writings and drawings; e.g., adding to picture or writing.
8. Develop greater control over the physical skills needed to write letters and numbers.

Examples of Experiences and Strategies

- The learning environment includes many tools for writing in a writing center as well as all other learning centers as appropriate; e.g., papers, writing tools, picture dictionaries, menus, computers, small chalkboards, alphabet books, clipboards.
- The classroom has models of handwriting in view of children so that, when interested, children can begin to learn letter formation and the difference between upper and lowercase letters.
- Children have opportunities and are encouraged to use emergent writing for many purposes (e.g., lists, messages, letters to family members and friends, labels) and teachers model these behaviors and talk through the process.
- The classroom provides frequent opportunities for children to write; adults act as models for frequent and varied uses of writing.
- Children are encouraged to use emergent writing skills to write captions for their pictures.



Questions for Reflection

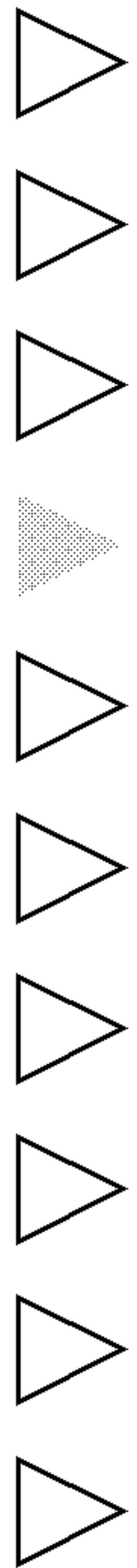
1. In what ways do adults make writing opportunities a part of every learning center, especially the reading and/or writing centers?
2. To what extent do adults make it possible for children to create labels, lists, cards, letters, captions for pictures, and simple stories?
3. How do adults create opportunities for children to work together to create and share their writing?
4. What opportunities exist for children to display and to save what they have written either for their own enjoyment or as a way to assess progress over time?

3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others. [HSCOF-LD 1.2.1, 1.2.2, 1.2.3, 1.2.4; L 2.1.1, 2.1.2, 2.1.4, 2.2.3] [GLCE-R.WS.00.01-.02, .10; R.CN.00.01-.04; R.DS.00.01-.04]

Children typically:

1. Use spoken language for a variety of purposes; e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others.
2. Show increasing comfort and confidence when speaking to adults and peers.
3. Experiment and play with sounds; e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness.

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT

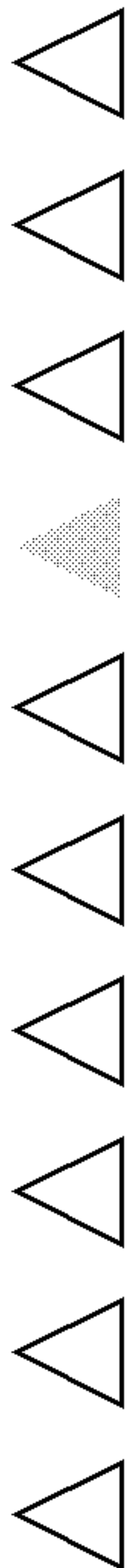


4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.
5. Speak in increasingly more complex combinations of words and in sentences.
6. Understand the roles of the participants in conversation; e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions.
7. Take part in different kinds of roles as a speaker; e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling.
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.
9. Show progress in speaking both their home language and English (if non-English-speaking children).
10. If appropriate, show progress in learning alternative communication strategies such as sign language.

Examples of Experiences and Strategies

- Children have many opportunities to communicate with adults and other children, to play language-based games, and to encounter a widening range of books, songs, poems, stories, and chants.
- Children hear adults conversing with one another so that they have exposure to complex adult conversation and novel vocabulary.
- Many and varied opportunities are provided to be playful with sounds, words, and simple rhymes.
- Adults greet children daily by name and with a short conversation.
- Children experience a wide range of stories; hear and practice storytelling, singing, reciting simple poetry, or chants.
- Children are encouraged to ask the meanings of and to use new words as they play and interact with other children and adults.
- Children are frequently exposed to storytelling in their natural/home languages.
- Children have opportunities to use their bodies as a way to communicate; e.g., through action games, listening games, pretend play, dancing.
- Activities are constructed to give children opportunities to explain simple processes to other children.
- The language of the child's culture is used as well as the primary spoken and written language of the program.
- Children learning English are paired with bilingual children and adults.
- Stories, songs, "new" words, games, and daily schedules use both English and the languages of children learning English.

- Teachers encourage parents to talk with children and model techniques for extending vocabulary.
- Parents are encouraged to converse with children using both home languages and English (to the extent they are comfortable).



Questions for Reflection

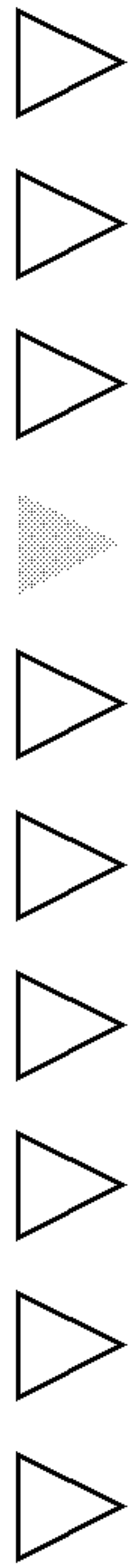
1. In what ways do adults help children communicate feelings and ideas in a variety of ways; e.g., signed, spoken, acted out?
2. Are adults conscious of the importance of matching their non-verbal cues to their verbalizations?
3. Are adults aware of the importance of responding positively to children’s gestures, expressions, and other non-verbal communication?
4. How do adults use language to soothe and comfort?
5. What opportunities exist for adults to help extend children’s verbal communication ability by accepting and supporting words, phrases, and sentences in their first language, modeling new words and phrases, allowing children to initiate conversation, and giving them time to respond and converse?
6. To what extent do adults model increasingly complex language and novel vocabulary?
7. How do adults create opportunities for age-appropriate simple performances; e.g., two friends reciting a simple rhyme, a child asking a question to the group?
8. How do adults help children understand processes and properties and relationships among common objects and processes; e.g., what are fruits, what are animals, how are animals different from fruits?

4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them. [HSCOF-LD 1.1.1, 1.1.2, 1.1.4] [GLCE-R.CN.00.01-.05]

Children typically:

1. Gain information from listening; e.g., to conversations, stories, songs, poems.
2. Show progress in listening to and following spoken directions.
3. Show progress in listening attentively, avoiding interrupting others.
4. Respond with understanding to speech directed at them.
5. Understand the concept and role of an audience; e.g., being part of an audience, being quiet, being considerate, looking at the speaker.

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT



6. Understand and respond appropriately to non-verbal expressions and gestures.
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).

Examples of Experiences and Strategies

- Children are greeted by name and with a short conversation to build attention and listening skills.
- The daily routine includes participatory stories and poems.
- The program includes action games, finger plays, and songs.
- Adults create opportunities for children to practice turn taking in conversations.
- The program includes role models who are home language communicators of the child's natural language; e.g., deaf role models whose first language is ASL, role models in spoken languages other than the primary spoken language of the program.

Questions for Reflection

1. To what extent do adults carefully attend to children's requests and suggestions?
2. How does the daily routine support adults in their use of simple, clear phrases with preschoolers?
3. To what extent do adults have realistic expectations of children's verbal, signed, and listening skills?
4. How do adults help children learn audience skills?

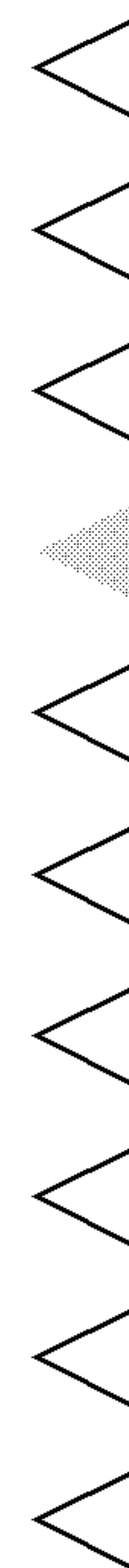
5. Early Learning Expectation: Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.

Children typically:

1. View multimedia materials for a variety of purposes; e.g., to gain information, for pleasure, to add to their understanding of written materials.
2. Use different strategies for understanding multimedia; e.g., making predictions using what they already know, using the structure of the media, linking themselves and their experiences to the content of the media, asking relevant questions.
3. Begin to compare information across sources, question the content and producer's choices, and discriminate between fantasy and reality (critical viewing).

Examples of Experiences and Strategies

- The environment is arranged to permit children to have access to a variety of multimedia materials; e.g., recorded books in various formats, short films, material on computers.
- Adults make themselves available to talk with children about their experiences with multimedia.
- Parents are given information about appropriate uses of multimedia with young children.



Questions for Reflection

1. In what ways do the program leaders make information about multimedia influences/effects on children available to the staff and parents?
2. What daily opportunities are available for children to interact with high quality multimedia material? Some examples are:
 - recorded books
 - film representations of popular stories
 - films with age-appropriate content information
 - music
3. How does staff link multimedia with art, music, and other learning areas?
4. Do adults utilize multimedia to help meet child and program goals and objectives?

6. Early Learning Expectation: Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.

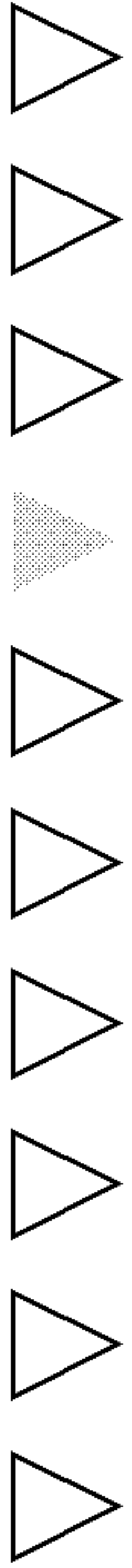
Children typically:

1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.

Examples of Experiences and Strategies

- The range of literacy materials and activities provides ample choices so that all children can experience positive encounters with books and other written materials.
- Materials in science and mathematics are chosen for the classroom to maintain and enhance children’s curiosity in these domains and promote increased engagement.
- Children observe staff members demonstrating and expressing their own curiosity and joy.
- Children are given appropriate praise for their attempts to express themselves.

ELE: LANGUAGE AND EARLY LITERACY DEVELOPMENT



- Children are encouraged to work on big books or activities together and learn how to give appropriate thanks, encouragement, and praise.

Questions for Reflection

1. What daily opportunities are available to promote positive interactions among children to help them build receptive and expressive language skills?
2. How is the program scheduled to provide adequate time to fully enjoy stories and storytelling?
3. How frequently do adults model their own 'reading aloud' or 'thinking aloud' to children?
4. What opportunities are available to allow children to share their products with others?

7. Early Learning Expectation: Children begin to understand that communication is diverse and that people communicate in a variety of ways.

Children typically:

1. Understand that some people communicate in different languages and other forms of English.
2. Become aware of the value of the language used in their homes.
3. Become aware of alternate forms of communication; e.g., Braille, sign language, lip reading.
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.

Examples of Experiences and Strategies

- The classroom is equipped with adaptive devices and adults use processes to increase the level of communication and/or participation by all children.
- A variety of languages are heard during the year through recordings or guests.

Questions for Reflection

1. How are adults good models of alternative communication? Some examples are:
 - sign language
 - languages other than English
2. To what extent do staff utilize community supports for adaptive services, translation services, or expanding the curriculum?
3. Does the classroom culture demonstrate respectful attitudes and behavior for all?

Creative Development

(b)(6)



The creative arts include the visual arts (drawing, painting, ceramics, sculpture, printmaking, fiber, and multimedia), instrumental and vocal music, creative movement, and dramatic play (puppetry, story telling, mime, and role playing). Support for children's creative development is essential to foster their appreciation of the arts and their competence, self-reliance, and success. Children's learning in all domains is enhanced by the integration of the creative arts with other areas of the curriculum. Teachers who encourage creativity nurture self-esteem and mutual respect. Children whose questions, individuality, and originality are honored see themselves as valued persons who can succeed in school and life.

1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts. [HSCOF-CD 5.2.1, 5.2.2]

Children typically:

1. Can use their own ideas to draw, paint, mold, and build with a variety of art materials; e.g., paint, clay, wood, materials from nature such as leaves.
2. Begin to plan and carry out projects with increasing persistence.
3. Begin to show growing awareness and use of artistic elements; e.g., line, shape, color, texture, form.
4. Create representations that contain increasing detail.

ELE: CREATIVE DEVELOPMENT



Examples of Experiences and Strategies

- Children have multiple opportunities to use a variety of art materials; e.g., paint, crayons, markers, watercolors, collage materials, paper, scissors, glue, stamp pads, templates, stencils, clay, play dough, computer paint programs.
- The staff documents child progress in exploration and experimentation with new materials by collecting work samples, photographs, and making notes reflecting child growth.
- Children broaden their artistic exploration and develop confidence in their own creative expression largely through self-selected, process-oriented experiences.
- Children are taught to take responsibility for caring for various art materials respectfully; e.g., making sure lids are on play dough, paint, and paste containers securely to prevent evaporation; replacing caps on markers.
- The environment is arranged for space to display (at the child's eye level) children's artwork, works by various local and professional artists, and representations of other cultures.
- Children have opportunities to use materials to build and create structures to represent other items; e.g., blocks become a castle; clay becomes a snake.
- Children are occasionally encouraged to revise or add to their projects or documentations when they have new discoveries.
- Children have the opportunity to show the same concept using a variety of art materials.
- The natural environment is utilized and respected as a tool for appreciating visual beauty in other settings.
- Adults explain and demonstrate how tools such as scissors and brushes should be cared for properly and used safely.
- Children hear adults using the names of primary and secondary colors including black and white as they use various art materials; e.g., tempera, finger paint, watercolors, crayons, markers, chalks.
- Daily experiences provide opportunities for exploration of the relationship of space and objects as well as color, balance, texture and design both indoors and outside.
- Adults point out various forms of the visual arts found in books, photographs/prints in a wide variety of settings.
- Staff, family members, and community partners arrange opportunities for children to observe various artists who use different techniques and art media.
- Adults make specific and nonjudgmental comments about the qualities of children's work; avoid the use of "I like . . ." to begin comments. Instead

of the teacher saying, "I like the big garden you painted, it's pretty," he or she could say, "I see you used long, thin lines for the stems in your painting."

- Adults plan and model art activities that extend children's understanding of art techniques discussing and verbalizing their thinking in the process; e.g., plan a small-group activity where children explore paint brushes of all shapes and sizes to discover the different types of strokes they make.
- Adults introduce children to terminology used in visual arts (e.g., line, form, color, shape) and repeat these words in their subsequent and ongoing conversations.
- Adults emphasize the importance of the art process by employing open-ended process-oriented activities; e.g., the teacher provides children with watercolor paint, paper, and brushes and encourages them to paint rather than having everyone make a dinosaur puppet with the same materials.
- Children's art and project work is respected and sustained.



Questions for Reflection

1. To what degree do adults look for opportunities to discuss art that the child has created?
2. How comfortable are children as they explain their choice of personal works of art with a teacher, classmate, or parent, and describe how they were made?
3. How frequently does the staff provide new materials and ways to use the materials to paint pictures? Some examples are: cotton swabs, straws, twigs, and marbles.
4. How is the schedule arranged so that children can participate in individual and group art activities?
5. To what extent do adults use children's work as a springboard to explore and discuss art forms independently and in small groups; e.g., extend children's understanding of balance, as an element in creating sculpture, to balancing one's body in different ways?
6. What opportunities do children have and how do they respond to different artworks?
7. What is visible in the classroom to expose children to visual art from different cultures and artistic traditions? Some examples are: museum postcards and prints, calendar art, internet web sites, and videos.
8. In what ways are the visual arts incorporated into the curriculum and also taught with intentionality?
9. Are the space and materials provided for art experiences and explorations adequate and well-maintained?

ELE: CREATIVE DEVELOPMENT



2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences. [HSCOF-CD 5.1.1, 5.1.2]

Children typically:

1. Participate in musical activities; e.g., listening, singing, finger plays, singing games, and simple performances with others.
2. Begin to understand that music comes in a variety of musical styles.
3. Begin to understand and demonstrate the components of music; e.g., tone, pitch, beat, rhythm, melody.
4. Become more familiar with and experiment with a variety of musical instruments.

Examples of Experiences and Strategies

- Children have opportunities to respond to the beat of songs or instrumental music with more complex movements; e.g., walking or jumping to the beat, clapping.
- Children have daily opportunities to experience music alone and/or with others and opportunities to make choices about the music they like.
- Children have experiences that allow discussion of their reactions/feelings to diverse musical genres and/or styles.
- Children are encouraged to develop a sense of balance and body coordination or concepts (e.g., feelings, directions, words, ideas) with music and props to create special movements and dances; e.g., scarves, streamers, instruments.
- Classroom experiences use music and movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.
- Adults plan indoor and outdoor activities involving music and instruments or use the sights and sounds of the environment as natural learning or calming experiences.
- Adults model what children can do with instruments; e.g., echoing with instruments, creating different levels of sound by striking different places.
- Adults use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody) as well as descriptive language as they talk through music experiences.
- Adults provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap) and model different dance movements (e.g., twist, bend, leap, slide) that may go with the music.

- Adults and family members provide opportunities for children to experience performances of the arts, dance, music, and theater; e.g., performances by members of the local community/professional troupes, rehearsals, family or older students in concert.



Questions for Reflection

1. How does the daily plan provide opportunities for children to participate in both structured and unstructured dance/movement activities? Some examples are:
 - provide music and scarves and encourage children to make up their own dance movements
 - playing games that require children to "freeze" or follow other simple directions
2. To what extent do adults participate in all movement and dance activities with the children?
3. What materials, equipment and experiences allow children to experiment or practice developing skills in music, movement and rhythm?
4. To what extent are adults observed helping children to develop skills needed to perform movements? The teacher repeats a movement slowly for a child who asks, "How did you do that?"
5. How often do adults support or plan for opportunities for children to:
 - a. Sing songs with clear, easy melodies?
 - b. Sing finger plays; e.g., Eensy Weensy Spider, Two Little Blackbirds?
 - c. Sing independently while music is being played.
 - d. Listen to and sing many nursery rhymes, lullabies, and songs from around the world?
 - e. Sing songs with dominant rhythm patterns, repetition and nonsense syllables; e.g., Miss Mary Mack, Wibbledy Wobbly Wee?
 - f. Sing songs with rhythmic body movements; e.g., finger plays; Head, Shoulders, Knees, Toes; London Bridge is Falling Down?
 - g. Sing call-and-response songs; e.g., Did You Feed My Cow? Yes, Ma'am?
 - h. Explore the sounds made by various rhythm instruments (e.g., wood blocks, sand blocks, notched rhythm sticks, rain sticks) and melody instruments; e.g., tone bar, xylophone, hand bells, piano?

ELE: CREATIVE DEVELOPMENT



3. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through movement experiences. [HSCOF-CD 5.3.1, 5.3.2]

Children typically:

1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
2. Begin to show awareness of contrast through use of dance elements; e.g., time: fast/slow; space: high/middle/low; energy: hard/soft.
3. Begin to identify and create movement in place and through space.

Examples of Experiences and Strategies (see Early Learning Expectation #2 above for related experiences)

- The environment contains materials and equipment that allow children to practice developing skills in movement and rhythm; e.g., riding toys, balls, obstacle courses, climbing equipment.
- Adults introduce games and activities that involve balance and body coordination.
- Movement and informal dance activities encompass a range of music from different cultures and genres; e.g., classical, jazz, rock, salsa, reggae, rap.
- Adults participate in movement and dance activities with the children and model different dance movements; e.g., twist, bend, leap, slide.
- Children have opportunities to participate in both structured and unstructured movement activities.
- Children have access to music and props; e.g., scarves, streamers, hoops, instruments that encourage them to make up their own dance movements.
- Children have opportunities to experiment with:
 - o locomotor movements that move the body from one place to another; e.g., crawling, creeping, walking, running, jumping, hopping, galloping, sliding, rolling, climbing.
 - o non-locomotor movements while standing, sitting, kneeling, or lying; e.g., bending, turning, bending, twisting, rolling, stretching, shaking, curling, swinging, rocking, swaying.
 - o using movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.
- Adults use accurate terminology when referring to movements; e.g., gallop, twist, stretch.
- Children have opportunities to experience performances of dance; e.g., performances by members of the local community/professional troupes, peers in classroom.

Questions for Reflection

1. To what extent does the staff plan indoor and outdoor activities involving balancing, running, jumping and other vigorous movements, to increase children's understanding of movement?
2. How are children helped to develop skills needed to perform movements; e.g., the teacher repeats a movement slowly for a child who asks, "How did you do that?"
3. How do adults balance both child and adult led movement activities?
4. How do adults use movement experiences to prompt vocabulary, language, and conceptual development?
5. How are movement activities adapted to assure the participation of children with physical disabilities?

4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play.
[HSCOF-CD 5.4.1, 5.4.2]

Children typically:

1. Grow in the ability to pretend and to use objects as symbols for other things.
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
3. Begin to understand components of dramatic play; e.g., body, voice.
4. Contribute ideas and offer suggestions to build the dramatic play theme.
5. Begin to differentiate between fantasy and reality.

Examples of Experiences and Strategies

- Children have the opportunity to role play and/or pantomime characters from familiar and culturally relevant songs, stories and nursery rhymes (e.g., Three Bears, The Three Little Pigs, Humpty Dumpty) in person and through puppet shows.
- The environment is organized to offer situations where children can role play familiar roles or situations; e.g., home living, grocery stores, fast food restaurants.
- Children have opportunities to initiate role play during a large portion of their day.
- Children have opportunities to create various forms of props for their dramatic play; e.g., making hats out of paper, fabric material, boxes; painting large appliance cartons to create houses, vehicles; creating group-constructed murals (paint on large wallpaper) for use as backdrops; creating simple puppets.

ELE: CREATIVE DEVELOPMENT



- Adults encourage children to use language to plan, monitor, and participate in socio-dramatic play.
- Adults dramatize stories from children’s cultures and ask families to share traditional stories from their cultures.
- The program has a flexible environment that stimulates children’s imaginations with appropriate and varied props, furniture, and materials and enough space and time for children to get fully involved.
- The environment offers props of varying realism to meet the needs of both inexperienced and capable players, including realistic props (e.g., cash register, stethoscopes, dolls, coins, a variety of dress-up clothes, objects from different cultures, story books, flannel boards, puppets) and open-ended objects; e.g., cardboard tubes, unit blocks, or pieces of cloth.
- The environment contains prop boxes focused on a specific theme; e.g., post office, firehouse, health clinic, pet store.
- Adults observe children’s play to learn what they might need to enhance their play—additional props, a suggested action for one of the players, or a subtle comment to take the play to the next level.
- Adults observe children to determine what they might need to join in the play.
- Adults help children identify emotions or problems that are surfacing in their dramatic play or drama work.
- Adults encourage recall and sequencing skills by asking children to tell them what happened in their drama; e.g., “How did the story start?” or “What happened next?”
- In adult-guided drama, adults ask questions that encourage problem solving such as, “How can we get past the cave without waking up the bear?”
- Adults use scaffolding to provide just the right amount of support (e.g., modeling how to pretend or act out a part through words and actions) modeling how to use a prop; modeling the type of conversation that takes place in the setting (e.g., “Dr., I have a sore arm. Can you x-ray it for me?”) making comments that help children notice what is happening; assuming a role and join in to show children that pretend play is important and to introduce new ideas they might want to use in their play; intervening in disagreements when necessary to prevent physical harm.

Questions for Reflection

1. Do adults understand and take advantage of the potential that dramatic play and teacher-guided drama have to support development and learning across the domains?
2. How do adults encourage role play problem-solving of classroom situations?

3. Are dramatic play experiences used to help children practice positive interactions with other children?
4. In what ways are children encouraged to tell and act out stories, stressing beginnings and endings to introduce sequencing?
5. Have materials representing everyday life in cultures of the children in the program been incorporated into the classroom and made available for dramatic play activities?
6. Can adults express a range of voices in their interactions with children?
7. What opportunities exist for family members to participate with their children in the dramatic play area, to be involved in performances by visiting artists, and to accompany the class on field trips? Some examples are:
 - art events
 - concerts
 - dance and theatrical performances
 - cultural fairs



5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives. [HSCOF-CD 5.2.4]

Children typically:

1. Develop healthy self-concepts through creative arts experiences.
2. Show eagerness and pleasure when approaching learning through the creative arts.
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.
4. Can use alternative forms of art to express themselves depending on the avenues available to them; e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired.
5. Are comfortable sharing their ideas and work with others.
6. Use the creative arts to express their view of the world.
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
8. Begin to appreciate their artistic heritage and that of other cultures.
9. Can talk about their creations with peers and adults.
10. Begin to develop creative arts vocabulary.

ELE: CREATIVE DEVELOPMENT



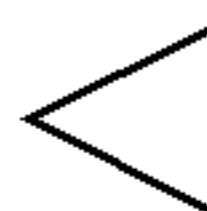
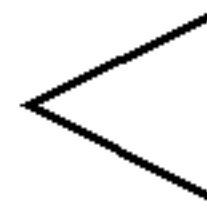
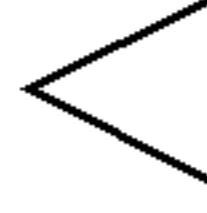
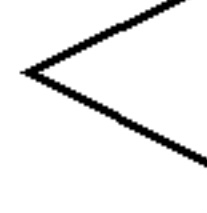

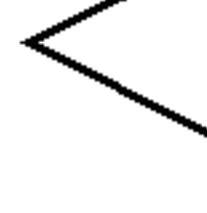
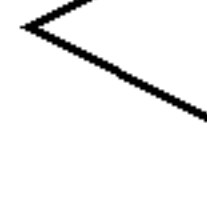
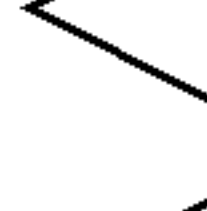
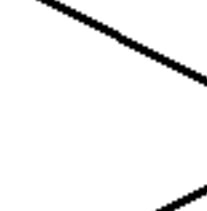
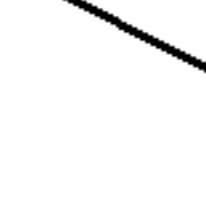
Examples of Experiences and Strategies

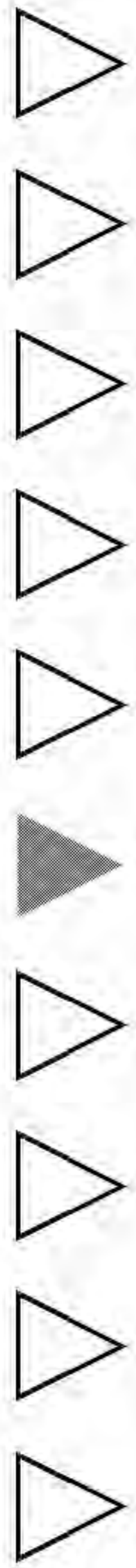
- Children have the opportunity to experience a wide variety of creative expressive materials throughout the day.
- Children are encouraged to discuss the various types and characteristics of creative work; e.g., painting, sculpture, photography, dances, acting/pretending.
- The program provides opportunities for children to explore increasingly more complex art forms throughout the year.
- The program involves families served by inviting them to share something from their own culture in the creative arts.
- Children have opportunities to attend performances in settings outside the classroom; e.g., a trip to a local rehearsal or performance, puppet shows, a musical performance.
- Adults model and talk about appropriate audience behaviors; e.g., respectful watching and listening.
- Children have opportunities to observe artists in action by visiting studios or inviting various kinds of artists to visit the classroom and demonstrate their work; e.g., painters, dancers, composers, sculptors, craftspeople, architects, writers, instrumentalists, especially artists who represent the cultures of the children enrolled in the program.
- Children are helped to create personal books of their artwork; e.g., photographs of their art in process, actual examples of their artwork.
- The program includes opportunities for the children to work collaboratively to create art work for display; e.g., mural, large fence painting, table top, crayon rubbing.

Questions for Reflection

1. How is the environment arranged to regularly display children's and professional art throughout the classroom?
2. What opportunities exist for children to describe their own work and be encouraged to positively comment on others' work; e.g., work of their peers, works of professional creative artists?
3. Do adults maintain a supportive atmosphere in which all forms of creative expression are encouraged, accepted and valued?
4. In what ways are materials and experiences adapted so children with disabilities can fully engage in the creative arts?
5. Do adults encourage children by making positive, specific comments (e.g., "I see you've made a pattern—green, yellow, green, yellow") rather than offering broad general praise, such as "Good color."

ELE: CREATIVE DEVELOPMENT

- 6. Is the environment flexible so that it provides a sufficient range of materials, props, tools, and equipment for creative expression? 
- 7. Do adults plan a variety of open-ended creative arts activities that foster children’s imaginative thinking, problem solving, and self-expression? 
- 8. Do adults have the skills to encourage children to explain their choice of personal works of art with a teacher, classmate, or parent, and/or to describe how they were made? 
- 9. Do adults help children describe elements of their artwork using words for color, line, textures and shapes by using teacher prompts? Some examples are: 
 - “Tell me about your painting, sculpture, building . . .” 
 - “How does your painting make you feel?” 
- 10. Can adults lead children through the thinking and problem-solving process by asking open-ended questions? Some examples are: 
 - “What will you need?” 
 - “How might you . . .?” 
 - “What could you do first?” 



Physical Development and Health

(b)(6)

Good physical health and well-being, and a safe environment contribute to improved learning; e.g., cognitive skills, the promotion of agility and strength, neural processing, kinesthetic confidence, general body competence, and overall autonomy. Physical development (fine and gross/large motor) is important to the achievement of general health. Gross motor development enhances body awareness, understanding of spatial relationships, and cognitive growth. Fine motor development fosters dexterity as well as coordination of the hand and eye when using the small muscles of the fingers and hands in a variety of activities. Children learn to value their bodies and keep themselves healthy and safe. In the preschool years children improve movement skills, cooperative and social interaction skills, and develop greater knowledge about the importance of physical activity and exercise. They begin to learn that their behavior affects their health and safety and recognize that not all children can participate in activities in the same way.

Physical Development

1. Early Learning Expectation: Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health. [HSCOF-PDH 8.3.2]

Children typically:

1. Begin to recognize and learn the names of body parts and their locations.
2. Begin to understand spatial awareness for themselves, others, and their environment.

3. Participate actively and on a regular basis, in games, outdoor play, and other forms of exercise that enhance physical fitness.



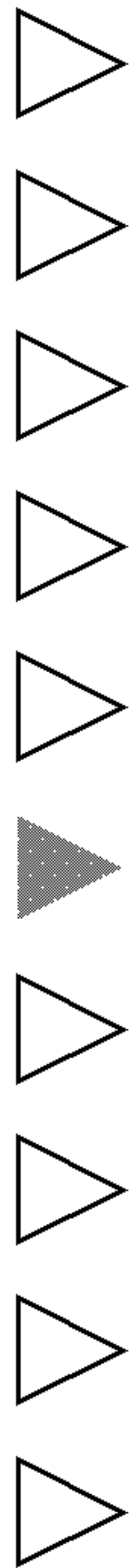
Examples of Experiences and Strategies

- Many opportunities are provided for children to play outdoors in both structured and unstructured activities; such experiences offer both cooperative and solitary play.
- Children experience active learning time with repeated opportunities for movement each day, both indoors and outdoors.
- Children are encouraged to experiment with music and movement; e.g., moving with objects, expressing their creativity, learning to control their bodies.
- Children have a variety of times to play--alone, with peers, or with adults.
- Children are helped to understand what their body can do and are provided with activities that help them gain control and balance; e.g., kneeling, curling into a ball, stretching.
- Children engage in games and outdoor play activities that enhance coordination, balance, and over-all physical wellness.
- Both families and staff encourage natural movement of children and encourage many different ways to move and test their bodies.
- Teachers initiate and model movement and join children in their play.
- Adult conversations use appropriate names of body parts, and when possible, dual language or visual clues for English language learners.
- Adults listen to children as they describe their own methods of movement.
- Teachers demonstrate their own healthy approach to movement and physical development.
- Adults model health and safety practices and direct children's attention to what they are doing.
- Adults take primary responsibility for maintaining a safe and healthy environment and also teach children by example and practice.
- Space for movement and experiences outdoors incorporate both natural and human-made materials.

Questions for Reflection

1. To what degree do adults move and join children in their play, conversations, and physical movements?
2. What adaptations are available for children with varying abilities so that all children can participate?

ELE: PHYSICAL DEVELOPMENT AND HEALTH



3. How does the daily plan incorporate time for physical movement of all kinds? Some examples are:
 - large motor movement
 - small (fine) motor movement
 - imaginative movement
 - music and movement
4. How are children encouraged to be mobile and use their bodies?
5. How do adults help children learn to control or slow down their bodies when the activity changes?
6. How is the environment (indoors and outdoors) arranged and equipped to encourage movement, and help children build self confidence and coordination?
7. What is the tone of the classroom; what do the voices and movements communicate about life in the classroom?
8. What safety rules and skills are established for the outdoor environment and equipment? Have children participated in their development so that they are aware of them and invested in adhering to them?

2. Early Learning Expectation: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings. [HSCOF-PDH 8.2.1, 8.2.2, 8.3.1]

Children typically:

1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
2. Show their ability to use different body parts in a rhythmic pattern.
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.

Examples of Experiences and Strategies

- Children have time daily to use large muscles, both alone and with peers.
- Children have access to different materials and objects to develop large muscles and motor control; e.g., balls, tricycles, cushions, blocks, climbers.
- Music and movement is included in each day's activities.
- The pace and timing, in the classroom and outdoors, incorporates movement that is energizing, relaxing, calming, rhythmic, or challenging.
- The classroom contains books and visual clues that show children in a variety of body positions, activities, or movements.

- Adults respond and acknowledge, through conversation, all the ways children move about; adults encourage children to use movement vocabulary; e.g., leaping, galloping, slithering, stretching.
- Class rules are posted indoors and outside as reminders for body movements and behaviors.



Questions for Reflection

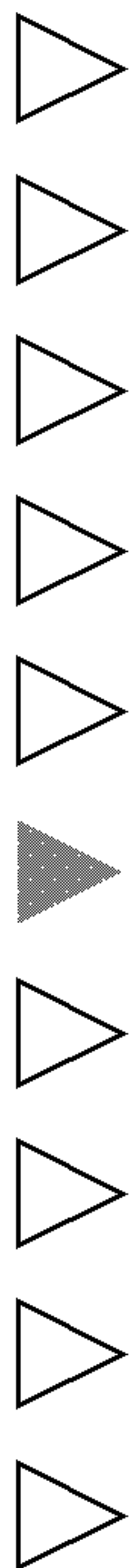
1. What do children do during each day to strengthen and gain control over their large muscles and bodies?
2. How are children guided to use their movements appropriately; e.g., kicking a ball, running, chasing, stretching, shaking hands?
3. In what ways do adults encourage ‘less active’ children to become engaged?
4. What daily opportunities incorporate large motor skills with other areas of learning; e.g., gardening, cleaning, fixing, building with blocks, self-care skills?
5. What is the balance of active and passive or calming time during the day?
6. How do children respond to invitations to be active?
7. How do adults model care for their own physical well-being?
8. How do adults respond to children’s need for movement and activity?
9. How are the materials stored and cared for to encourage safe and responsible use?
10. To what extent do children have opportunities to learn skills from each other? Are adults aware of how this can positively influence social development?

3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. [HSCOF-PDH 8.1.1, 8.1.2, 8.1.3]

Children typically:

1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools; e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology.
2. Use fine motor skills they are learning in daily activities; e.g., dressing themselves.

ELE: PHYSICAL DEVELOPMENT AND HEALTH



Examples of Experiences and Strategies

- Children experience support from adults and peers when attempting new skills that require fine motor skills.
- Children are provided with a variety of interesting materials each day to develop fine motor skills in painting, drawing, and creating.
- There is space for children to display their creations.
- The environment has a wide variety of manipulatives that are engaging, safe, and useable for small hands and children use them in scientific, mechanical, artistic, and technological activities.
- Manipulatives and other material requiring small muscle control are adapted so that all children can be involved.
- Books, photos, posters, and stories about the body, hands, fingers, and toes are available for children and staff to use.
- Music and finger plays are a part of each day's routines and represent a variety of cultures and/or languages.
- Teachers are purposeful in designing activities that improve fine motor skills.

Questions for Reflection

1. How frequently do adults encourage pretend play with manipulatives that also supports fine motor skills; e.g., using a calculator, scales, keys, pipes, typewriters, computers, a magnifying glass?
2. How does the schedule allow unrushed time for developing small motor skills; e.g., dressing, serving food, eating?
3. What opportunities are planned for children to take things apart and investigate, design, and build things; how do adults use these opportunities to promote children's learning?
4. How frequently are manipulatives rotated, repaired and re-evaluated by staff?
5. In what ways are families informed about songs and fingerplays and provided with information about how they enhance young children's learning?

4. Early Learning Expectation: Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.

Children typically:

1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.
2. Take pride in their own abilities and increase self-motivation.

3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.



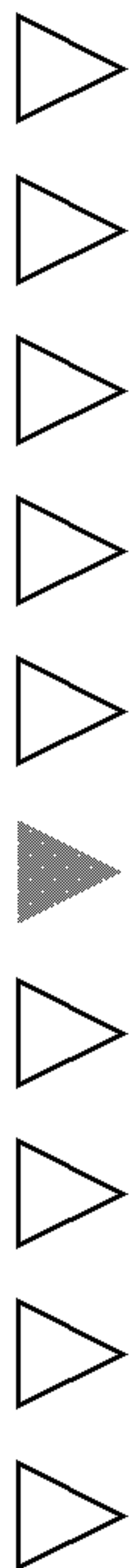
Examples of Experiences and Strategies

- Children learn games that are enjoyable, respectful, and of equal challenge to boys and girls.
- When necessary, equipment and activities are modified for children with special needs so that all children are included.
- Children are encouraged to praise others for their accomplishments and work together on projects.
- Children have opportunities to engage in physical skills such as caring for the classroom, the garden, and/or outdoor space to develop a sense of belonging and responsibility.
- Rules are minimal, clear, jointly developed, and posted.
- A variety of experiences connect the beauty of nature to the expressions, feelings, and social interactions of children.
- Children develop a sense of nurturing by caring for plants and animals as a part of their physical activities.
- Teachers promote prosocial behavior in the classroom and outdoors by initiating activities that teach cooperation and self-regulation.
- Adults help children accept limits and learn self control; e.g., through game playing, physical activities.
- Adults consistently model giving praise for specific actions; e.g., “You helped John by helping to hold the door.”
- Transitions are either minimal or structured so that children do not get frustrated.
- Children experience a consistently safe and welcoming environment.
- Photographs of children and families and activities are displayed.
- Children are given choices (when appropriate) and learn to take turns, share, and cooperate.
- Families are provided examples of ways to extend and reinforce cooperative behavior at home.

Questions for Reflection

1. How are children encouraged to develop trust in their own physical capacities and greater acceptance of the abilities of their peers?
2. How are children who appear to be less motivated encouraged to be more physically active, motivated, and to build friendships?
3. To what degree do adults support children to take reasonable challenges and learn to develop safety skills; e.g., riding a bike, climbing a tree, crossing the street?

ELE: PHYSICAL DEVELOPMENT AND HEALTH



4. In what ways do children show cooperative behaviors themselves? How do they respond to challenging physical tasks?
5. What positive supports are in place to guide difficult behavior? To what extent has staff had opportunities to learn effective strategies to diminish difficult behavior?
6. How are expectations for cooperative behaviors developed with children? Are there visual reminders of helpful actions? Do children act cooperatively inside and outside? Or, do they appear more competitive?
7. To what degree do adults support self motivation and cooperation; e.g., through being consistent with schedules and routines, organizing the physical environment to enable cooperative play, including games and activities that promote healthy competition?
8. Do you hear children giving praise and encouragement when other children attempt a new physical skill?
9. What are children doing outside? How is outdoor time organized and provisioned to support healthy cooperative play among children of varying abilities? Do outdoor games build both physical and prosocial skills?
10. Is there an exchange with families about how to organize home tasks and physical play activities to promote self motivation and cooperation among siblings?
11. How is effective use of praise modeled for families?
12. What is the balance of adult language? Are adults helped to strive for more positive and dialogic comments instead of those that are negative or rotely directive? Do you hear children using advanced language describing their movement and physical ability?
13. Is positive feedback individualized to the child's physical development and ability; e.g., culturally appropriate, verbal, visual, personal?
14. Do children appear to enjoy the time spent outside walking, running, playing and freely exploring the natural world?

Health, Safety, and Nutrition

5. Early Learning Expectation: Children begin to have knowledge about and make age-appropriate healthy choices in daily life.
[HSCOF-PDH 8.3.3, 8.3.4]

Children typically:

1. Show growing independence in keeping themselves clean and in their personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.
2. Grow in understanding of the importance of good health and its relationship to physical activity.

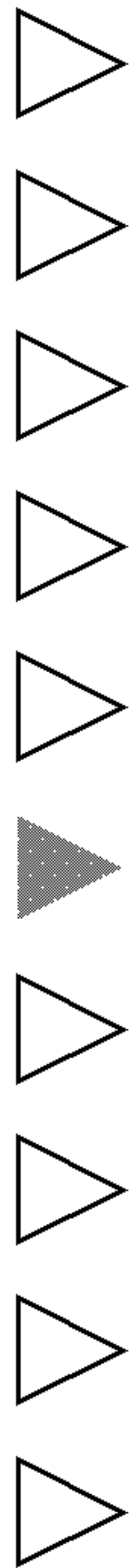
3. Talk about ways to prevent spreading germs and diseases to other people.
4. Develop an understanding of basic oral hygiene.
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases; e.g., sharing of cups, eating utensils, hats, clothing, foods.
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease; e.g., thermometer, x-ray machines.
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health (e.g., smoking, poisonous materials, edible, non-edible items such as plants/berries), and appropriate use of medication.



Examples of Experiences and Strategies

- The program provides children with a health-oriented environment with positive role models.
- Children have a variety of opportunities to learn self-help skills and appropriate ways to care for their personal needs.
- Children are encouraged to talk about health and safety problems or express their fear or concern without repercussions.
- The child’s language is used as well as the primary spoken and written language of the program, especially to communicate a dangerous situation or an immediate need; e.g., “Be careful!” “Hot!” “Stop!” and use of hand signals with words.
- The program is structured so that children have opportunities to practice tooth brushing and good oral health habits.
- Children’s preferences are respected, but they are also encouraged to try new foods, new movements, and new tasks.
- Children have an opportunity to learn about safe practices both inside and outside the classroom.
- Each child’s culture is considered regarding health and safety; e.g., a variety of explanation or visuals may be needed.
- Each child has a place for personal possessions and learns about taking responsibilities for personal care and care of the classroom.
- There are realistic expectations and rules for hand-washing, use of materials, and other safety and communicable disease issues; children and staff jointly form rules, post them, and use them.
- The pace and timing of the schedule allows for teaching and reinforcing health and safety practices and includes time for both activity and times of quiet or rest.

ELE: PHYSICAL DEVELOPMENT AND HEALTH



- Books about common childhood diseases and illness are in the library and are read to and discussed with children.
- Adults model the kind of behaviors they would expect and value in young children.
- Adults organize the environment for optimum safety and encourage children to participate in keeping the environment safe and beautiful.
- Adults ask children open-ended questions about safety practices to better know children's understanding and misconceptions about certain issues.
- Adults respond with support when children need help and encouragement.
- Adults draw attention and provide positive comments to children who comment or make healthy and safe choices; e.g., "You really got those back teeth clean today."
- Adults model the process of health and safety practices during regular activities; e.g., meals, snacks, handwashing.

Questions for Reflection

1. In what ways are children encouraged and supported to try new foods and activities?
2. How do adults restate children's concerns and questions to better understand their thinking about health and safety?
3. How do adults observe and interact daily with children to support their safety and learning both inside and outside?
4. In what ways do adults prepare and plan for children to cope with new and unexpected events?
5. How are child health and safety tips shared with families?
6. Are there adequate health policies and protocols, staff training and monitoring and supplies and equipment to perform necessary health procedures using instructions from parents and health care providers?
7. Has staff helped to connect families to providers so that all children have access to primary medical and dental homes or medical and dental care?

6. Early Learning Expectation: Children recognize that they have a role in preventing accidents or potential emergencies.



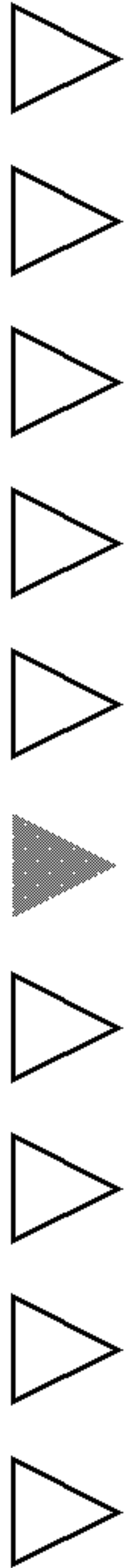
Children typically:

1. Begin to learn appropriate safety procedures; e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water.
2. Identify persons to whom they can turn for help in an emergency situation.
3. Begin to know important facts about themselves; e.g., their full name, address, phone number, parent’s name.
4. Become aware of issues relative to personal safety; e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation.
5. Begin to learn the correct procedure for self-protection in emergency situations; e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of others’ blood and vomit.

Examples of Experiences and Strategies

- Children experience an environment that is appropriate, challenging, safe, clean, and well-maintained throughout the day.
- Children participate and learn to care for their indoor and outdoor learning environments, and adults help them understand how doing this keeps them safe.
- Children are encouraged to problem solve difficult situations using role play, group talk, and/or seeking adult advice.
- Children are helped to display less destructive or reckless behavior as they learn calming, relaxing, decompression skills.
- Children are carefully guided through procedures that will be used in emergency situations and given information to keep them safe without creating unnecessary fear.
- The classroom library has books and stories, both fiction and non-fiction that address safety.
- Adults help children learn appropriate language to protect themselves from unwanted touch; they practice using language to stay safe; they are encouraged to ask questions in the safety of their classroom.
- Adults know each child and the family situations that may impact the child’s safety, fears, and well-being (e.g., family violence, homelessness, substance abuse, incarceration). Adults can access appropriate community support services.

ELE: PHYSICAL DEVELOPMENT AND HEALTH



- All emergency information is current and readily available to staff and available in languages used by the staff and families.
- Adults speak clearly, individualize as needed, and talk directly to children regarding emergencies. Children are reminded of the necessity of responding quickly.
- All staff is aware of the code of ethics for their respective professions and committed to that code of ethics; e.g., reporting child abuse.
- The community resources are used for fieldtrips, speakers, partners (e.g., firefighters, police officers, emergency technicians) to help children become more comfortable with their roles; take full advantage of their resources; incorporate men and women as important role models; and build a sense of security in children.

Questions for Reflection

1. In what ways do parents and teachers collaborate to support children's well-being; e.g., weight, exercise, fears? How does that strengthen positive outcomes for children?
2. Are there adequate health policies and protocols, staff training and monitoring, and supplies and equipment to perform necessary health procedures using instructions from parents and health care providers?
3. In what ways does the program provide positive discussion of rules and safety procedures?
4. Are adults informed and organized to locate individual emergency information for staff and children; are all staff members fully informed about emergency procedures and their responsibilities?
5. In what ways does the program minimize the possibility of child abuse occurring in the center or home, and what procedures are in place to deal with issues of neglect or abuse?
6. How is the environment (and emergency evacuation) adapted for individual children with special needs? How will staff support non-ambulatory children in an emergency?

7. Early Learning Expectation: Children become aware of and begin to develop nutritional habits that contribute to good health.

Children typically:

1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals.
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.

3. Use age/developmentally-appropriate eating utensils safely and correctly.
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.

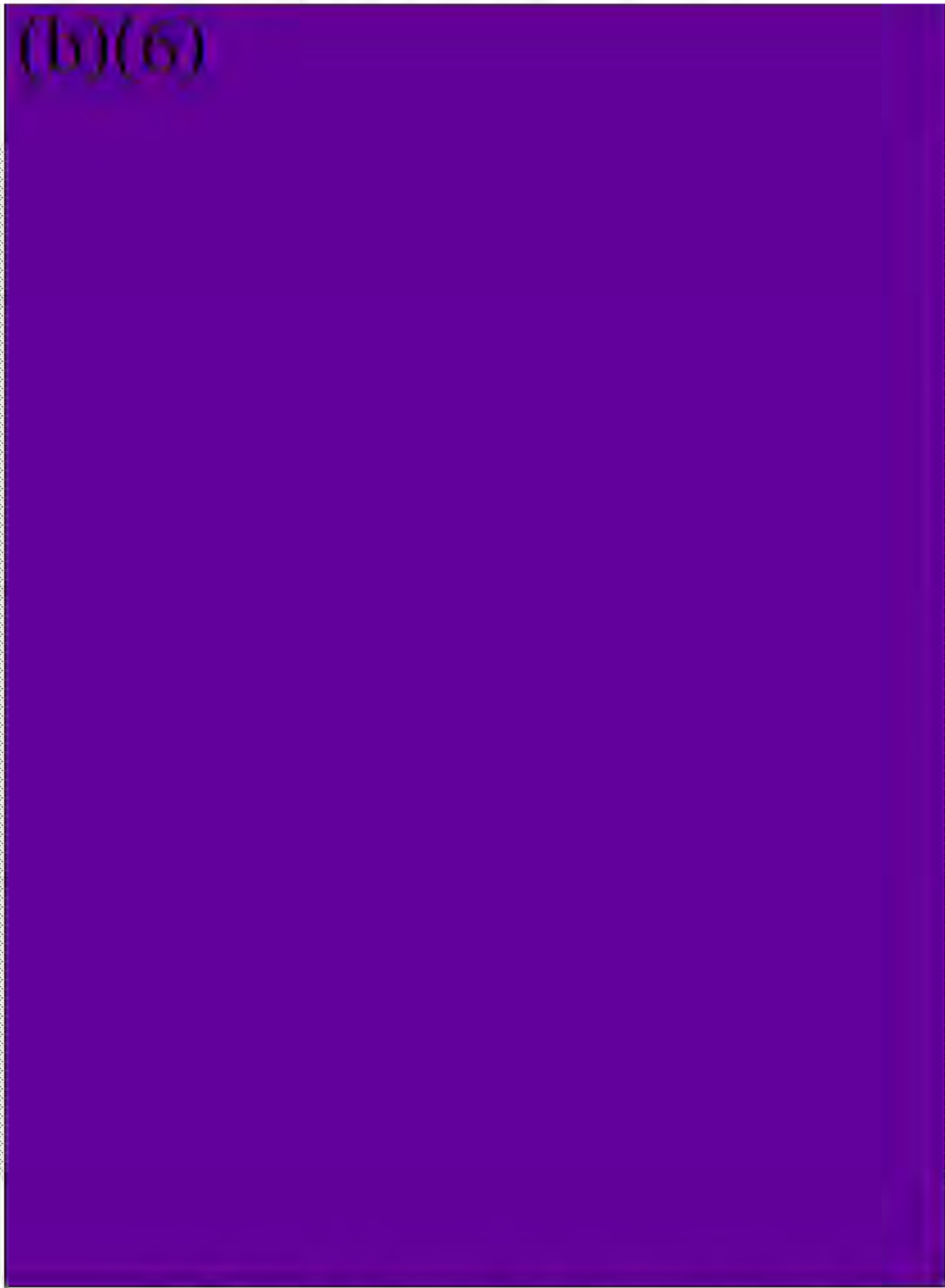
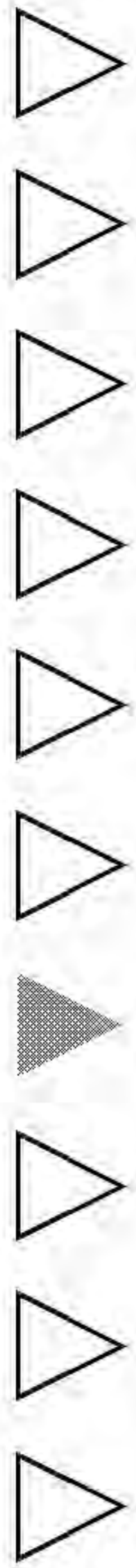


Examples of Experiences and Strategies

- Many opportunities are provided for children to try new foods and understand that some foods are healthier than others.
- Children are helped to prepare snacks and serve themselves appropriate portions; they are encouraged to use age-appropriate manners at the table.
- Children have cooking utensils available in the dramatic play area.
- Adults model good nutritional and eating habits, including sitting at the table during meals.
- Adults are aware of child food allergies or cultural requests and provide substitute foods as needed.
- The classroom has visuals of various cultures and foods; the library has stories about food and gardening, farming and the origins of food.
- Language is extended through descriptive conversations about foods, health, and nutrition.

Questions for Reflection

1. What procedures are employed to ensure that meals and snacks are healthy?
2. What is the tone of the lunch or snack environment; is there adequate time for conversation and eating; do adults and children share conversations?
3. In what ways are individual nutrition needs or preferences addressed and how are children given opportunities to prepare foods and snacks or set the table?
4. Are there adequate nutrition policies and protocols (e.g., staff training and monitoring, supplies and equipment) to perform necessary food and nutrition procedures using instructions from parents and nutrition specialists?
5. To what extent do children have an opportunity to plan, plant, grow, harvest, and eat items they have grown?



(b)(6)

Early Learning in Mathematics

Young children’s early understandings of mathematics are broad in scope and extend well beyond numbers and counting. Problem solving is the central focus of the mathematics curriculum from the early years onward. How children’s early understandings are supported and extended by their parents and caregivers/ teachers enable them to use and expand their knowledge. Mathematical experiences involving interactions with the environment, materials, peers and supportive adults give children opportunities to build, modify, and integrate simple mathematical concepts.

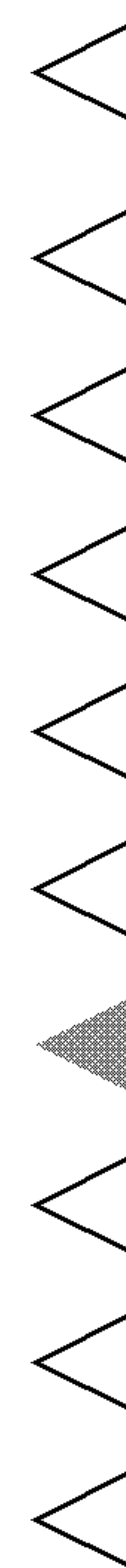
1. Early Learning Expectation: Children begin to develop processes and strategies for solving mathematical problems. [HSCOF-M 3.1.1, 3.1.2]

Children typically:

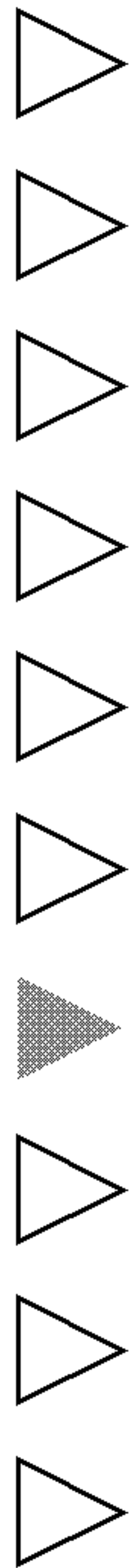
1. Try to solve problems in their daily lives using mathematics; e.g., how many napkins are needed.
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them; e.g., distribute crackers.
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.

Examples of Experiences and Strategies

- Children are given the opportunity to solve math problems that occur in the daily life of the classroom; e.g., “How many are at school today?” “How many are absent?”
- Children are allowed time to solve problems and to talk through their ideas and solutions with others.
- The classroom library contains books that show positive examples of problem solving.
- Children have access to many books with numbers as part of the stories or those that encourage them to count and play with counting words.
- Both boys and girls have the opportunity to solve challenging problems.
- When possible, key words from the classroom’s primary and secondary languages are used or learned; e.g., problem/problema.
- Manipulatives are available for children that are increasingly challenging to solve.
- Children learn a sequence of steps for problem solving.
- Children are encouraged to use the language of mathematics and have access to materials that can be named (e.g., geometric shapes, measuring tools, quantities of objects they have counted) and described mathematically; e.g., describing the positions of people or objects; comparing the sizes and shapes of unit blocks; talking about events in time such as before, after, today, yesterday, before my last birthday.
- Adults use problem solving vocabulary in their conversations with children; e.g., predict, change, observe.
- Adults use children’s knowledge of prior experiences when problem solving.
- Adults draw attention to new situations and problem solving opportunities in the daily working of the classroom.
- Adults model the process of solving every day problems; e.g., asking “Let’s decide what to do; How many children want to go on a walk?”
- Teachers respond with positive dialog and encouragement as children initially try to solve problems.
- Adults ask open-ended questions and listen to the children’s responses.
- Teachers model problem solving both inside and outside the classroom.
- Teachers and families know that children are developing the ability to solve math problems and talk with them as they experience correct and incorrect responses.
- Families realize that problem solving can be a positive experience and not always a crisis.
- The classroom routine allows for unhurried time for trial and error when solving a problem.



ELE: EARLY LEARNING IN MATHEMATICS



Questions for Reflection

1. What opportunities are available daily for children to solve expected and unexpected problems?
2. How do adults encourage children and support them as they identify challenges and problem solve?
3. How do adults create a learning environment that is safe for trial and error?
4. How does the pace of the classroom encourage problem solving?
5. How are children with differing learning styles given opportunities to solve problems; e.g., quiet children/aggressive children?
6. How does the organization of the various learning centers invite children to select and engage in activities related to mathematics?
7. How are real materials (e.g., funnels, measuring cups, twigs, rocks) arranged to invite mathematical exploration?
8. How do adults help children to analyze 'errors' to develop alternative processes for solving problems?
9. How do adults engage children in conversations about quantity, properties of objects, use of measurement tools as children interact with materials throughout the learning centers in the classroom?
10. How is language about mathematical concepts related to daily routines, in storybook reading, and in small group activities?

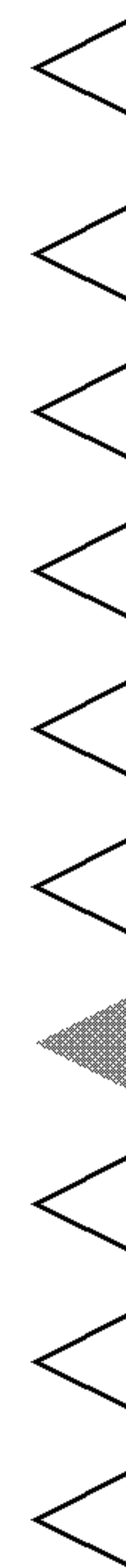
2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment. [HSCOFM 3.2.4, 3.2.1, 3.3.2, 3.3.3]

Children typically:

1. Can describe, match, and sort.
2. Identify likenesses and differences.
3. Can place objects or events in order, according to a given criterion; e.g., color, shape, size, time.
4. Recognize that the same group can be sorted and classified in more than one way.
5. Can describe why they group or sequence in a particular way.

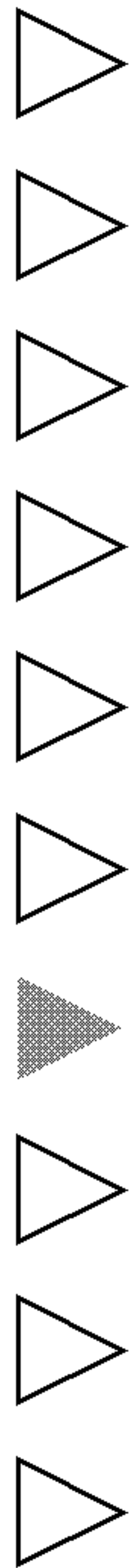
Examples of Experiences and Strategies

- Children have opportunities daily to sort and resort items that are interesting and engaging.
- Children talk about why they have made decisions to group items together and are encouraged to think about how they can group the same items in a different way.
- Children are involved in activities that integrate music and movement with math concepts; e.g., comparing and classifying, soft, loud.
- The environment contains tools for measuring and weighing.
- The environment includes books that use math concepts in a story context.
- The outdoor environment is used to help children learn to classify a wide variety of things; e.g., colors, shapes, textures, size.
- Adults use visual examples, charts, number lines, and tools to assist children in understanding concepts.
- Adults model their thinking as they describe objects, use visuals or point out relationships among objects, especially for dual language learners.
- Parents are given examples of how to extend children's thinking by asking more questions and being supportive of inquiry.



Questions for Reflection

1. To what extent are children given multiple opportunities to sort and classify both common and unusual items?
2. How often are new concepts repeated during the following days and weeks after introduction?
3. In what ways do adults demonstrate and verbalize the similarities and differences in the learning examples they provide?
4. How often do children explore common and uncommon objects to find similarities?
5. What practices are in place for children to view things from multiple perspectives and across learning domains?
6. How often do adults observe children and listen to their conversations to better understand their progress in mathematical understanding?



3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life.

Children typically:

1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.
2. Identify patterns in their environment.
3. Investigate patterns and describe relationships.
4. Recognize patterns in various formats; e.g., things that can be seen, heard, felt.

Examples of Experiences and Strategies

- The children have opportunities to experience order and find patterns to their day.
- Children are encouraged to talk about their discoveries, experiences and questions as a part of their reflection.
- Children spend time outdoors to learn about the patterns of the living world; e.g., what living things need.
- Children have access to manipulatives that can be used to confirm patterns of movement or change; e.g., wheels, magnets, pulleys.
- Each child's culture is included in the program on a continuous basis through song lyrics, pictures, play things, and dance to model patterns or relationships.
- Interesting and challenging materials encourage children to play and discover concepts.
- Patterns are modeled in songs, games, rhymes and books.
- Adults draw attention to relationships in the activities of the day.

Questions for Reflection

1. How do adults establish patterns in everyday classroom routines and note them in conversations with children?
2. To what extent does the environment provide multiple opportunities for children to use all their senses and identify patterns that emerge?
3. In what ways are children encouraged to be observant, ask questions and be actively involved in their learning?
4. What is the balance of child inquiry and adult guidance?
5. What practices or procedures are in place to observe and document child learning?

4. Early Learning Expectation: Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.



Children typically:

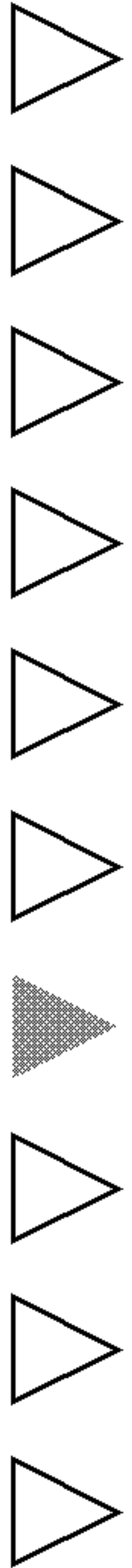
1. Can generate problems that involve predicting, collecting, and analyzing information.
2. Use simple estimation to make better guesses.

Examples of Experiences and Strategies

- Children are encouraged to be persistently curious.
- Children feel confident to play with ideas, make estimates, predictions and ask for help when needed.
- Natural events are used for predictions, observations and problem solving; i.e. the weather, seeds.
- The classroom is equipped with materials that are interesting and inviting to collect, manipulate and use for investigation.
- Adults provide challenging opportunities and help children increase their ability to predict outcomes and experience success.
- Adults create experiences that connect children’s learning across domains; i.e., using descriptive math words in literature and art.
- Adults allow adequate time for children to problem solve without intervening.

Questions for Reflection

1. What opportunities are provided in all domains of learning for children to make estimates and reflect on the results?
2. How do adults model making predictions and talking through the reasoning behind the prediction?
3. How do adults respond to problems?
4. Do you hear children and adults expressing enthusiasm, curiosity, and patience in their conversations around problem solving and while doing observations?
5. To what degree are children involved in solving actual classroom problems or situations?
6. How are real life problems solved and celebrated?



5. Early Learning Expectation: Children explore and discover simple ways to measure. [HSCOF-3.3.4, 4.2.3] [GLCE-M.UN.00.01-05]

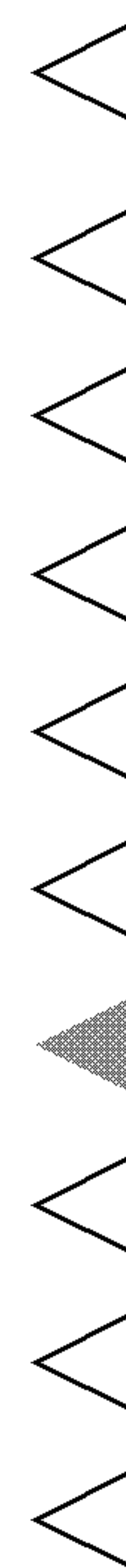
Children typically:

1. Show an awareness that things in their environment can be measured.
2. Begin to understand concepts of weight.
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events.
4. Recognize personal time as it relates to their daily life; e.g., breakfast, snack.
5. Show an awareness of temperature as it affects their daily lives.
6. Use beginning skills of estimation in solving every day measurement problems; e.g., about how many cookies are needed for a small group of children.
7. Begin to use non-standard (e.g., length of hand) measures for length and area of objects.
8. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.

Examples of Experiences and Strategies

- Children have opportunities to measure with traditional and non-traditional items; e.g., rulers vs. blocks or foot steps?
- Children are encouraged to talk about their observation and use descriptive language.
- Children have opportunities to experiment with measurement using items of height, weight, length, etc.
- Each child's culture is included in the program on a continuous basis through song lyrics, pictures, play things, and dance, when possible using key words; i.e., big, little.
- Books are included in the classroom library that demonstrate math concepts in appropriate and interesting ways.
- The daily routine incorporates opportunities that demonstrate measurement; e.g., the temperature on the thermometer, the length of the shadows on the playground.
- The environment includes natural elements of various textures and sizes that can be measured and compared.
- The environment contains multiple sizes of common objects that go together; e.g., boxes, containers with lids, nuts and bolts.
- The classroom contains charts and graphs of the children's experiences with measuring and comparing things in the environment and their work.

- Adults model the process of measuring and talk through their process.
- Adults point out multiple types of measurement; e.g., length, area, weight, capacity, time and temperature.
- Adults ask open-ended questions.



Questions for Reflection

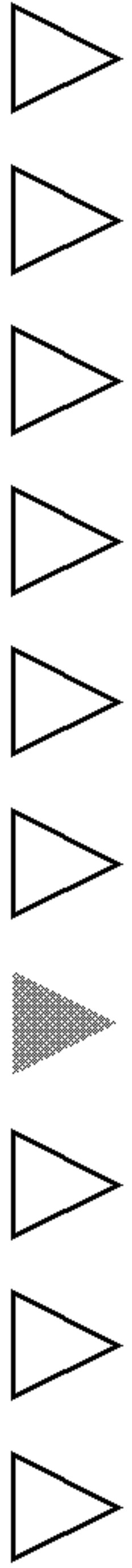
1. To what degree is the environment rich with objects natural, interesting and beautiful that children can manipulate, measure and describe?
2. What tools are in the environment for children to use in measuring?
3. How does the daily routine incorporate concepts about measurement, across domains; i.e., song, movement, literacy?
4. What practices are in place to help children learn to organize their materials and information?
5. To what extent do adults use descriptive language regarding measurement, size, comparisons and attributes?
6. How do adults respond verbally and non-verbally to children’s activity when making comparisons?
7. How are parents involved or informed about the classroom activities and learning that can be extended at home?

6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening. [HSCOF-M 4.1.2]

Children typically:

1. Participate regularly in informal conversations about mathematical concepts and relationships.
2. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.
3. Show growth in understanding that number words and numerals represent quantities.
4. Begin to use symbols to represent real objects and quantities.
5. Make progress from matching and recognizing number symbols to reading and writing numerals.
6. Recognize that information comes in many forms and can be organized and displayed in different ways.
7. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols.

ELE: EARLY LEARNING IN MATHEMATICS



8. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.

Examples of Experiences and Strategies

- Children have an opportunity both inside and outside to show/represent their information.
- Each child has a place for their own representations.
- The environment includes many concrete objects to represent data; e.g., a 'vote' or a count or an attribute.
- Interesting and challenging materials contain multiple attributes that can be described, measured, weighed, or assembled.
- Meaningful and where possible, authentic concepts are provided for children to represent their learning; e.g., objects, pictures, graphs of all types.
- Each child's culture is included and valued in the program on a continuous basis through song lyrics, pictures, play things, and dance.
- The adults help children to remember what their representations mean or describe.
- The classroom routine allows for unhurried time for the children to experience success.
- Labels are used to help interpret graphs or charts and both teachers and children contribute to the work.

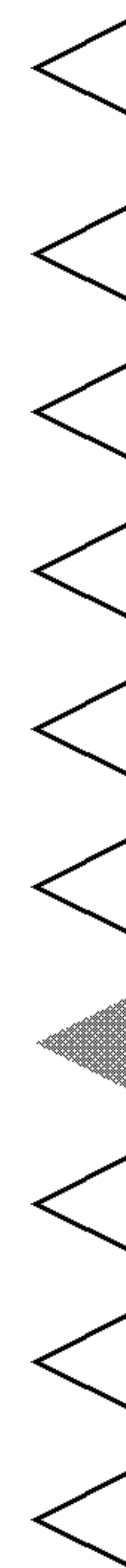
Questions for Reflection

1. How do adults model descriptive language and provide opportunities for children to expand their vocabulary?
2. What is the balance of mathematical experiences in the daily routine?
3. What practices or procedures are in place to help children use labels to remember what their representations mean?
4. What range of voices is heard when describing or questioning?
5. What opportunities exist for children to exhibit their representations, both individual and group work?
6. What examples are provided to parents regarding children's representations and questions to extend learning to the home environment?
7. How do adults model descriptive language and provide opportunities for children to expand their vocabulary?

7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials. [HSCOF-M 3.1.3, 3.1.4, 3.1.5, 3.1.6] [GLCE-N.ME.00.01-10]

Children typically:

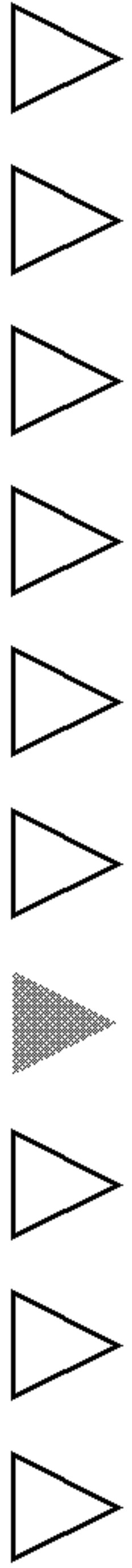
1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence).
4. Recognize and match number symbols for small amounts with the appropriate amounts.
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.
6. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.
7. Understand how numbers can be used to label various aspects of their lives; e.g., house number, phone number, ages of classmates.
8. Develop an increasing ability to count in sequence up to ten and beyond.
9. Begin to describe comparative relationships; e.g., more/less/same number of objects or quantities.
10. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.



Examples of Experiences and Strategies

- Children's interests are respected and used to increase awareness of numbers and counting; e.g., counting dogs, shoes, cars that go by.
- Both boys and girls are equally encouraged to solve problems.
- Children are frequently exposed to opportunities to count and use one-to-one correspondence.
- Children have an opportunity both inside and outside to link number concepts through their play.
- Each child's culture is included in the program on a continuous basis through song, number, language, and pictures.
- The environment includes a variety of materials, puzzles, games, books, music, and visuals that incorporate numbers.

ELE: EARLY LEARNING IN MATHEMATICS



- Meaningful and where possible, authentic concepts are provided for children; e.g., more cups, first plate.
- Adults determine what mathematical knowledge the child brings from the home environment and expand the learning opportunities for that child.
- There are realistic 'mathematical' expectations for the preschool-age child and they are communicated to the child's family.

Questions for Reflection

1. In what circumstances are children engaged in counting and using numbers?
2. What opportunities exist to describe and practice using number words?
3. How do adults build on prior knowledge?
4. What male and female role models are provided?
5. In what ways are higher-level questions used with children?
6. How is the environment arranged that makes it both language and cognitively rich around math learning?
7. How are the materials organized and available for supporting children's independence and investigation?

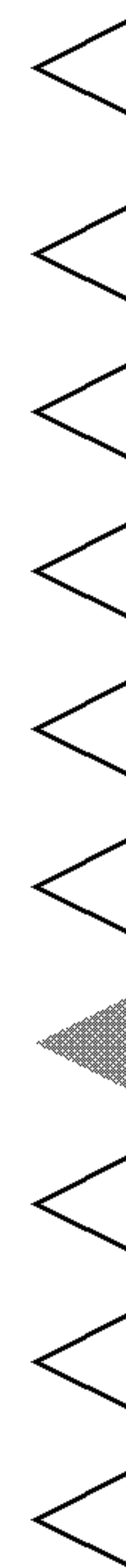
8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods. [GLCE-G.GS.00.01-03]

Children typically:

1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.
3. Begin to recognize and appreciate geometric shapes in their environment.
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words; e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind.

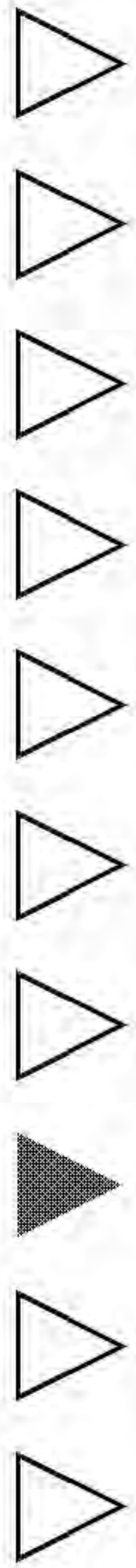
Examples of Experiences and Strategies

- Children have opportunities to explore both two- and three-dimensional objects.
- Adults describe shapes and how they see those shapes in the environment.
- Adults model actions and describe moving objects (e.g., up, down, in front of), especially with dual language learners.
- Adults demonstrate how shapes can be combined to create new forms.
- Teachers help children to develop a sense of spatial understanding; i.e., location and direction and how far.
- Books, stories and songs with directional words and actions are used.



Questions for Reflection

1. To what degree do teachers use spatial vocabulary for position, movement, and distance?
2. How often are children manipulating and sorting materials?
3. In what ways do adults include teacher’s observations of children’s actions and dialog to document children’s learning and planning for the next level of understanding or learning opportunity?
4. What daily opportunities for math learning are integrated into other curriculum areas?
5. How are family members informed about ways to extend visual thinking skills through every day home activities?



Early Learning in Science

(b)(6)

A science program for young children provides them with a better understanding of the world around them and how it works through building on their natural sense of wonder and curiosity. Early learning expectations for science model the nature of scientific inquiry which has, at its core, the opportunity to ask and answer questions and apply problem-solving skills. Children bring their emerging skills in mathematics to their experiences and use their growing abilities in representing ideas through language and the creative arts to portray their scientific knowledge.

The early science program uses active hands-on experiences to foster positive attitudes toward science and form the basis for later and more sophisticated understandings. This requires adults to model the same attitudes and sense of wonder about the world around them.

1. Early Learning Expectation: Children develop positive attitudes and gain knowledge about science through observation and active play. [HSCOF-S 4.1.1, 4.1.3, 4.1.4]

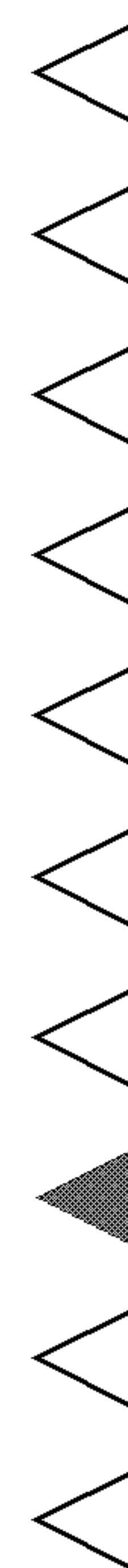
Children typically:

1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.
2. Ask questions related to their own interest and observations.
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.
4. Expand their observational skills; e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources.

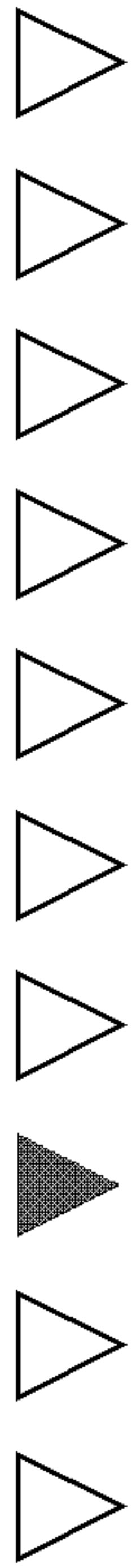
5. Begin to participate in simple investigations; e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen.

Examples of Experiences and Strategies (apply also to Expectations 2 and 3)

- Children have access to a well-equipped science learning center; however, materials related to science can be found throughout the room and in the outdoor area.
- Children have access to many nonfiction books and pictures about aspects of their every day world; books show both males and females engaged in science-related occupations.
- The environment is arranged to provide children with easy access to a variety of materials and opportunities to make genuine choices and to learn from them.
- Adults regularly assess the environment and make changes to respond to children's interests and developing skills.
- Everything in the immediate environment is regarded as a learning resource.
- Interesting and challenging science-related materials enable children to try out new things and explore the further possibilities of familiar and unfamiliar objects, both human and non-human made.
- Adults understand the importance of curiosity in children's exploration and learning and encourage and support children's questioning and experimenting.
- Children have opportunities for in-depth exploration with adults providing guidance and expansion; e.g., a project about a local plant nursery.
- Adults talk with children in ways that promote children's thinking and reasoning about what they are doing and provide accurate information about scientific ideas.
- Children are encouraged and helped to name, describe, think about, and talk about what they are doing; adults help them to journal or document these discoveries.
- Adults regularly pose open-ended questions about a wide range of topics, including science and the child's connection to the natural world.
- Adults become 'scientists' along with the children, extending their own scientific knowledge as new investigations take place and adults demonstrate that they share children's pleasure in discovery.



ELE: EARLY LEARNING IN SCIENCE



Questions for Reflection (apply also to Expectations 2 and 3)

1. How does the environment encourage preschoolers to initiate their own playful experiences with the science materials in the classroom?
2. How is the environment arranged so that children can find and use materials of interest to them and learn to replace them when finished?
3. How do adults support and expand child-initiated learning experiences and assist each child in the practice and mastery of skills?
4. How do adults arrange the environment and plan the daily schedule to support and encourage children's self-motivated discovery, curiosity, and exploration?
5. What is the balance between child- and teacher-initiated science projects and activities?
6. Because science is particularly rich in teachable moments, how do adults maintain awareness of the potential for all interactions and experiences to result in learning?
7. How often, and in what ways, are the routines adjusted or activities changed to allow for children's spontaneity, curiosity, and interests?
8. What genuine, safe opportunities are there for children to change things and to explore the consequences of their actions; e.g., taking apart old machines, mixing colors, cooking?
9. How do adults pose questions to children that encourage them to try new strategies, become engaged, and to problem solve?
10. What roles do adults have when children are playing and how do these roles promote children's curiosity, creativity, and exploration?
11. How do adults respond to and support children's exploration in dramatic and pretend play (e.g., suggesting roles associated to science—being a veterinarian, a gardener, a physician) by including related materials in the dramatic play area?
12. How do adults react when children make 'mistakes'? How do adults use these moments to support learning?
13. What practices or procedures are in place to determine what events might happen that could upset children and how are these situations addressed; e.g., the death of a classroom pet?
14. How is an awareness of the importance of science ideas in our daily lives woven into the life of the classroom on a daily basis; e.g., conversations about weather, the needs of a classroom pet, how to tell if milk has soured, awareness of, and conversations about beauty in the natural environment, healthful practices?
15. Is there a comprehensive system to make certain the setting and the materials and equipment within it are safe? What is the process for continuous assessment of the system's effectiveness?

16. In what circumstances might it be necessary to limit children's exploration, and how can this be done while continuing to encourage active discovery?
17. How does the program assure that children's science-related attitudes and knowledge are a part of comprehensive assessment practices; e.g., written observation notes about significant learning and representations of children's work in science (photographs, drawings)?

2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things.
[HSCOF-4.2.1, 4.2.2]

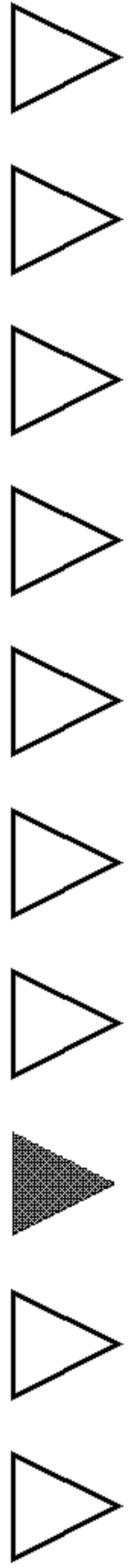
Children typically:

1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things; e.g., through discussions, drawings.
2. Begin to categorize living and nonliving things in their environment based on characteristics they can observe; e.g., texture, color, size, shape, temperature, usefulness, weight.
3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs; e.g., air, food, light, rest.
4. Begin to describe relationships among familiar plants and animals; e.g., caterpillars eat leaves.
5. Begin to describe the places in which familiar plants and animals in their neighborhood live; e.g., city, drainage ponds, parks, fields, forests.
6. Demonstrate greater knowledge and respect for their bodies; e.g., describe visible parts of the human body and their functions.
7. Observe and can describe and compare the motions of common objects in terms of speed and direction; e.g., faster, slowest, up, down.
8. Understand the way simple tools work through their play with common toys; e.g., wheels, pulleys, gears, screws.

Examples of Experiences and Strategies

- A box of materials near the door can be taken into the outdoors to support exploratory play; e.g., magnifying lenses of various kinds, measuring tools, weighing devices, containers of various kinds, bug containers (for later release), clipboards, paper, and writing tools for making drawings and observations, camera.
- Children have opportunities to observe and to help safely, take care of animals and other living things.
- Children are encouraged to name and describe living and nonliving things in their environment.

ELE: EARLY LEARNING IN SCIENCE



- Children are helped to see familiar things from different perspectives (e.g., close up or from a distance, from the front or back) and are encouraged to make drawings of what they see.
- Children have opportunities to explore and describe the ways that shapes and objects fit together by using two- and three-dimensional materials.

Questions for Reflection

1. How are equipment and materials selected and arranged to extend children's understanding of concepts; e.g., patterns, shapes, colors?
2. What opportunities do children have to collect and sort living and non-living objects for a meaningful purpose?
3. What opportunities are there for children to take things apart, put them together, and figure out how they work? How well do these opportunities promote children's learning?
4. Is there a sense of joy and discovery in the classroom? Are children actively engaged in their learning?

3. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to the earth.

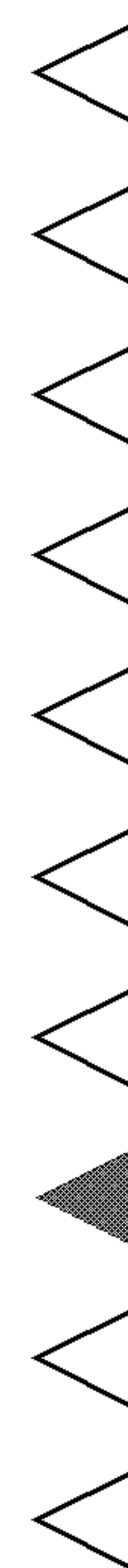
Children typically:

1. Can talk about observable characteristics of different seasons.
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.
3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.
4. Begin to describe weather and its changing conditions; e.g., wind, rain, snow, clouds.
5. Talk about ways to be safe during bad weather.

Examples of Experiences and Strategies

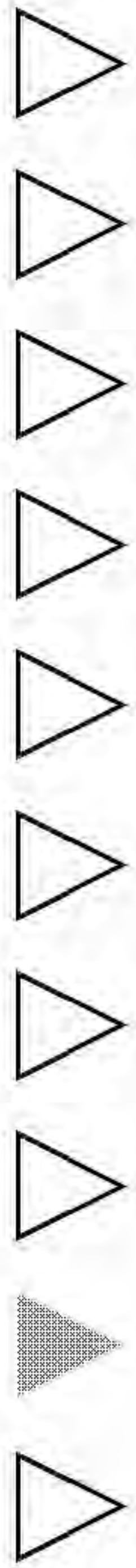
- Adults initiate questions, and answer children's questions, about why things happen; e.g., weather phenomena, darkness and light.
- Children are encouraged to manipulate various materials in ways that change them from continuous to discrete and back again; e.g., cutting up clay and squashing the pieces back together again, transferring water to small bottles and emptying them.
- Children have opportunities for active exploration with the support, but not the interference, of adults.

- Children have time to investigate and process the discoveries they make out of doors.
- Social and literacy opportunities are linked to scientific learning experiences out of doors.
- Children spend time outside their classroom and have opportunities to explore the place where they live; learning includes place-based situations; e.g., measuring the snow melt, observing the way the water flows down the land.
- Children have opportunities to build special places outside, make maps, and discover the nature of their own communities and neighborhoods; e.g., they play, dig, climb, plant, hike.



Questions for Reflection

1. How is the schedule organized to maximize children’s daily access to the outdoors; e.g., for unstructured play, for age-appropriate games, to engage in exploratory activities with various materials?
2. How do adults make themselves available to children to support their conversations about natural phenomena in the outdoors?
3. Are materials available to help children record their observations about natural phenomena; e.g., clipboards, paper, camera, journals and writing tools for making drawings and recording observations?
4. To what extent are adults helping children with the big ideas of science and not focused on knowledge that is too advanced?
5. Does the curriculum reflect children’s immersion into the natural world?



Early Learning in the Social Studies

(b)(6)

Children study their social world from the moment of birth. By the time they are three- and four-years old, children are becoming increasingly sophisticated in observing and understanding their social world (Chard, 1998). The preschool classroom is a perfect laboratory for children to learn the knowledge, skills, and attitudes required to live in an interdependent democratic society as adults. The balance of age-appropriate content and the use of inquiry to learn more about the people in their families and neighborhoods, the earth they live on, the people who live on the earth, and the study of their histories, will give young children the skills they will need as citizens of a democracy. At this age, learning in the social studies is closely related to children’s social emotional development.

1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment. [HSCOF-SS 6.5.4]

Children typically:

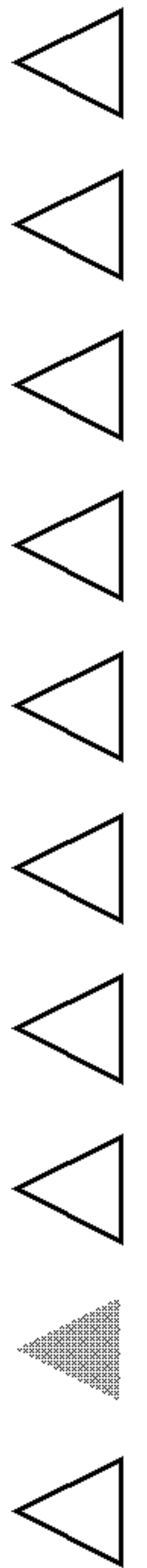
1. Include representations of various physical features (e.g., roads, bodies of water, buildings) in their play.
2. Use and understand words to indicate size.
3. Use and understand words for location and direction.

Examples of Experiences and Strategies

- Children spend time outdoors daily, actually in touch with the environment in which they live.
- Adults talk with children as they become observant of their environment;

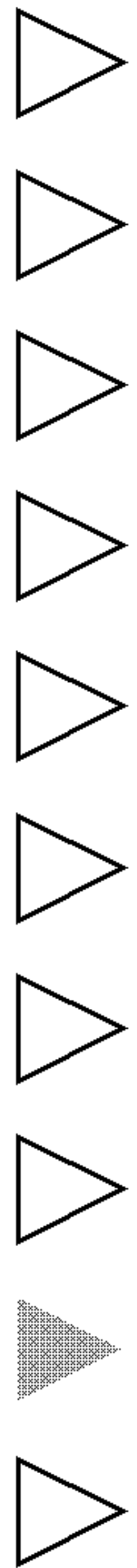
they introduce vocabulary that is descriptive and extends the child’s ability to also verbalize what they notice but may not yet be able to articulate.

- The inside environment is rich with visuals of the local area; e.g., maps with simple labels, signs, globes, puzzles.
- Children are involved in map-making, planning, and discussing their neighborhood; they note their daily surroundings and create simple maps.
- Children begin to see themselves as ‘explorers,’ competent, confident learners who ask questions and make discoveries about their human and non-human environment.
- The classroom has many types of manipulatives that demonstrate size differences and words are displayed and discussed to increase children’s vocabulary (relevant to size and descriptive elements).
- Children are introduced to high quality literature, both fiction and non-fiction, that helps them learn more about their place in their neighborhood, and their expanding ‘community,’ both the buildings and streets as well as the outdoor play spaces and the plants and surrounding lands, forests, streams, and bodies of water.
- Children are engaged in simple games that help them give and follow increasingly complex directions.
- Children participate in community projects that are collaborative (not competitive) and community members are invited into the classroom.



Questions for Reflection

1. What kinds of opportunities do children have to explore the neighborhood and the various cultures within their community?
2. What is visible in the classroom that has local significance; e.g., a lake, a river?
3. How are children guided toward developing a sense of responsibility for the living and the non-living environment?
4. How do adults arrange the environments, indoors and outside, to support and encourage self-motivated exploration?
5. What opportunities do children have to observe, identify, and describe plants, animals and the environment over time?



2. Early Learning Expectation: Children begin to recognize that many different influences shape people's thinking and behavior. [HSCOF-SS 6.5.2]

Children typically:

1. Can talk about personal information; e.g., name; family members; and by four, knowledge of personal traits, address, telephone number.
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.
3. Show an understanding of family and how families are alike and different.
4. Talk about ways members of a family can work together to help one another.
5. Begin to recognize that people celebrate events in a variety of ways.
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.
7. Participate in creating their own classroom celebrations.

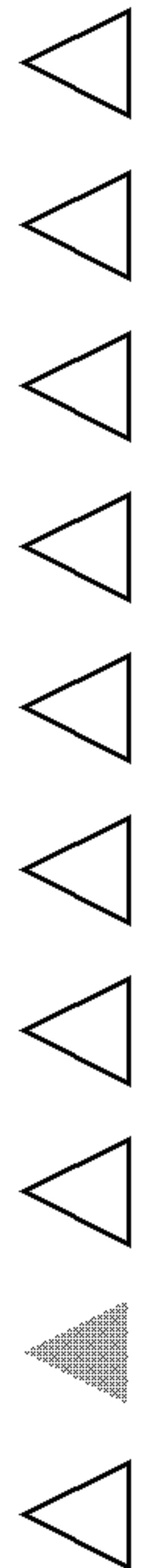
Examples of Experiences and Strategies

- Adults model the kind of respectful behaviors they would expect and value in children and other adults.
- Each child's culture is included in the program on a continuous basis through song, language, pictures, play things, and dance.
- Children are encouraged to develop working theories for making sense of the natural, social, physical and material worlds.
- Children learn about differences and similarities (through stories, activities, think-alouds) without judgmental comparisons.
- Children learn what a 'celebration' is and have opportunities to have little celebrations of meaning in their own classroom.
- Adults help to build upon each child's interest.
- Adults take time to observe individual children and come to know their preferences and uniqueness and respond appropriately.
- Teachers and parents communicate with each other in order to attain a consistent, approach to the care and learning of their children.

Questions for Reflection

1. To what extent do adults ask open-ended questions?
2. In what ways and how well is the curriculum genuinely connected to the families and their respective cultures? How is this visible in the classroom?

3. Do adults communicate positively, openly, and respectfully, expressing themselves in a language and style appropriate to the age, developmental level and uniqueness of the child?
4. Do adults model the same kind of self-regulation, empathy, acceptance of others, and engagement with learning that they would expect and value in others?
5. How does the program use an array of positive responses to affirm children as individuals? Do adults step in when children make hurtful comments?
6. How do teachers help children to see each person’s perspective and learn how to compromise in a mutually respectful way? How are these strategies shared with parents?
7. How does the program respect family culture and encourage families to share their culture; e.g., cooking, crafts, traditions, singing, story telling of native tales?
8. What artwork from diverse areas is present; are there simple musical instruments from different countries?
9. How do adults acknowledge differences, similarities, and accomplishments as part of every day experiences (not one being better than the other)?



3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.

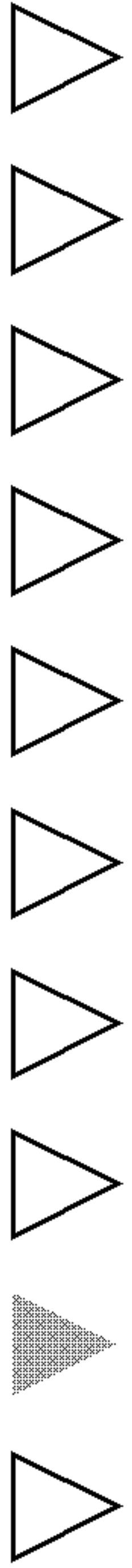
Children typically:

1. Use words to describe time; e.g., yesterday, today, tomorrow.
2. Can talk about recent and past events.

Examples of Experiences and Strategies

- Storytelling helps children to understand the ideas of time, change over time, and before/after.
- Children can find books, stories, and literature that is valued by the cultures in their community.
- Children experience a sense of their classroom as a community.
- All cultures are treated with respect.
- Children learn that everyone has a voice, a chance to be heard, opportunity to participate, and rules to follow (democratic community learners).
- Adults model desired actions and behaviors, using descriptive words that help children to understand sequence of events.

ELE: EARLY LEARNING IN THE SOCIAL STUDIES



Questions for Reflection

1. Does each child have opportunities to share stories about his or her family and extended family?
2. Can children talk about their own growth and experiences from being infants to being in preschool?
3. Do children show creative expression (e.g., music, song, dance, art) that illustrates their own cultural backgrounds?
4. Do children demonstrate respect for their classmates' individual differences and interest in aspects of their cultures?
5. Can children talk about what has happened with their class in the past and perhaps will in the future, or point out plants that have grown over time, or note changes in their outdoor environment that take place over time?

4. Early Learning Expectation: Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.

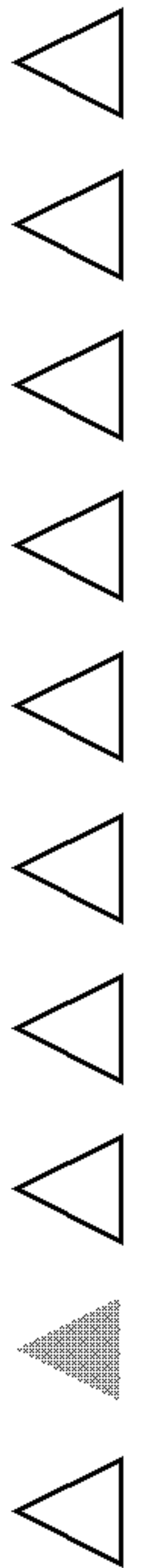
Children typically:

1. Grow in their understanding of the need for rules for their learning environment.
2. Begin to understand consequences of following and breaking (disobeying) rules.
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs; e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules.

Examples of Experiences and Strategies

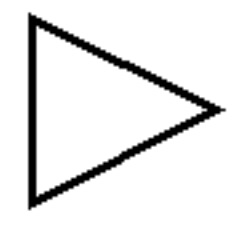
- Children experience a sense of community in their classroom.
- Children learn that everyone has a voice, a chance to be heard, opportunity to participate, and rules to follow; the classroom becomes a democratic community.
- Children learn about basic safety and health rules that they use daily.
- Children have an opportunity to help each other and learn from each other.
- There are realistic expectations about preschoolers' abilities to cooperate, take turns, be kind, support one another, or wait for assistance.
- Children are involved (i.e., with adult guidance) in setting classroom rules and expectations.

- Children are supported in their skills of being a friend, acting like a friend, learning negotiation skills, and paying attention to others.
- Children begin to understand that there are both actions and feelings associated with those actions (empathy).
- In talking with children, adults do not link occupations to gender (i.e., by assuming that doctors are men, that all nurses are women).
- Adults provide guidance and support in resolving conflicts; e.g., sharing toys.
- Teachers provide a specific time to teach problem solving, making decisions and model these skills repeatedly and consistently.
- Teachers and children write down and post rules so everyone can see them.
- Teachers help children think about how rules apply to them.
- The room has photos of whole-class activities, supporting group participation and community.

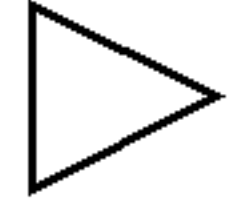
**Questions for Reflection**

1. What is the balance between child- and adult-initiated learning experiences?
2. How does the staff build the sense of a learning community in the classroom? How are children's interactions guided to be a member of this learning community?
3. How often, and in what ways, are the routines adjusted or activities changed to allow for children's spontaneity and interests?
4. What opportunities are there for children to be exposed to storytelling (e.g., stories read, signed, and told), poems, chants, and songs? How well do these connect to the children's home cultures?
5. In what circumstances is it appropriate for the needs of the group to take priority over those of individual children?
6. In what ways does the program accommodate the strengths, interests, and individual ways of doing things represented by each child and family? What impact does this have on children, and are there other ways children's individuality could be encouraged?
7. How is the environment organized to promote sharing, learning to take turns, and avoid conflict (due to adult's lack of preparation for the group and the activities)?
8. Are there creative and constructive problem-solving activities that encourage children to cooperate with and support each other? How effective are these activities? How do teachers review and adapt these activities as needed?

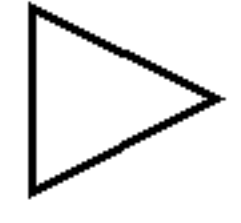
ELE: EARLY LEARNING IN THE SOCIAL STUDIES



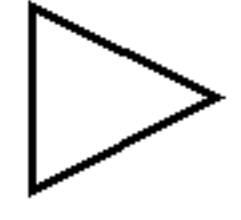
9. What is the evidence that all children are encouraged to be a member of the community, yet also be autonomous?



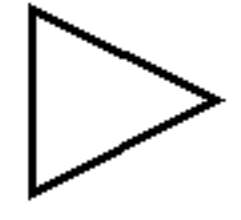
10. How does the staff work to meet the needs of each child to ensure a sense of belonging?



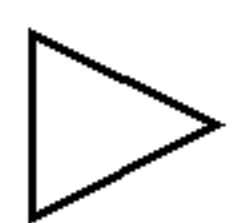
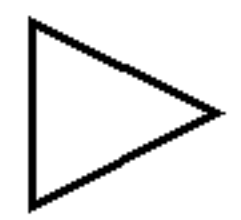
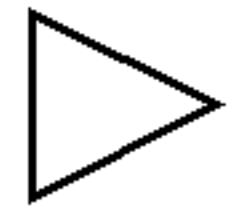
11. How is the room arranged so that groups of different sizes can be together (i.e., encouraging sociability and community)?



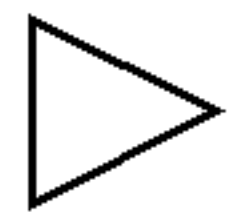
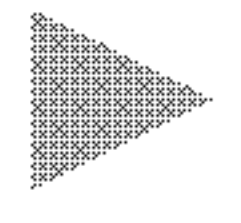
12. How do families become aware of 'community-building' activities in the class?



13. What opportunities do children have to be involved in the community beyond their own classroom?



5. Early Learning Expectation: Children increase their understanding about how basic economic concepts relate to their lives. [HSCOF-SS 6.5.3]



Children typically:

1. Can talk about some of the workers and services in their community.
2. Can talk about some of the ways people earn a living.
3. Begin to understand that people pay for things with a representation of money; e.g., currency, checks, debit cards, credit cards.
4. Make simple choices about how to spend money.

Examples of Experiences and Strategies

- Children have frequent opportunities to be involved in the life of their community and their school.
- Pretend play and dramatic play environments include realistic tools or equipment to use; e.g., measuring tape, child size tools, cooking tools, technology, calculators, cash register.
- Community members visit the school to demonstrate or talk about their trades; e.g., baker, builder, painter, recycler.

Questions for Reflection

1. What opportunities are available for symbolic play? How do adults become involved in the child's play? How do these roles support children's learning?
2. What learning activities model buying and selling?
3. How are parents provided strategies to help their children begin to understand the concepts of 'want' vs. 'need,' 'enough,' 'too much' and a sense of conservation vs. wasteful actions.

6. Early Learning Expectation: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.

Children typically:

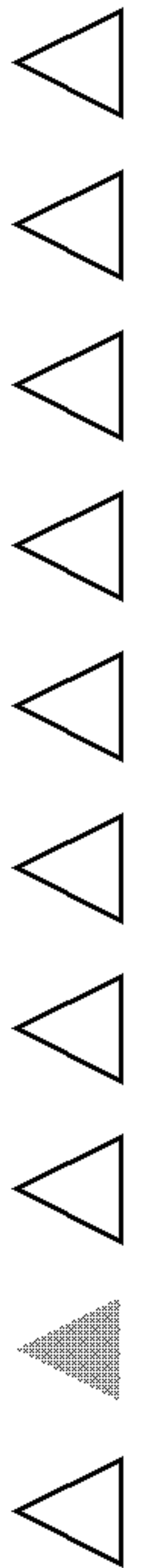
1. Begin to identify what families need to thrive; e.g., food, shelter, clothing, love.
2. Can participate in improving their environment; e.g., pick up litter; recycle; plant trees and flowers; conserve lights, water, and paper.

Examples of Experiences and Strategies

- Children spend time daily outside.
- Adults talk through their decisions or thinking process about caring for things.
- Songs, games, outdoor experiences, art and music celebrate the natural environment.
- Adults model respect for living things.
- School activities connect to community activities when appropriate, to strengthen a 'sense of place' for children.

Questions for Reflection

1. How do teachers model an environmentally conscious way of life?
2. What do children do to experience their outdoor living environment; e.g., grow a garden, take a hike, watch the clouds, crawl in the grass?
3. How are parents informed about the importance of connecting to the natural environment?
4. Does the outdoor learning environment allow for natural space, quiet places, safe but interesting spaces to explore?





Early Skills in Using Technology

(b)(6)

Technology is an every day part of today's society, its influence continues to increase, and it will be an increasing feature of the future lives of today's young children. Technology is a broad term which includes a variety of tools; e.g., cameras, recorders and players, computers, telephones, Internet websites, electronic storybooks, and television. Recent research supports young children's age-appropriate use of technology to support and extend learning and development under the guidance of adults who understand how to use it appropriately. However, technology should never dominate the learning environment nor replace the opportunity for children to have direct experience with peers, adults, and/or real materials.

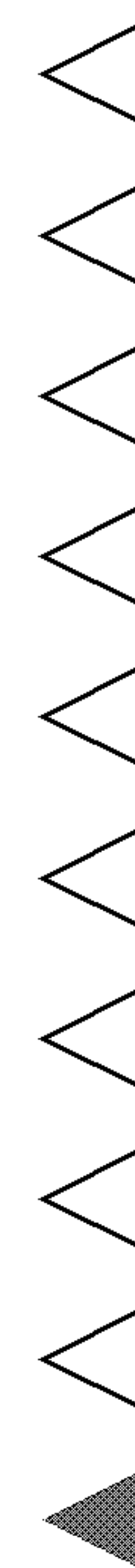
1. Early Learning Expectation: Children explore and use various types of technology tools.

Children typically:

1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.
2. Understand that technology tools can be used throughout the day.
3. Follow simple directions to use computers and other technology tools.

Examples of Experiences and Strategies

- Children are helped to understand that the classroom contains many tools that help them play and learn (e.g., crayons and pencils with which to write, wheels which make trucks move, computers to display information, calculators, tape players) via the availability of such tools and through conversations with adults.
- Adults present curriculum-related skills, concepts, and information for children within the context of providing ample opportunities for exploration.
- Adults consider children’s individual levels of development, interest, temperament, cultural backgrounds, language, and learning styles; teachers use this knowledge as the basis for designing children’s interactions with technology.
- Computers and other technology tools within the classroom are located at child height; e.g., screens at children’s eye level, chairs which allow their feet to touch the floor.
- The program provides technology tools so that teachers can work with children, such as those needed to develop and produce photographs and video from digital media documenting their learning and play.
- Adults use technology to display children’s work in the classroom.
- Children’s technology creations are displayed in the classroom.



Questions for Reflection

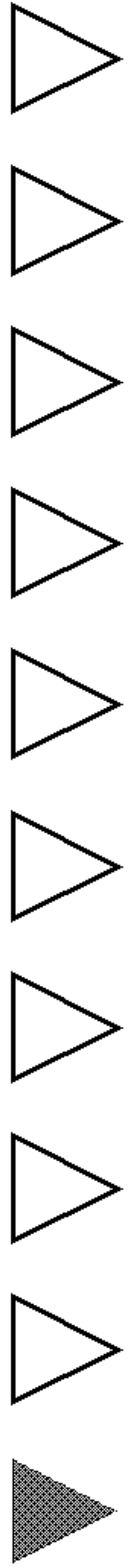
1. How are all staff members good role models in the use of technology?
2. Are adults available to assist children, if necessary, in using and playing with various forms of technology?
3. How does the staff help parents understand appropriate uses of technology for their children and provide opportunities for family members to observe children using technology appropriately?
4. To what extent does the program provide technology tools for teachers to use the Internet to locate resources including appropriate websites for children and ideas for best teaching practices?

2. Early Learning Expectation: Children can name various components of computer systems and use various input devices.

Children typically:

1. Can name components; e.g., screen, printer, mouse, disks, CD, keyboard.
2. Use adaptive devices to operate a software program as necessary.

ELE: EARLY SKILLS IN USING TECHNOLOGY



Examples of Experiences and Strategies

- Staff presents technology concepts and terms multiple times using various materials and methods to acquaint children with their use.
- Adults use correct terminology when helping children use computers and other technology tools.

Questions for Reflection

1. Are both photographic and print labels used to support children's learning about computer components and other technological devices?
2. Are adults familiar with and proficient in the use of various hardware or software adaptations that can facilitate children's use of technology, especially for children with disabilities?
3. Do you hear children using the correct terms? Does it appear that they can communicate their desires or needs when using the computer?
4. Are children using the correct names for computer components in their conversations with peers or reminded of the correct terms, either by rephrasing or restating the child's comments when adults are near?
5. In what ways are children encouraged in their use of computers and supported when new programs are introduced?

3. Early Learning Expectation: Children work cooperatively with others while using technology tools.

Children typically:

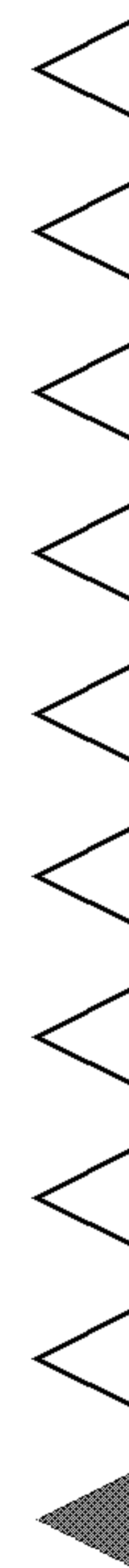
1. Talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools.
2. Work cooperatively when other children are present at the computer.
3. Begin to state and follow rules for using the computer and other technology tools.

Examples of Experiences and Strategies

- Children of diverse abilities and languages are encouraged to work cooperatively with technology tools.
- Adults post simple rules near the equipment; e.g., both words and symbols represent rules and processes.
- Children use technology materials and centers in a similar manner as other materials and centers; e.g., there is no special computer time and they are not taken to a special computer lab away from the classroom.
- Children learn to share, take turns, or wait for their turn to use technology and find ways to use that time in other activities.

Questions for Reflection

1. What opportunities exist for children to use technology equipment cooperatively; e.g., seating for more than one child.
2. To what extent does the daily schedule provide access to a variety of materials and technology for dramatic play, creative activities, music, movement, fine motor, large motor, math, science, and social studies experiences?
3. Are computers and printers located adjacent to one another to promote children’s interaction?
4. What skills, role models, actions, and attitudes are presented to children in the technology games or stories that are available? Have adults avoided common stereotypes in their selection? Are children viewing cooperative, creative characters, as well as non-violent and non-discriminatory actions?
5. Do parent education experiences offer opportunities for family members to learn more about using technology with their children?
6. How does the program promote access for low-income families to technology in the community?



4. Early Learning Expectation: Children demonstrate responsible handling of technology equipment.

Children typically:

1. Can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings.
2. Can learn to handle equipment gently and avoid dropping items.
3. Can learn to avoid turning computers off during operation.

Examples of Experiences and Strategies

- Adults label, both visually and verbally, computer parts with symbols and correct terminology to remind children of appropriate actions; e.g., a small stop sign near the on/off button or agreed-upon symbols for no liquids. Children are gently informed and reminded of appropriate actions with the technology equipment.
- During initial introduction of equipment, adults frequently demonstrate and reinforce proper use.
- Adults position themselves near the equipment as children learn proper use in a supportive way.
- Staff presents simple skills prior to more complex skills.
- Competent peers or older children act as tutors for operating technology.
- Staff can locate resources for assistive technology.

ELE: EARLY SKILLS IN USING TECHNOLOGY



Questions for Reflection

1. Is technology equipment located to enable effective supervision by adults?
2. How are other learning centers organized to avoid safety issues with technology?
3. How does the staff model care of technology and appropriate use of various pieces of technology, talking through their decisions, choices and thinking processes while using technology?

Glossary [LRCCC-R400.5101]

Administrative/Supervisory Personnel:

Personnel at the program and/or local district level (e.g., program directors, specialists, and school district level or building principals/administrators/supervisors) who are responsible for administering, supervising, and leading early childhood education program services, activities, and instructional staff.

Advisory Council: A volunteer group convened to advise the program leaders regarding planning, development, implementation, and evaluation of the early childhood program. The advisory council is typically comprised of parents and interested community members. Advisory councils may be established as a requirement of the sponsoring agency or legislation and within the framework of policies and practices as established by the council and the program's governing body.

Age Appropriate: Experiences and a learning environment that are designed to match predictable stages of children's growth and development across all domains (social, emotional, intellectual, language, creative, and physical).

Assessment: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of children or programs.

Assistive Technology: Any item, piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of anyone with disabilities.

Auxiliary Staff: Personnel who are responsible for delivering support services offered by the program and/or required by federal or state regulations (e.g., nurses, Title I staff, special education consultants, speech/language therapists, school psychologists, social workers).

Child Development Associate

Credential (CDA): Nationally recognized performance-based credential awarded through the Council for Early Childhood Professional Recognition, an independent subsidiary of the National Association for the Education of Young Children. A CDA credential is awarded for competence in working with children birth to five years of age and is roughly equivalent to completing one year of college level work in early childhood.

Child-initiated: Experiences which offer children a wide range of opportunities to directly experience and manipulate new ideas and objects (e.g., choosing from a variety of activities throughout the day; creating their own ideas for art projects, block constructions, or dance improvisations; creative play materials which encourage children to question, experiment, and pretend).

Collaboration: Initiatives which involve people from different agencies/programs joining together to work toward a common goal. The result is a shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. Agency autonomy is therefore limited, and the effort involves high contact (including the potential for high conflict) and is usually quite conspicuous to the outside world. An example would be the decision to build and jointly operate a community center that houses school, recreational, and social service components.

Community Collaborative Council:

An organized group representative of the community and its family- and child-serving programs. Such a council typically serves as a communication link among programs and provides direction in planning, developing, implementing, and reviewing the early childhood education initiatives within the community.

Development and Learning: The process of change in which the child comes to master more and more complex levels of moving, thinking, feeling and interacting with people and objects in the environment. Development involves both a gradual unfolding of biologically determined characteristics and the learning process. Learning is the process of acquiring knowledge, skills, habits and values through experience and experimentation, observation, reflection, and/or study and instruction.

Developmentally Appropriate Practice: The process of making decisions about the education and care of children based on the following information:

- The widely divergent growth, development, and learning patterns of typically and atypically developing children.
- What is known about the strengths, interests and needs of each individual child.
- Widely accepted understanding of how children learn most successfully.
- Knowledge of the social and cultural contexts in which children live.

Effective teachers combine knowledge about the typical growth patterns of all children with careful study of the characteristics of each child in a particular group. The most effective learning takes place in that zone of children's development which is just beyond what a child can currently do with comfort, but is not so challenging that frustration and failure are the likely results. Based on continuous assessment, teachers make instructional decisions that lead to the greatest possible growth in each child's knowledge and skills and that support positive dispositions toward learning.

Early Childhood Education and Care: Provision of purposeful programs and services, public or private, aimed at guiding and enhancing the social, emotional, intellectual, language, creative, and physical development of young children.

Early Childhood Special Education (formerly Pre-Primary Impaired—PPI): Federally and state mandated services for children with verified disabilities. These services may be provided in a self-contained classroom operated through a local school district or intermediate agency or in an inclusive setting at the local district or community level.

Early Childhood Specialist: A qualified person employed by or available to an early childhood program who has responsibility for the evaluation of the program and the instructional staff.

Early Childhood (ZA) Endorsement: Endorsement on an elementary teaching certificate recommended by Michigan colleges and universities upon completion of a 20-hour early childhood education program. May be required by the Michigan Department of Education or other funders for some preschool/prekindergarten programs.

Early Learning Expectation: Statements that describe expectations for the learning and development of young children across the domains (social, emotional, intellectual, language, creative, and physical).

Evaluation: The measurement, comparison, and judgment of the value, quality or worth of children's work and/or of their schools, teachers, or a specific educational program based upon valid evidence gathered through assessment.

Evidence-based Practice: The consideration of family values, craft knowledge, and empirical research in the formation of the program's philosophy, curriculum, and operating practices.

Family: People related to each other by blood, marriage, adoption, or legal guardianship. Family members include biological parents (custodial and non-custodial), adoptive parents, foster parents, step-parents, grandparents and other relatives of significance to the child, and all siblings (half, step, full). In addition, any individual who has extensive contact

with the child and/or is a significant person in the child's life could be included.

Family Collaboration/Partnership:

Refers to respecting family members as equal partners in all phases of the early childhood program. Families are integrated into the early childhood program through opportunities to plan and participate in all stages of program development and implementation. Supportive opportunities encourage family members to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources.

Family Literacy: Programs which serve the entire family and which involve parents and children in interactive literacy activities, training for parents regarding how to be the primary teacher for their children, adult literacy, and an early childhood program.

Grade Level Content Expectations

(GLCEs): Statements of essential knowledge and skills for K-12 developed to respond to the federal No Child Left Behind Act of 2001 requirement that states implement grade level assessments based on rigorous academic standards. GLCEs do not represent the entire richness of a curriculum, but do highlight that which is essential for all students to know and be able to do.

Great Start Readiness Program:

Michigan's targeted, publicly-funded prekindergarten program for four-year-old children who may be "at risk" of school failure. Each child must qualify under SBE adopted risk factors; with a majority of the children being low or extremely low income. Both center-based and home-based models are available. All programs must provide strong family involvement/parent education components as well as preschool education.

Head Start Child Outcome Framework

(HSCOF): A framework of outcome statements which apply to the federal Head Start program including eight domains, 27 domain elements, and related

indicators intended to be reflective of what children should know or be able to do by the end of Head Start or entry into kindergarten.

Head Start Performance Standards:

Quality standards which apply to the federal Head Start program and which address all aspects of early childhood development and health services, family and community partnerships, and program design and management.

Inclusion: The principle of enabling all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. Natural settings include the home and local early childhood programs.

Individualized Education Plan (IEP):

A written education plan for a child with disabilities developed by a team of professionals and the child's parent(s); it is reviewed and updated yearly and describes how the child is presently doing, what the child's learning needs are, and what services the child will need.

Individualized Family Service Plan

(IFSP): Refers both to a process and a written document required to plan appropriate activities and interventions that will help a child with a disability (birth through age two) and his or her family progress toward desired outcomes.

Individuals with Disabilities Education

Act (IDEA): A federal program that provides funding to states to support the planning of service systems and the delivery of services, including evaluation and assessment, for young children who have or are at risk of developmental delays/disabilities. Funds are provided through the Infants and Toddlers Program (known as Part C of IDEA) for services to children birth through two years of age, and through the Preschool Program (known as Part B-Section 619 of IDEA) for services to children ages three through five.

Instructional Specialists: Professional staff who work collaboratively with the classroom teacher in areas such as the

visual arts, music, physical education, library-media, and technology.

Integrated Approach: Children's learning activities and experiences presented through projects or thematic units involving many areas of the curriculum instead of through isolated subject areas.

Learning Environment: Physical representation of the curriculum which includes the climate, teaching practices, and materials and equipment.

Non-paid Personnel: Parents and other volunteers.

Paraprofessional: An individual who works under the supervision of a teacher; also, associate or assistant teacher.

Parent Involvement: An early childhood program component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent through written information, orientation to the program, home visits, and through regular opportunities for dialogue via parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events.

Professional Development: Refers to opportunities for early childhood staff to receive ongoing training to increase their preparation and skills to care for and educate children. These include in-service training, workshops, college courses and degree programs, teacher exchanges, observations, coaching, seminars, mentoring, and credentialing programs.

Program: Refers to early childhood education and care settings including Department of Education administered early childhood programs (e.g., the Great Start Readiness Program, Title 1 preschool programs, Even Start Family Literacy Program, programs serving children with disabilities), the Federal Head Start program, community-based for-profit and non-profit child and preschool programs.

Program Standard: Widely accepted expectations for the characteristics or quality of early childhood settings in homes, centers and schools. Such characteristics typically include the ratio of adults to children; the qualifications and stability of the staff; characteristics of adult-child relationships; the program philosophy and curriculum model, the nature of relationships with families; the quality and quantity of equipment and materials; the quality and quantity of space per child, and safety and health provisions.

Public Act 116: Licensing rules for child care centers promulgated by the authority of Section 2 of Act Number 116 of Public Acts of 1973 to the Michigan Department of Social Services which set forth the minimum standards for the care and protection of children. The rules apply to agencies, centers, or public and private schools providing child care services (Head Start, preschool full-day child care, before- and after-school, less than 24 hours) to children aged 2 ½ weeks to 13 years.

Screening: The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks.

Standardized Assessment Tool: A testing instrument that is administered, scored, and interpreted in a standard manner. It may be either norm-referenced or criterion-referenced.

Support Staff: Persons, whether paid or volunteer, employed by the program in such positions as food service, clerical, custodial, and transportation.

Teacher: The qualified person assigned the primary responsibility for planning and carrying out the program within an early childhood classroom. The teacher may work in partnership with other teachers or with paraprofessionals and has primary responsibility for the planning, organizing, and managing all aspects of the classroom learning environment; the assessment, diagnosis, and reporting of the individual learning and developmental

needs of the children; and the establishment of cooperative relationships with families and colleagues.

Test: One or more questions, problems, and/or tasks designed to estimate a child's knowledge, understanding, ability, skill, and/or attitudes in a consistent fashion across individuals. Information from a test or tests contributes to judgments made as a part of an assessment process.

Transition: (1) Procedures and activities that support the family and facilitate the child's introduction to new learning environments (e.g., home to school, from preschool to kindergarten, from one school to another, from one grade to another, and from one country to another). (2) Within the program's daily schedule, transition also refers to the process of shifting from one activity or place to another.

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Note: The developers wish to acknowledge the work of similar groups in many states. The guidelines and standards documents from other states were an invaluable resource in completing this work. A compendium of such documents may be found at *Building a System of Standards to Support Successful Early Learners: The Relationship Between Early Learning Standards, Program Standards, Program Quality Measures and Accountability* retrieved 11-01-04, from http://www.ccsso.org/projects/scass/projects/early_childhood_education_assessment_consortium/publications_and_products/3688.cfm.

Michigan Race to the Top Early Learning Challenge

Appendix Section III

STATE OF MICHIGAN

Parents Partnering for Change

A LEADERSHIP TRAINING FOR PARENTS

DETROIT, SEPTEMBER 19 & 20, 2011

This is a joint project between the:
Department of Community Health
Department of Human Services
Department of Education
Children's Trust Fund

PARENT LEADERSHIP

The Parent Leadership in State Government Training Project provides leadership training for Michigan parents who want to help impact local, state and federal program planning and policy development. The training covers improving leadership skills, making meetings more effective, how to successfully handle conflict, and many other topics.

During this two day long training, each parent will develop an individual action plan that will put his or her new leadership skills to use. Our staff helps put these action plans into place by providing assistance to newly trained parents seeking positions on advisory boards, committees and projects.

(b)(6)

Who can apply for the training? Any parent in Michigan who has a child age birth to 18 years old and has received specialty public services in Michigan for their child. For this training we are most interested in parents who live in southeastern Michigan.

How long is the training session? The training is two days in length. On day one the training will be held from 1pm – 8pm. On day two the training will be held from 9am – 4pm. Parents need to attend both days.

Where is the training located? Detroit

Is there childcare provided during the training? No, however we provide reimbursement for money you spend on childcare while at the training.

Who pays for the training? There is no cost to parents to attend. Parents also receive an honorarium for their time, mileage reimbursement, and hotel accommodations (if they are traveling over 60 miles each way). Meals during the training are provided.

Please apply online using the link at the bottom of this page. For more information email us at asmith2@mphi.org or call (517) 324-8312.

TO APPLY USE THE LINK BELOW:

http://www.surveymonkey.com/s/ParentsPartneringForChangeLeadershipTraining_Detroit_2011

Michigan Race to the Top Early Learning Challenge

Appendix Section IV

Head Start Performance Standards: rule 45 CFR 1304 § 1304.40 Family partnerships:

(a) Family goal setting.

(1) Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process.

(2) As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities (see 45 CFR 1306.33(b)).

(3) To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the family partnership agreement must take into account, and build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans.

(4) A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year.

(5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.

(b) Accessing community services and resources.

(1) Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:

(i) Emergency or crisis assistance in areas such as food, housing, clothing, and transportation;

(ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and

(iii) Opportunities for continuing education and employment training and other employment services through formal and informal networks in the community.

(2) Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.

(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers.

(1) Early Head Start grantee and delegate agencies must assist pregnant women to access comprehensive prenatal and postpartum care, through referrals, immediately after enrollment in the program. This care must include:

(i) Early and continuing risk assessments, which include an assessment of nutritional status as well as nutrition counseling and food assistance, if necessary;

(ii) Health promotion and treatment, including medical and dental examinations on a schedule deemed appropriate by the attending health care providers as early in the pregnancy as possible; and

(iii) Mental health interventions and follow-up, including substance abuse prevention and treatment services, as needed.

(2) Grantee and delegate agencies must provide pregnant women and other family members, as appropriate, with prenatal education on fetal development (including risks from smoking and alcohol), labor and delivery, and postpartum recovery (including maternal depression).

(3) Grantee and delegate agencies must provide information on the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements must be provided as necessary.

(d) Parent involvement--general.

(1) In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the

parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.

(2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.

(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers (see 45 CFR 1304.52(b)(3) for additional requirements about hiring parents).

(e) Parent involvement in child development and education.

(1) Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education (see 45 CFR 1304.3(a)(5) for a definition of curriculum).

(2) Grantees and delegate agencies operating home-based program options must build upon the principles of adult learning to assist, encourage, and support parents as they foster the growth and development of their children.

(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement).

(4) Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

- (i) Increasing family access to materials, services, and activities essential to family literacy development; and
- (ii) Assisting parents as adult learners to recognize and address their own literacy goals.

(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a)(2)(iii) and 45 CFR 1304.40(i) for additional requirements about staff-parent conferences and home visits).

(f) Parent involvement in health, nutrition, and mental health education.

(1) Grantee and delegate agencies must provide medical, dental, nutrition, and mental health education programs for program staff, parents, and families.

(2) Grantee and delegate agencies must ensure that, at a minimum, the medical and dental health education program:

- (i) Assists parents in understanding how to enroll and participate in a system of ongoing family health care.
- (ii) Encourages parents to become active partners in their children's medical and dental health care process and to accompany their child to medical and dental examinations and appointments; and

(iii) Provides parents with the opportunity to learn the principles of preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the classroom and in the home. In addition to information on general topics (e.g., maternal and child health and the prevention of Sudden Infant Death Syndrome), information specific to the health needs of individual children must also be made available to the extent possible.

(3) Grantee and delegate agencies must ensure that the nutrition education program includes, at a minimum:

- (i) Nutrition education in the selection and preparation of foods to meet family needs and in the management of food budgets; and
- (ii) Parent discussions with program staff about the nutritional status of their child.

(4) Grantee and delegate agencies must ensure that the mental health education program provides, at a minimum (see 45 CFR 1304.24 for issues related to mental health education):

- (i) A variety of group opportunities for parents and program staff to identify and discuss issues related to child mental health;
- (ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; and

(iii) The active involvement of parents in planning and implementing any mental health interventions for their children.

(g) Parent involvement in community advocacy.

(1) Grantee and delegate agencies must:

- (i) Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs; and
- (ii) Establish procedures to provide families with comprehensive information about community resources (see 45 CFR 1304.41(a)(2) for additional requirements).

(2) Parents must be provided regular opportunities to work together, and with other community members, on activities that they have helped develop and in which they have expressed an interest.

(h) Parent involvement in transition activities.

(1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.

(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.

(3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must:

- (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting; and
- (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.

(4) See 45 CFR 1304.41(c) for additional standards related to children's transition to and from Early Head Start or Head Start.

(i) Parent involvement in home visits.

(1) Grantee and delegate agencies must not require that parents permit home visits as a condition of the child's participation in Early Head Start or Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents.

(2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits, in accordance with the requirements of 45 CFR 1306.32(b)(8). Other staff working with the family must make or join home visits, as appropriate.

(3) Grantee and delegate agencies must schedule home visits at times that are mutually convenient for the parents or primary caregivers and staff.

(4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at an Early Head Start or Head Start site or at another safe location that affords privacy. Home visits in home-based program options must be conducted in the family's home. (See 45 CFR 1306.33 regarding the home-based program option.)

(5) In addition, grantee and delegate agencies operating home-based program options must meet the requirements of 45 CFR 1306.33(a)(1) regarding home visits.

(6) Grantee and delegate agencies serving infants and toddlers must arrange for health staff to visit each newborn within two weeks after the infant's birth to ensure the well-being of both the mother and the child.

Michigan Race to the Top Early Learning Challenge

Appendix Section V



STATE OF MICHIGAN
EXECUTIVE OFFICE
LANSING

RICK SNYDER
GOVERNOR

BRIAN CALLEY
LT. GOVERNOR

April 27, 2011

*A Special Message from Governor Rick Snyder:
Education Reform*

To the Michigan Legislature:

One of Michigan's most pressing responsibilities is ensuring that students are prepared to enter the work force and to take advantage of new opportunities as our economy grows. Michigan's future is absolutely dependent on making our education system a success for our students, our teachers, our parents and our economy.

Our education system must position our children to compete globally in a knowledge-based economy. To prepare and train the next generation of workers, Michigan needs a capable, nimble and innovative work force that can adapt to the needs of the emerging knowledge-based economy and compete with any nation.

To accomplish that, Michigan's education system must be reshaped so that all students learn at high levels and are fully prepared to enter the work force or attend college. They must think and act innovatively, demonstrate high performance, and meet the highest expectations. In addition, our students must leave high school with the skills to make sound financial decisions and demonstrate a basic understanding of personal finance.

We have begun this ascent by implementing one of the most rigorous sets of content and assessment standards and high-school graduation requirements in the nation. We have adopted strategies to improve school nutrition and lower the dropout rate, while encouraging school districts to embrace innovative ways to educate students. I commend the State Board of Education and Michigan Department of Education (MDE) for taking these steps.

Results are promising. We have seen improved Michigan Educational Assessment Program (MEAP) test scores over the past three years, American College Testing (ACT) scores, lower dropout rates and healthier students who show their eagerness to learn.

But to compete on a world-wide scale, our education system must evolve from one that served us well in the past to one that embraces the challenges and opportunities of the new century. A grammar school education once suited the agrarian age, and a high-school education suited the assembly line age. A high-quality post-secondary education is needed for the technology age.

Michigan's education system is not giving our taxpayers, our teachers, or our students the return on investment we deserve. In spite of the fact that we rank 21st in the country in total current expenditures per pupil according to the most recent data of the National Center for Education Statistics (NCES), consider the following:

- Less than 50% of our students are proficient in writing across grades based on fall 2010 MEAP data in grades 4 and 7, and spring 2010 Michigan Merit Examination (MME) data for grade 11

- In National Assessment of Educational Progress (NAEP) testing for grade 4 math we rank 39th; for grade 4 reading we rank 34th; for grade 8 math we rank 37th; and, for grade 8 reading we rank 33rd (NCES)
- Only 16% of all students statewide are college-ready based on the ACT taken in spring 2010 as a part of the MME
- 238 Michigan high schools have zero college-ready students in all subjects based on the spring 2010 ACT test

We can – indeed we must – do better.

Change does not have to create adversaries; it can create partners committed to a better future.

The vast majority of Michigan educators and teachers are hard-working and committed to a prosperous future for their students. And, Michigan has a long history of effective collaboration between labor and management.

The proposals in this message can all be achieved in our present system of collective bargaining for teachers and other school employees. When it comes to educating our young people for the 21st century, all of us in Michigan—parents, educators, school boards, the business community, public servants and citizens—share an enormous responsibility to help Michigan’s next generation succeed. We must all step up to that responsibility.

In this special message I will outline a plan for Michigan’s future that rewards outcomes and performance. We can no longer tolerate a system where either schools or students are rewarded for just showing up.

Garnering input from a wide variety of education stakeholders – educators, education associations, business leaders, private foundations and agencies, and the State Board of Education – these policy proposals will drive high expectations for an emerging system of schools and educators. They will provide transparency, detailed information and genuine choice for families. They will jettison the status quo that has too often accepted mediocrity and, at times, resulted in failure for our children and state.

Early Childhood Development

Preparing children for optimal learning and quality achievement in school actually begins at conception. Brain development begins early in a pregnancy. Threats, such as alcohol or malnutrition, can have a negative or even irreversible effect on the developing brain. Premature birth and low birth weight also can have lasting effects on a child. Early childhood is a time of remarkable brain growth that affects a child’s development and readiness for school.

According to Michigan kindergarten teachers, on average, only 65% of children entered kindergarten classrooms this year ready to learn the curriculum. This “readiness gap” often begins at birth and continues until school entry. It can lead to an achievement gap that persists through each year of school.

Seventy percent of Michigan fourth graders scored below the proficient reading level on the NAEP in 2009 (the most recent available data), placing Michigan 34th of the 50 states. Until the end of third grade, children are *learning to read*. Fourth grade students need to be able to *read to learn*. Children who cannot meet NAEP proficiency levels, especially low income children, are likely to end up not completing high school, becoming adults who struggle to qualify for even the lowest skill, lowest paying

jobs. The result for Michigan: a lack of competitiveness in the global marketplace and a significant portion of the population without hope for a prosperous future.

Our goal must be to create a coherent system of health and early learning that aligns, integrates and coordinates Michigan's investments from prenatal to third grade. This will help assure Michigan has a vibrant economy, a ready work force, a pool of people who demonstrate consistently high educational attainment, and a reputation as one of the best states in the country to raise a child.

Today, Michigan's approach to investing in school readiness and early elementary success is not values-based or founded on sound scientific or economic evidence. Research confirms that the developmental needs of children are interrelated, yet we invest in a variety of fragmented, segmented and highly specialized programs. Michigan programs that serve children and families in the prenatal to third grade period are spread across multiple state departments and each department delivers programs based on its own culture, outcomes and goals. Currently, there are 84 separate funding streams scattered across state government that deal with early childhood. Programs operate with varying levels and types of accountability, inconsistently assess quality and lack capacity to measure or report results.

To remedy this, I am proposing the consolidation of early childhood programs and resources into a single office of early childhood focused on maximizing child outcomes, reducing duplication and administrative overhead and reinvesting resources from efficiencies into quality improvement and service delivery.

Our cohesive strategy starts with an Executive Order that combines the Office of Child Development and Care currently at the Department of Human Services with the Office of Early Childhood Education and Family Services at the Michigan Department of Education.

The new *Michigan Office of Great Start – Early Childhood* will be located at the Department of Education and will coordinate all 84 separate early childhood funding streams currently managed throughout various state government agencies. Programs that will become a part of the *Office of Great Start* in the initial phase will include: Great Start School Readiness, Great Parents/Great Start, Preschool Special Education, Child Care Licensing, Head Start State Collaboration, Child Care and Development Program, and Early On.

This new office will refocus the state's early childhood investment, policy and administrative structures by adopting a single set of early childhood outcomes. All public investments will be assessed against a single set of early childhood outcomes as follows:

- Children born healthy
- Children healthy, thriving, and developmentally on track from birth to third grade
- Children developmentally ready to succeed in school at the time of school entry
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade

Michigan government, business and foundation leaders agreed several years ago on the need for early childhood investment and the necessity of a new approach in order to close the readiness gap. They asserted that neither government alone, nor the private sector acting unilaterally, is able to change the trajectory of school readiness. A bridge is needed to connect the sectors. To that end, the Early Childhood Investment Corporation (ECIC) was created to be more flexible and nimble than

government, and be more aligned with state and federal opportunities than the private and nonprofit sectors.

The *Michigan Office of Great Start – Early Childhood* working hand-in-hand with the private sector, through ECIC, will create a dynamic partnership aimed at maximizing public and private investment in the service of Michigan’s children.

All human behaviors, from work force abilities to social skills build on capacities developed during childhood, beginning at birth. The early development of cognitive skills, emotional well-being, social competence, and robust physical and mental health is the foundation for school success. These abilities are the critical prerequisites for economic productivity and responsible citizenship throughout life.

Michigan must change to support these realities. We know too much about the first five years of life to continue to invest as though learning begins at the kindergarten door rather than at birth. Government, the private and nonprofit sectors, and ECIC all have critical roles to play.

Performance-Based System of Schools

Michigan needs to drive toward a system of higher expectations for its system of schools and educators. We need a performance-based education system that will meet the 21st century education needs of all students. Innovation and educational entrepreneurship must be cultivated through improved models of instruction across the state. There must be greater choice for students and parents and greater responsibility and accountability at the individual school level for student growth.

Funding

The core of a performance-based education system must be a statewide school funding model based upon student proficiency and academic growth. Our school system should be dedicated to student outcomes. Reshaping education in Michigan and developing a performance-based system of schools demands that we rethink the way we fund education. Today, the state sends a full foundation allowance to school districts based entirely on attendance figures taken twice a year. These “count days” have become synonymous with pizza parties and prize offers as schools are compelled to get high attendance counts to maximize their funding. Accurate head counts are very important, but should not be the only factor in determining school funding levels. Instead, our statewide school funding should also be based upon academic growth, and not just whether a student enrolls and sits at a desk.

I propose that a portion of state school aid be tied to the academic achievement of a school district for 2013 and beyond. This funding model will increase academic growth and the college and career readiness of our students by allocating scarce resources to districts that make the biggest gains.

In my 2013 budget message, I will be proposing that school districts receive a bonus beyond the per pupil state foundation allowance for demonstrating student growth in reading, math and other MDE selected subjects. This funding should be allocated to districts for students who show an average of at least one year of growth per year of instruction. By rewarding growth, and not only proficiency, students who have fallen behind their grade level are not forgotten. Instead, they are viewed as having the most to gain.

In my executive budget recommendation in February, I also proposed that in fiscal year 2013 a portion of the state foundation allowance be allocated to school districts that pay no more than 80% of employee health care premiums or control costs in other ways. Local school dashboards and school district accountability and transparency metrics also will be part of the funding discussion.

The State Superintendent is implementing new data collection systems to better document yearly student growth and proficiency. This type of student testing and data collection serves more than one purpose. In addition to helping educate our kids, this new testing will make Michigan more competitive for federal funding from Washington.

Public Charter Schools

Public charter schools in Michigan were first established in 1994. At the time they were an innovative concept, but because they were new, restrictions were placed on their establishment. Today, many of those restrictions do not make sense. In order to create dynamic, performance-based school districts in Michigan we need to challenge the status quo. Charter schools play an important role by offering an alternative education option to parents and students, particularly in our struggling districts. We need to increase the number of charter schools in Michigan to help attract the top charter operators from across the nation and encourage more choice at the local level.

Therefore, I am proposing that any caps limiting the number of charter schools in districts with at least one academically failing school be removed. This will allow for more charters in areas where additional education options are needed the most.

Another issue hampering the recruitment of nationally prominent charter school operators is that a charter board can oversee only one building under current law. It is difficult to rationalize this restriction when we allow a local board of education oversight of an entire school district. The legislature should allow top performing charter school boards to oversee more than one school.

A strong system of schools that is funded for outcomes will generate performance-based schools. I expect charter schools in Michigan to be held to the same rigorous standard as any other public school.

Accountability and Empowerment

In my State of the State address, I presented a dashboard for the state of Michigan. It includes a variety of metrics that illustrate how our state is performing in areas such as public safety, economic strength, and quality of life. Today, I am unveiling the "State of Education in Michigan" dashboard that will serve as our statewide report card on education. The dashboard includes metrics from public K-12 education, community colleges and universities to provide a snapshot of education in Michigan. As an example, many parents may be surprised to learn that 61% of community college students require developmental coursework in order to be successful at the college level. That is unacceptable. Many of the public education metrics are derived from data contained in the Center for Educational Performance Information database. This system of reporting will allow local districts and eventually school-level dashboards to be created with these and other data points.

Accountability and transparency should apply to every part of our education system, not just local school districts. Over \$2 billion flows through intermediate school districts (ISDs) in Michigan. In 2010, they employed over 15,000 people. In many cases, there has been a difference of opinion between what services should be provided by local school districts and what should be provided by the ISD.

I am convinced that significant savings can be achieved if business and administrative functions are consolidated. I propose that by the 2012 school year, an ISD should be able to bid on any service a local district provides outside the classroom. Alternatively, a local district should be able to bid on any service an ISD provides for the entire intermediate school district if it can provide the same quality of service for everyone at a better cost. An open bidding process that is public and transparent will

ensure value for the taxpayer and that Michigan is spending as much money as possible inside the classroom.

At every level we need to place the bright light of public scrutiny on the measures of success or failure that will drive a better future for Michigan.

But just measuring and reassigning responsibility is not enough. Districts and schools must be held accountable for student outcomes. In Michigan, 238 high schools did not produce a single student proficient in math or reading last year, yet every one of those schools is accredited. Michigan needs a school accreditation system that finally brings light to this issue in a responsible way. I urge the legislature to adopt new standards so we can have an honest assessment of where our schools stand.

In every school district, transparency, accountability and empowerment in the classroom are critical.

However, in a number of districts, additional attention is required. We have 23 school districts that are over \$1 million in deficit. Combined, these financially distressed districts have an operating deficit of about \$440 million. Students and families in these districts cannot wait for a long-term, viable education system.

Young people in these struggling districts need a financially sustainable education system under which it is possible for both students and teachers to succeed. They need a system that efficiently directs limited taxpayer dollars toward smart, research-based efforts proven to help all students perform at dramatically higher academic levels. And, they need a system that holds every teacher and school administrator at the state, intermediate and local level accountable for student gains in the classroom, while also empowering them to get there with the autonomy, student data, instructional tools and meaningful support they require.

We must tap every available resource, continually assess the best of what is happening in the education field and swiftly find permanent solutions to the crises in these districts.

The time has come to stop the benign acceptance of non-performance in these districts. Soon, I will be applying the new Emergency Manager legislation for those districts that continue to fail financially and academically and take no steps to eliminate the drain on community financial resources and student academic achievement. This will include the announcement of a new Emergency Manager for Detroit Public Schools shortly.

School Safety

We must ensure that Michigan students' opportunities are not diminished because we fail to provide them with a safe and secure learning environment. Forty-five states already have passed laws to address the problem of bullying in schools. It is time for Michigan to join them.

The harm caused by bullying is not under debate. Studies have long shown that it leads to low self-esteem, depression, poor academic achievement, truancy, and even suicide. School is not a house of learning for a bullying victim; it is a house of pain. A bullied student is not only being tormented; he or she is being denied an equal opportunity to a quality education.

Even the home is no longer a refuge for the bullying victim. Much of bullying today takes place on the internet, cell phone text services and by other electronic means. Such "cyber bullying" may not always take place on school property or during school hours, but when it is between students it must be recognized as a school issue. And because bullying is a school issue, it must be dealt with in school – before it becomes a law enforcement issue.

Many Michigan schools already have good anti-bullying policies in place and we need to ensure that every school has one. School policies cannot be designed to only cover some students – every school must protect every student. And, as adults, we need to be clear in both word and deed – bullying is always wrong.

I am asking the legislature to pass a comprehensive anti-bullying bill that will be in place for the next school year. The bill need not tell each school how to deal with bullying, but it must require that they have clear policies do so. The State Board of Education already has developed a model policy that every district can look to as they develop their own.

Michigan students should not suffer because we fail to act.

Any Time, Any Place, Any Way, Any Pace Program

Choice

Today, I am proposing a new “Any Time, Any Place, Any Way, Any Pace” public school learning model. Michigan’s state foundation allowance should not be exclusively tied to the school district a child attends. Instead, funding needs to follow the student. This will help facilitate dual enrollment, blended learning, on-line education and early college attendance. Education opportunities should be available 24 hours a day, 365 days a year.

A model of proficiency-based funding rather than “seat time” requirements will foster more free market ideas for public schools in Michigan. This includes mandatory “schools of choice” for every public school district. Providing open access to a quality education without boundaries is essential. Resident students in every district should have first choice to enroll, but no longer should school districts be allowed to opt out from accepting out-of-district students. In the event more out-of-district students wish to enroll than space allows, the school should conduct a random lottery to determine acceptance. I will propose legislation to accomplish this change.

By introducing an education system that offers unfettered flexibility and adaptability for student learning models and styles, we will break down the status quo on how, when, and where students learn.

We must minimize all state and local barriers that hinder innovation at the local level, including seat time regulations, length of school year, length of school day and week, and the traditional configurations of classrooms and instruction. Blended learning models, where students receive instruction from high quality online educators, along with face-to-face instruction from high quality classroom teachers should be encouraged. School districts that embed technology into blended classroom instruction or embrace total online learning, project-based learning, and experiential learning models will make the system more cost-efficient, competitive, innovative, and effective in motivating student achievement.

21st Century Education

Access to quality education is no longer solely dependent on local classrooms and textbooks. A new global market has emerged as parents, schools and students are realizing the power and effectiveness of online learning. The time has come to embrace innovative learning tools for all Michigan students.

Michigan’s education system has revolved around a static approach to education delivery that can be at odds with individual learning styles. By creating a robust virtual learning environment, Michigan will provide students more education options that best meet their needs. Whether it is a gifted student

requiring an accelerated program, or a child struggling with a traditional classroom setting, virtual learning can provide a vital lifeline to ensure success.

Leveraging technology, I propose that every child in Michigan who needs or wants up to two hours of daily online education must receive it. To help enable this policy, any enrollment caps or seat time requirements on virtual schools should be removed. This plan eliminates barriers to true choice in education and gives parents and students the flexibility to employ education programming that ensures their future success.

These reforms are designed to move us from school systems to a system of schools. Parents deserve more data and information on every school, with genuine data and benchmarks to identify schools with effective instruction and sustained student achievement growth.

Degrees Matter

The proposed inclusion of post-secondary education into the state school aid fund clearly signifies the need for a P-20 state education system that integrates all levels of learning.

I am asking for the legislature to approve a seamless “Degrees Matter” system that values and demands a post-secondary degree or skilled trades credential for all Michigan residents. Currently, many of our skilled trades provide credentials through highly concentrated and typically oversubscribed apprenticeship programs. Those who choose to work with their hands and minds, whether building our infrastructure or growing our food, need extensive skill focus and training to move forward after secondary school. We need to enable and encourage their proficiency and dedication. All Michigan students should be able to receive a community college degree or credential no later than their 13th year of school. My plan calls for every public school district to offer college credit opportunities by using early college, dual enrollment, online college credit courses, direct credit, and other valid and rigorous course options.

Career and college readiness for all students, coupled with the opportunity to receive college credit before graduation, provides both an incentive for students and an affordable post-secondary pathway for all families. Students should be able to earn college credit as early as their ninth year, and those students who choose to, should be able to earn college credits that will be accepted by Michigan community colleges and four-year baccalaureate institutions.

With performance-based funding, local school districts that seize these innovative strategies will thrive. We can improve schools’ ability to monitor student academic progress and growth through high school with college readiness assessments in a student’s ninth and 10th years. Shortly, the Department of Education will be laying out its plans for these assessments.

Similarly, to allow students to move through their education at their own pace, I call for “testing out” assessment opportunities for all students, at all levels of education.

The goal of the Degrees Matter approach to education will result in a post-secondary degree or credential and not just an accumulation of college credits. It will require three way multi-directional college credits, where universities will accept blocks of credits from community colleges and quality high school courses; community colleges will be allowed to accept university credits toward the attainment of a student’s community college degree or credential; and universities will accept blocks of credits from community colleges.

This Degrees Matter system of reverse transfer credits will increase the number of students who are awarded associate degrees or credentials upon completion of the necessary credits. Students who

have earned credits at a community college and transfer to a baccalaureate-granting institution would be able to reverse transfer the credits earned at the baccalaureate institution to complete their community college degree or credential.

Performance-Based Teaching

We are expecting a lot of our students and our schools as well as those who teach in them and those that run them. This is as it should be. To reinvent Michigan and realize our potential, we must expect the best. We have to provide the tools, the support, and the environment for students to reach the high expectations we have set, as parents and as state decision-makers.

To get the student learning we expect nothing matters more than great teachers and great teaching. Every body of research confirms that the biggest contributor to learning gains and good school and life outcomes is the great teacher who inspires student learning. The impact of great teaching is most dramatic among those with the furthest to travel in their education.

Bill Gates, whose foundation is dedicated to improving education worldwide, spoke to the nation's governors recently. He said: "We know more (today) about what works. Of all the variables under a school's control, the single most decisive factor in student achievement is excellent teaching. It's astonishing what great teachers can do for their students. But compared to countries that outperform us in education, we do very little to measure, develop and reward excellent teaching."

All of us know in our hearts the genuine importance of teachers. We remember the handful of teachers who shaped our lives and careers. We fight to get our kids in the best teacher's classes. It's time we said clearly: every teacher in every Michigan classroom is going to have the tools, training, feedback and support to be a star teacher.

Teachers themselves are asking for help. Earlier this month, the American Federation of Teachers issued a report outlining what new, young teachers expected in order to keep them in the profession and thrive in the classroom. They asked for:

- Regular feedback on their effectiveness
- Fair, rigorous and meaningful evaluation systems
- Peer learning and shared practice
- Recognition of and reward for high performance
- Intelligent use of technology to enhance performance

To deliver on Michigan's constitutional promise to our children and our state, we have to change the ways we prepare, support, evaluate, and reward teachers. We also have to send a clear message in every school and community that we honor teachers and value great teaching.

We need our best and brightest, in teaching, in Michigan. We should provide the highest-quality training that can ensure that every child is taught by a skilled professional who can help that child succeed.

That is why I am calling for a series of steps to enable great teaching and great teachers.

We must reform how we recruit and prepare our teachers. Great teaching starts with getting the best and brightest into teaching, and making sure their education equips them to succeed at inspiring students in the classroom.

The first step in this process is ensuring that all universities that educate teachers passionately pursue this mission. I challenge these institutions to transform their teacher education programs to deliver the skills teachers need to succeed in the classroom, including ensuring teachers can teach the national Common Core College and Career-Readiness Standards, now embraced by Michigan and almost all states. In addition, they should be requiring more in-classroom clinical experience for all teacher-candidates. To move Michigan in this direction, I am asking the State Board of Education and Department of Education to take the responsibility to re-fashion the certification and approval of teacher education institutions to reflect the same expectations.

I ask the Board and Department to raise the bar for certification tests. All students who are accepted into teacher preparation programs should be required to pass the basic skills test and all teacher candidates should be required to pass their subject matter tests before student teaching. For those students who struggle to meet this new standard, their university and teacher preparation program should take responsibility to ensure that they can meet this minimum bar. The Standing Technical Advisory Committee in the Department of Education should be convened immediately to review cut scores for competency for Michigan's tests for teacher certification. Neighboring states (IL and IN) have increased the cut scores for their teacher certification tests.

I am also asking the State Board of Education and Department of Education to help us assure that every district utilizes assessments of teaching performance that focus on teachers' actual skills in teaching academic content. Other professions, and most of the skilled trades, assess practitioners' skills at the actual work — whether the work is surgery, flying planes, or wiring a house. We need a rigorous performance-centered assessment of teaching for two reasons: (1) in order to ensure that training focuses on the core professional skills and knowledge and (2) so that no one is allowed to “practice” on our young people without demonstrating sufficient proficiency with the highly skilled work needed for teaching.

We need to enable the development of methods and programs for preparing teachers with the skills they need to help all children succeed academically. With firm entrance requirements and continuing performance standards, we can encourage excellent ideas about teacher training that prepares them to perform skillfully in the classroom. The bottom line must be the encouragement of optimal skill in teaching children, and helping our children learn to the highest academic levels.

We also must support and build the skills of new teachers and connect ongoing teacher training and tenure to great teaching.

Nearly half of all new teachers quit during their first few years. Some are those who chose teaching as a “safe” career, only to find it is much more demanding than they thought. Our children benefit when these folks move on. Many, however, fall out because they don't get the clear and consistent coaching, mentoring and feedback they need to become great teachers.

Great teaching requires specialized knowledge and skill, including how to connect with students. These skills can be taught. Great teaching needs to be supported by lifelong learning and ongoing, regular evaluation. Further, the opportunity to teach our children, particularly in a position with the security of tenure, is a privilege that must be earned and maintained. Finally, great teachers must be adequately rewarded and able to find satisfying careers in teaching and not be required to move into school administration to advance their careers.

To accomplish these goals, Michigan must take a number of important steps. Today, I am calling on the State Board of Education and Michigan Department of Education to replace Michigan's continuing education requirements with new requirements that are clearly linked to teacher skill-building.

The mere receipt of a master's degree should not mean automatic increases in pay. Nor should it be a hindrance to a highly educated person desiring to enter the field of teaching in Michigan. Performance in the classroom should supersede pure longevity.

Michigan law should be changed to recognize performance and future potential in the hiring and pay process, not just the receipt of degrees. If a professional chemist wants to teach chemistry the state has allowed for an alternative certification system to quickly get the teacher in the classroom. Likewise, the state should be encouraged when a successful and qualified businessperson wants to teach a high school class. I urge the State Superintendent and Department of Education to quickly allow teachers to enter the profession through alternative certification. They then would be held to the same rigorous performance standards and student proficiency requirements as any other teacher.

I am also requesting that the State Board and Department of Education ensure that all school districts in Michigan fully implement administrator certification and training. This guarantees that our school administrators are well prepared, routinely assessed, continually trained and demonstrate ongoing proficiency, including the importance of both the timeliness and rigor of their responsibilities to evaluate teachers.

Additionally, I am requesting that the legislature reform Michigan's antiquated tenure law to assure that our children are being taught by the best, the brightest, and those with a clear results-oriented mission. I will support tenure reform legislation in Michigan that:

- 1.) Awards tenure based on demonstrated, multiple years of effective teaching ability, instead of the current system that relies only on the number of years teaching. I propose that new teachers be given five years of probationary status, and teachers must demonstrate three consecutive years of effectiveness in order to be eligible for tenure.
- 2.) Requires that the annual evaluations of teachers be based on multiple measures, but must include in its determination of effectiveness at least 40% based on student achievement growth.
- 3.) Requires that ineffective teachers, as determined by annual evaluation, enter a probationary status. If such teachers receive a second consecutive ineffective rating, they should forfeit the rights and privileges secured by tenure. Ineffective teachers should then be dismissed or given a third year at the option of the local district.
- 4.) The tenure appeal process needs to be reformed so that ineffective teachers who have been unable to improve their performance can be dismissed in a more timely and cost-effective way.

I am convinced that effectiveness in teaching should trump seniority in layoff and placement. I will support legislation that ensures consideration of teacher effectiveness in "bumping" situations to end the practice of "last in/first out" in our schools. I also will support legislation that requires the consent of the school principal before bumping into a new school. These two steps will empower schools over districts and ensure that the best teachers, regardless of years of service, are teaching our young people.

Michigan also must create career paths that reward great teaching. Michigan has to nurture great teachers, make sure they find satisfying career paths that reward them for teaching excellence, and keep them in the classroom changing student lives. That is why we must add a master teacher category to our Michigan teacher certification system. I encourage the State Board of Education and the Department of Education to create a performance-based credential for excellent teachers that helps them play enhanced roles as new teacher mentors and school instructional leaders. Such teachers should also be eligible for higher pay and recognition for great teaching. The new program should be based on demonstration of proficiency, and/or earning of master teacher credentials (such as National Board Certification).

I ask the State Board of Education and Department of Education to address these issues by the beginning of the next school year.

Conclusion

We cannot expect reform if we ignore the most important part of education – our kids. A better future for Michigan youth begins with a shared understanding of what is right with our students, rather than what is wrong.

A 2010 Gallup poll of American 5th – 12th graders revealed that kids cite three things they need to succeed in education and in life. They tell us: “I need to be known. I want to be excited about the future. And, I could use your help.”

Our schools and communities need to show kids that they matter, that we see them as individual human beings, and that we commit ourselves to knowing and developing what is right about each and every student. Parents, educators, and community leaders need to help students become excited about their future and about the vitality of their cities and towns.

Kids need to hear that their parents and communities will actively help them learn, grow, and move toward an independent and successful future.

This is the invisible issue in American education: we have local control of schools, but we don't feel local ownership of what happens in them. In 2009, 2,835 parents of school-aged children were asked: “What is the one thing you could do to raise the graduation rate at your local high school?” These parents have a daily, personal stake in education. Yet their responses reveal uncertainty and ambivalence about their role in it. The most common answer: “I don't know. Nothing.”

I'm asking all of Michigan to make our youth a priority. Listen to what students say they need from their schools and communities. Track their hope, engagements, and well-being. And, take action to improve those areas.

How do we do this? I am encouraging all of our public schools to participate in the Gallup Student Poll to give our youth a voice in our local, state, and national discussions about education and their futures. We can measure the hope, engagement, and well-being of our young people in less than 10 minutes and at no cost. Schools will receive their results within weeks allowing each community to act on current, relevant data that drives student achievement and overall success. I have asked the Michigan Department of Education to take a leadership role with the Gallup organization to encourage all our school districts to participate in this important survey of young people.

H.G. Wells once said that “civilization is a race between education and catastrophe.” In Michigan, we have the obligation to determine the winner.

After more than a century, the traditional methods, mindsets and goals of Michigan's education system can take us no farther. Like the Model T car or the one-room schoolhouse, our education system did what we asked of it at the time – but that time has passed. The dramatic influences of globalization and technology on today's society demand a more prepared, skilled and sophisticated work force. Equipping tomorrow's workers with the tools to master these critical skills is our obligation today.

As we stand at the threshold of the New Michigan, we must embrace profoundly different expectations of our schools, teachers and students. In turn, we must encourage them to thrive by providing a structure that shuns complacency and mediocrity. The reforms being proposed today realign our educational values. They will reward performance rather than attendance, and outcomes rather than process. By taking hold of exciting options ranging from partnerships to innovative technology, education across Michigan will be infused with the unfettered ability and enthusiasm to teach and learn.

Michigan Race to the Top Early Learning Challenge

Appendix Section VI

Michigan Kindergarten Teacher Opinion Survey

Key Findings

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Background

As part of our shared mission to ensure that every young child in Michigan has a Great Start and arrives at the kindergarten door healthy and ready to succeed in school, the Early Childhood Investment Corporation recently collaborated with Lake Research Partners to conduct an online survey of Michigan kindergarten teachers. The main focus of this initiative was to gather valuable information about the school readiness of young children in Michigan based on the professional opinions of kindergarten teachers, with specific emphasis placed on the readiness of the 2008-2009 cohort of kindergarten students. The purpose of the survey was also to gauge kindergarten teacher opinions on issues surrounding school readiness, potential reasons for school unreadiness, and to gauge resources available statewide that support school readiness. This survey was funded through W.K. Kellogg Foundation and the Michigan Head Start State Collaboration Office.

Methodology

The survey was conducted by Lake Research Partners (LPR) from February 25 through March 11, 2009 and April 29 through May 26, 2009, with a total of 675 Michigan kindergarten teachers statewide completing the approximately 15-minute online survey. Disseminated electronically to all building administrators of public schools identified as having kindergarten students, the field of targeted participants included almost 2000 public schools in Michigan. Email addresses used for survey communications were drawn from a list of public school building administrators in Michigan provided by the Center for Educational Performance and Information (CEPI). The building administrators were asked to forward the online survey to kindergarten teachers in their school.

Key Findings*

- 32% OF MICHIGAN KINDERGARTEN TEACHERS WERE **NOT SATISFIED**** WITH THE ABILITIES OF THEIR KINDERGARTEN STUDENTS WHEN THEY STARTED SCHOOL THIS YEAR, WITH AN ADDITIONAL 50% BEING ONLY **SOMEWHAT SATISFIED**.
- IN COMPARISON, **ONLY 10%** OF MICHIGAN KINDERGARTEN TEACHERS WERE NOT SATISFIED** WITH THE ABILITIES OF THOSE KINDERGARTEN STUDENTS WHO HAD ATTENDED A **GREAT START READINESS PROGRAM** (STATE-FUNDED PRESCHOOL FOR EDUCATIONALLY DISADVANTAGED 4 YEAR OLDS).
- ACCORDING TO MICHIGAN KINDERGARTEN TEACHERS, ON AVERAGE, ONLY **65%** OF CHILDREN ENTERED KINDERGARTEN CLASSROOMS THIS YEAR **READY TO LEARN** THE CURRICULUM.
- 86% OF MICHIGAN KINDERGARTEN TEACHERS REPORT THAT STUDENTS WHO ARE BEHIND ACADEMICALLY AT KINDERGARTEN ENTRANCE HAVE AN **IMPACT** ON THEIR ABILITY TO EFFECTIVELY PROVIDE INSTRUCTION TO THE **REST OF THE CLASS**.

Key Findings continued...

1. MICHIGAN KINDERGARTEN TEACHERS RANK “NOT PARTICIPATING IN A **PRESCHOOL** PROGRAM AT AGE 4” AS A MAIN FACTOR CONTRIBUTING TO STUDENTS STARTING SCHOOL ACADEMICALLY BEHIND.

2. 97% OF MICHIGAN KINDERGARTEN TEACHERS BELIEVE THAT IT IS MORE **COST-EFFECTIVE** IN THE LONG TERM TO PREPARE CHILDREN **BEFORE** THEY ENTER KINDERGARTEN VERSUS TRYING TO CATCH THEM UP ONCE THEY ENTER KINDERGARTEN.

3. 98% OF MICHIGAN KINDERGARTEN TEACHERS SAY IT IS IMPORTANT FOR MICHIGAN TO MAKE A **SIGNIFICANT INVESTMENT** IN EARLY CHILDHOOD SUPPORTS AND SERVICES.

4. 97% OF MICHIGAN KINDERGARTEN TEACHERS SAY IT IS IMPORTANT TO HAVE A COMMUNITY ENTITY, SUCH AS A **GREAT START COLLABORATIVE**, THAT FOCUSES ON THE NEEDS OF CHILDREN 0-5.

5. ACCORDING TO MICHIGAN KINDERGARTEN TEACHERS, THE THREE MOST IMPORTANT THINGS THAT CAN BE DONE TO IMPROVE THE **SCHOOL READINESS** OF MICHIGAN STUDENTS ARE:

1. **Create a system for children birth to five** that includes parent education, high quality child care and early education opportunities, and social, emotional and physical health supports for every child.
2. **Improve early childhood education** so children are better prepared when they enter kindergarten.
3. **Expand access to high-quality preschool** for at-risk 3-4 year old children., and social, emotional and physical health supports for every child.

6. 90% OF MICHIGAN KINDERGARTEN TEACHERS SAY IT IS IMPORTANT FOR INSTITUTIONS SUCH AS EDUCATIONAL ASSOCIATIONS AND UNIONS TO ACTIVELY SUPPORT A SCHOOL READINESS AGENDA FOR MICHIGAN CHILDREN, EVEN IF IT MEANS PUTTING SOME **SCHOOL AID FUNDS** INTO **EARLY CHILDHOOD EFFORTS**.

*Margin of error for the survey is +/- 3.8%.

**Or “only a little satisfied”

Next Steps

The Early Childhood Investment Corporation will be working in collaboration with state and local partners to further disseminate and evaluate the data collected in this survey effort. The ECIC anticipates the need to provide technical assistance to Great Start Collaboratives surrounding analysis of regional and statewide data. An in-depth report, including detailed data analysis and connections to relevant early childhood research, is anticipated in the coming months. Similar initiatives in other states have offered great insight into the status of young children and have informed early childhood policies and systems accordingly. Given the increasing numbers of vulnerable young children in Michigan and the relentless threats to the programs ensuring their care and education, it is the sincere hope of the ECIC that these findings also impact the priorities and policies of Michigan’s decision-makers, at both the state and local level.

Contacts

Questions? For more information, please contact Jessica Gillard, ECIC Specialist for Early Education, at jgillard@ecic4kids.org.

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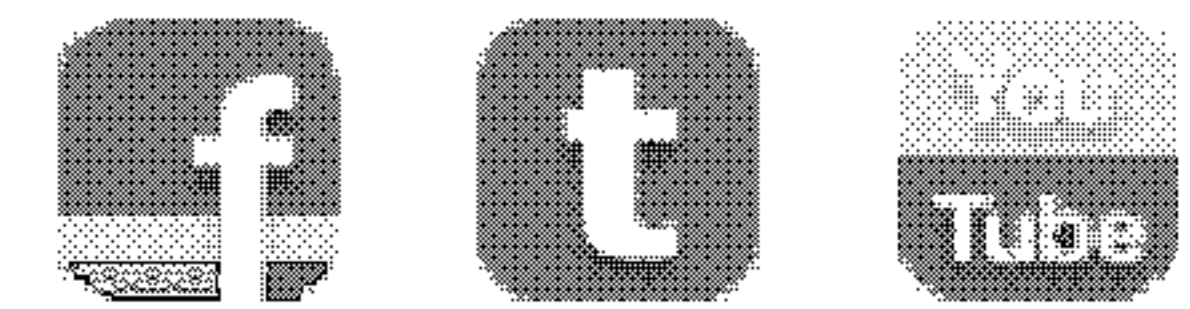


Michigan Race to the Top Early Learning Challenge

Appendix Section VII

SEARCH

SUBMIT



parents programs training resources about us contact

PARENT CAFÉ TRAINING

Two training sequences prepare people to plan, facilitate, and host Love Is Not Enough Parent Cafés:

1. Parent Café Training Institute (PCTI)

PCTI is a two-day experiential training that prepares parents to bring the Parent Café process to their own communities. Institute participants are parents or staff who have participated in the Love is Not Enough Parent Café. During the Institute, the team builds their knowledge and skills—from a deeper understanding of the role of the protective factors to the interpersonal skills necessary to plan, organize, and serve as hosts and/or facilitators for Parent Cafés.

- Purpose: To build teams of trained parent leaders, staff and community partners to sponsor, plan and conduct Parent Cafés.
- Prerequisites: Parents or staff must have participated in at least one Love is Not Enough Parent Café. However, it is highly recommended that they attend the full series of Love Is Not Enough Parent Cafés and Awaken To Your Potential training. All participants must complete a PCTI application form and submit it at least two weeks prior to the Institute. Staff members must have participated in at least one SFI Parent Café and be accompanied by parent leaders. Participants must complete both days of training to receive a certificate. Minimum of 12 participants, maximum of 24.
- Structure: Two-day training in large group, small groups, one-to-one, experiential learning, and parent café simulations. Each team member will have an opportunity to plan and practice various roles in a Parent Café.
 - Learning Objectives:
 - Master the knowledge and skills needed to plan, organize, conduct and lead parent cafes in communities
 - Deepen knowledge of the Strengthening Families protective factors approach and how this relates to family services and child protection
 - Understand the purpose and design of the parent cafes in building protective factors in families
 - Review and practice the skills needed to effectively facilitate large group discussions and adult learning processes
 - Become familiar with the Live Is Not Enough Trainer/Facilitator manual and the Parent Cafe manual; practice Parent Café roles with individual coaching

2. Parent Café Hosting Training

This is a one-day training for parents, program participants, and staff who have participated in at least one Love Is Not Enough Parent Café. The goal for attendees is to become confident and competent as a Love Is Not Enough Parent Café Host.

- Prerequisites: Prior participation in SFI Love Is Not Enough Partner or Parent Cafés.

FIND AN SFI EVENT NEAR YOU

Showing events after 10/12.
[Look for earlier events](#)

Thursday, October 13



- Structure: One-day experiential training including instruction, one-to-one, small group conversations, fishbowl, journaling, large group conversations and debriefings, and mock cafe practice with coaching and stop-action.
- Learning Objectives:
 - Become familiar with 6 protective factors and Love Is Not Enough language
 - Understand the purpose and structure of Love Is Not Enough Parent Cafés
 - Understand the role of café host and what it takes to be a good one
 - Be familiar with café questions and understand personal responses to them
 - Understand diverse responses to Love Is Not Enough Parent Café questions
 - Understand the purpose of and how to maintain café agreements
 - Develop skills to keep conversations going and take them deeper
 - Practice hosting Love Is Not Enough Parent Café conversations
 - Practice active listening

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Effective Partnerships With Parents: Community Cafes

What is a Community Cafe?

Community Cafés are a series of guided conversations based on the Strengthening Families Protective Factors Framework leadership development and parent partnership. These conversations are hosted by parent leaders who use the World Café technique to increase community wisdom, build parent voice and facilitate action to improve lives for children. It is a process that is designed, planned and implemented by parents, working with their community partners. Typical community partners include: early child care and education sites, neighborhood centers, community based family resource centers, schools, immigrant and refugee agencies, faith based organizations, health departments or any system or agency that touches the lives of families and children.

Prior to hosting Cafés, interested parents and community members attend an eight hour co-learning group orientation that invites participants to design a culturally relevant café that focuses on:

- Promoting the Strengthening Families Protective Factors that all families need to help their children thrive
- Gaining the leadership skills needed for transformative change
- Building and maintaining effective partnerships

Participants leave the orientation with their own interactive Conversation Kit and enough conversation material for six cafés. Most Cafés continue long after the six conversation topics are covered, as communities continue to utilize the Community Café approach to create the change they envision. Parents are also encouraged to mentor other parents to become hosts.

The basic steps needed to implement this process are outlined in the following section.

Steps for Children's Trust and Prevention Funds and Other Organizations Interested in Implementing Community Cafes

STEP ONE: Think about your own leadership style. This first step is your own internal process for positive change, including personal habits, beliefs, attitudes and expectations. Here are some questions to get you started:

- Why is partnering with parents important to me?
- What are my own personal benefits?

- Where would I need the most support?
- Who do I know that could help me with this?
- What observable difference will this make for me personally?
- What observable difference will this make for my organization?

STEP TWO: Contact the Alliance with your interest in starting Community Cafés. After providing your contact information, you will receive a follow up either by e-mail or telephone call. Some typical topics discussed during the first telephone contact are:

- What distinguishes Community Cafés from other parent leadership opportunities?
- What resources are needed to host cafés?
- What type of ongoing support is typically asked for by parents and what is needed to begin hosting?
- What settings are most appropriate for Community Cafés?
- How could staff and parents integrate the core strategies of Community Cafes into the activities that they are already doing?
- How much money is needed to begin Community Cafes in my area?

STEP 3: Begin to build interest and to recruit potential teams. Teams are typically two parent leaders from a program or neighborhood and a staff person. Share your motives for wanting to explore starting Community Cafés with them. Begin to assess the team strengths, resources and commitment. If you do not know any parent leaders to talk to, ask a program person who works with parents to make the parent leader contacts for you. Often, program staff can easily identify parent leaders they have a trusting relationship with to discuss this new idea with you.

STEP 4: Schedule an orientation teleconference call. After you have at least two parent leaders who may be interested in hosting a café, an Alliance consultant can schedule a teleconference call with you. This call would serve to orient you, your Strengthening Families Leadership Team, interested parent leaders and anyone else you invite to get more details about Community Cafés; discuss your particular needs and goals; and outline a potential process for implementation based on the resources you have available. Parent leaders will also get an idea of the commitment they will need to make to host cafés.

STEP 5: Plan and implement an eight hour orientation. This will be a full day of conversation with more than 10 and up to 50 participants. The Alliance consultant will conduct pre-site visit planning for the orientation over the phone with parent leaders and post-visit technical assistance as needed and depending on the resources you have available for travel and parent leader support. They can also network the parents in your area with other parent mentors who are experienced in hosting Community Cafés.

This orientation has four co-learning goals:

- Develop a knowledge base for the Strengthening Families Protective Factors, effective leadership and building and maintaining partnerships
- Develop a knowledge base for the core principles and strategies of Community Cafés
- Learn how to apply this knowledge base regarding Community Cafes
- Design a Community Café approach that is relevant to the culture of your community

For more information on Community Cafes or to find a Community Cafe near you

Please contact us at <mailto:info@ctfalliance.org>

Host Orientation Kit

All participants who attend an orientation will receive an interactive kit that includes visuals for conversation, design tools, evaluation tools, sample invitations, handouts, poetry and a sample proposal for grant writing.

Because of variation in download speed and file size, it is highly recommended to right-click on each of the links and select "File/Save As" to save directly to your computer or choose "Open file in New Window" for loading.

NEW!!!! Spanish Host-Orientation kit

- [Click Here to Download the Full Spanish Kit \(81 Pages\)](#)  8.27 MB

English Host-Orientation kit

- [Click Here to Download the Full English Kit \(84 Pages\)](#)  11.2 MB

Adobe Acrobat Reader is needed to open a PDF document. To download this free software, please [click here](#).

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Michigan Race to the Top Early Learning Challenge

Appendix

Section VIII

Early Learning Challenge Grant Application Workgroup

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Michigan Race to the Top Early Learning Challenge

Appendix Section IX

Great Start to Quality

Michigan's Quality Rating and Improvement System

Standards and Points

- 1. Early Childhood Educator Qualifications and Professional Development (16 points)**
 - a. Administrator Qualifications (4 points)
 - b. Early Childhood Educator Qualifications (7 points)
 - c. Professional Development (5 points)
- 2. Family and Community Partnerships (8 total points)**
 - a. Family Partnerships (4 points)
 - b. Community Partnerships (4 points)
- 3. Administration and Management (6 total points)**
 - a. Administration and Management (6 points)
- 4. Environment (8 total points)**
 - a. Physical Environment (2 points)
 - b. Ratios (2 points)
 - c. Health Environment (4 points)
- 5. Curriculum and Instruction (12 total points)**
 - a. Curriculum (4 points programs; 6 points homes)
 - b. Screening and Assessment (6 points)
 - c. Consistent Caregiving (2 points programs only)
- 6. Total Points available: 50**

Point Structure

The points were structured such that early learning and development programs need to get a certain number of points in **each** category (“family and community partnerships,” “administration and management,” etc.) to achieve a certain star level. If the setting is unable to achieve this minimum number of points in any of the categories, it would remain at a lower level. This ensures that early learning and development programs are working across all areas to improve quality. Because we also want early learning and development programs to get “credit” for the achievements they do make and to be lauded if they have a particularly high score in one or two areas, the *Great Start to Quality* certificate will display the score for each program across each area. Thus, parents and others will be able to see the areas of strengths of a particular program.

Standards	Total Points	Minimum Point Distribution			
		Level Two (at least 1 pt from each category)	Level Three (at least 1 pt from each category)	Level Four (at least 1 pt from each category)	Level Five (at least 1 pt from each category)
1. Early Childhood Educator Qualifications and Professional Development	16	3	6	8	8
2. Family and Community Partnerships	8	4	4	6	6
3. Administration and Management	6	2	4	4	4
4. Environment	8	2	4	6	6
5. Curriculum and Instruction	12	4	6	8	8
Additional points in any category		1	2	6	10
Minimum Requirement for Rating	50	16	26	38	42
PQA Score or CLASS Equivalent		N/A	N/A	>3.5	>4.5

Early Childhood Educator Qualifications and Professional Development

Standard – Early Childhood Educator Qualifications					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria – Administrator Qualifications					
Indicators					
CDA or Montessori credential with 960 hrs of experience including a minimum of 18 hrs in Early Childhood Education / Child Development.	1	CDA or Montessori Credential.	1	CDA or Montessori Credential.	1
Associate’s degree in Early Childhood Education or related field with 480 hrs of experience including a minimum of 18 semester hrs in Early Childhood Education / Child Development.	2	Associate’s Degree in Early Childhood Education or related field.	2	Associate’s Degree in Early Childhood Education or related field.	2
Bachelor’s degree or higher in a child-related field including a minimum of 18 hrs in Early Childhood Education / Child Development.	3	Bachelor’s degree or higher in a child-related field including a minimum of 18 hrs in Early Childhood Education / Child Development.	3	Bachelor’s degree or higher in a child-related field including a minimum of 18 hrs in Early Childhood Education / Child Development.	3
Bachelor’s degree or higher with a major in Early Childhood Education / Child Development and 3 credits in administration.	4	Bachelor’s degree or higher with a major in Early Childhood Education / Child Development.	4	Bachelor’s degree or higher with a major in Early Childhood Education / Child Development.	4

Standard - Early Childhood Educators Qualifications					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria – Lead Early Childhood Educator Qualifications					
Indicators					
At least 50% of classrooms have lead Early Childhood Educators with at least a CDA appropriate to age served.	1				
100% of classrooms have lead Early Childhood Educators with at least a CDA appropriate to age served.	2	Lead Early Childhood Educator has at least a CDA appropriate to age served.	2	Early Childhood Educator has at least a CDA appropriate to age served.	3
At least 50% of classrooms have lead Early Childhood Educators with at least an Associate's degree.	2				
100% of classrooms have lead Early Childhood Educators with at least an Associate's degree in early childhood education or related field.	3	Lead Early Childhood Educator has at least an Associate's degree in early childhood education or a related field.	3	Early Childhood Educator has at least an Associate's degree in early childhood education or a related field.	5
At least 50% of classrooms have lead Early Childhood Educators with at least a Bachelor's degree in early childhood education or related field.	3				
100% of classrooms have lead Early Childhood Educators with at least a Bachelor's degree in early childhood education or related field.	4	Lead Early Childhood Educator has at least a Bachelor's degree in early childhood education or related field.	4	Early Childhood Educator has at least a Bachelor's degree in early childhood education or related field.	7
Standard – Early Childhood Educator Qualifications					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	
Criteria – Assistant Early Childhood Educator Qualifications					
Indicators					
At least 50% of assistants have at least a CDA appropriate to age served.	1	At least one assistant has at least a CDA appropriate to age served.	1	n/a	
100% of assistants have at least a CDA appropriate to age served.	2				

At least 50% of assistants have at least an Associate's degree in early childhood education or a related field.	2	At least one assistant has at least an Associate's degree in early childhood education or a related field.	3	
100% of assistants have at least an Associate's degree in early childhood education or a related field.	3			

Standard – Early Childhood Educator Qualifications

Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
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Criteria –

Professional Development

Indicators

All program staff annually complete at least 24 clock hours of professional development.	2	Early Childhood Educator annually completes at least 20 clock hours of professional development, and assistant(s) complete 10 hours of professional development.	2	Early Childhood Educator annually completes at least 20 clock hours of professional development.	2
Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1	Professional development training attended by Early Childhood Educator and any staff includes at least 2 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1	Professional development training attended by Early Childhood Educator includes at least 2 hours focused on cultural competence and inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.	1
Other Possible Points					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Director has a graduate degree in Early Childhood or Child Development or a related field, or program works at least monthly with an early childhood specialist with a graduate degree in Early Childhood or Child Development or a related field.	2	Early Childhood Educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood specialist with graduate degree in Early Childhood or Child Development or a related field.	2	Early Childhood Educator has graduate degree in Early Childhood or Child Development or a related field, or works at least monthly with an early childhood specialist with graduate degree in Early Childhood or Child Development or a related field.	2

Family and Community Partnerships

Standard – Family Partnerships and Family Strengthening					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria					
Program has evidence of family engagement and involvement. Program has 3 of the following in place (2 points). Program has all 6 of the following in place (4 points).	2 or 4	Early Childhood Educator has evidence of family engagement and involvement. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has all 4 of the following in place (4 points).	2 or 4	Early Childhood Educator has evidence of family engagement and involvement. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 4 of the following in place (4 points).	2 or 4
Indicators					
1. Program provides parenting education opportunities.		1. Early Childhood Educator offers parenting education opportunities.		1. Early Childhood Educator offers parenting education opportunities.	
2. Classroom staff engages in informal communication with parents.		2. Early Childhood Educator engages in informal communication with parents.		2. Early Childhood Educator engages in informal communication with parents.	
3. Program provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.		3. Early Childhood Educator engages in formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.		3. Early Childhood Educator engages in formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress.	
4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).		4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).		4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.).	
5. Program offers opportunities for parents to participate in program governance.					
6. Program provides opportunities for parents to participate in education inside and outside the classroom.					
Standard – Community Partnerships					
Early Learning & Development Programs	Pts*	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria					

Program has evidence that it is involved in partnerships and/or collaborations that enhance its services to families. Program has 2 of the following (2 points). Program has at least 3 of the following in place (4 points).	2 or 4	Early Childhood Educator is involved in partnerships and/or collaborations that enhance its services to families. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 3 of the following in place (4 points).	2 or 4	Early Childhood Educator is involved in partnerships and/or collaborations that enhance its services to families. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 3 of the following in place (4 points).	2 or 4
Indicators					
1. Partnerships to provide or connect families to appropriate comprehensive services.		1. Partnerships to provide or connect families to appropriate comprehensive services.		1. Partnerships to provide or connect families to appropriate comprehensive services.	
2. Partnerships that take basic steps to facilitate children's transition between and among programs, agencies, and schools.		2. Partnerships that take basic steps to facilitate children's transition between and among programs, agencies, and schools.		2. Partnerships that take basic steps to facilitate children's transition between and among programs, agencies, and schools.	
3. Participation in community associations.		3. Participation in community associations.		3. Participation in community associations.	
Total points available	8		8		8

Administration and Management

Standard – Administration and Management		Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Early Learning & Development Programs	Pts*	Criteria			Pts
Program has written personnel policies and procedures, which improve and lead to staff retention. Program has 1 of the following (2 points). Program has at least 3 of the following in place (4 points). Program has 4 of the following in place (6 points).	2 to 6	Program has written policies and procedures, for families and staff.		Early Childhood Educator has written policies and procedures for families, and opportunities to learn and follow sound business practices.	4 to 6
Indicators					
1. Written personnel policies and procedures.		1. Early Childhood Educator has a basic contract for services rendered, which may include: Description of payment schedule, Early Childhood Educator and child vacation policy, sick leave for child, alternative care options, and the termination policy.	2	1. Early Childhood Educator has a basic contract for services rendered, which may include: Description of payment schedule, Early Childhood Educator and child vacation policy, sick leave for child, alternative care options, and the termination policy.	4
2. Evidence of staff evaluations and individual professional development plans for each staff member.		2. Early Childhood Educator has written personnel policies and procedures.	2	2. Early Childhood Educator has opportunity for consultation on business practices with a lawyer, accountant, or child care professional group.	2
2. A documented, graduated salary scale for staff that takes into account education and experience.		Early Childhood Educator has one of the following (2 points):	2		
3. A flexible benefit plan that may include health, tuition assistance, etc. for staff.		1. Evidence of staff evaluation and individual professional development plans for staff members.			
4. Paid leave time for full time employees which may include holiday, vacation, educational leave, and/or sick time.		2. A documented, graduated salary scale for staff that takes into account education and experience.			
		3. A flexible benefit plan that may include health, tuition assistance, etc. for staff.			
		4. Paid leave time which may include holiday, vacation, educational leave, and/or sick time.			

Environment

Standard - Environment					
Early Learning and Development Programs	Pts	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria – Physical Environment					
Indicators					
Program is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2	Early Childhood Educator is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2	Early Childhood Educator is in a physical location that is free of environmental risks (e.g. lead, mercury, asbestos and indoor air pollutants.)	2
Standard – Environment					
Early Learning and Development Programs	Pts	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria – Ratios					
Indicators					
Program demonstrates that it has smaller group size and better Early Childhood Educator: child ratio than required by licensing.	2	Home demonstrates that it has smaller group size and better Early Childhood Educator: child ratio than required by licensing.	2	Home demonstrates that it has smaller group size and better Early Childhood Educator: child ratio than required by licensing.	2
Standard –Environment					
Early Learning and Development Programs	Pts	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Criteria – Health Environment					
Indicators					
Program has evidence that it has and implements a plan that supports maintenance and improvement of children’s health. Program has at least 4 of the following in place (4 points).	2 or 4	Early Childhood Educator has a plan that supports maintenance and improvement of children’s health. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 4 of the following in place (4 points).	2 or 4	Early Childhood Educator has a plan that supports maintenance and improvement of children’s health. Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 4 of the following in place (4 points).	2 or 4
1. A nutritional plan, reviewed by a dietician or nutritionist.		1. A nutritional plan, reviewed by a dietician or nutritionist.		1. A nutritional plan, reviewed by a dietician or nutritionist.	
2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.		2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.		2. 30 minutes of every 3 hours dedicated to active outdoor time, with appropriate indoor physical activities available when weather prohibits outdoor play.	
3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and Treatment		3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis and		3. Provisions for reviewing and updating health records according to the most recent Early, Periodic Screening, Diagnosis	

(EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.	Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.			and Treatment (EPSDT) schedule for infants, and reviewing and updating records for toddlers and older children annually.
4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other early childhood educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary	4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other early childhood educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary			4. A process for observing each child's health and development on a daily basis and communicating observations to the child's family, other early childhood educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary.
5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.	5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day.			5. A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day

Curriculum and Instruction

Curriculum and Instruction					
Early Learning and Development Programs	Pts	Family/Homes with Assistant(s)*	Pts	Family/Homes without Assistant(s)*	Pts
Standard – Curriculum and Instruction					
Criteria –					
Program has 2 of the following (2 points). Program has 3 of the following in place (4 points).	2 to 4	Program has 2 of the following (2 points). Program has 3 of the following (4 points). Program has all 5 of the following in place (6 points).	2 to 6	Program has 2 of the following (2 points). Program has all 5 of the following in place (6 points).	2 to 6
Indicators					
1) A statement of educational and developmental priorities for the children.		1) A statement of educational and developmental priorities for the children.		1) A statement of educational and developmental priorities for the children.	
2) A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.		2) A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.		2) A routine daily schedule that is predictable yet flexible; includes time for transition; includes indoor and outdoor activities and is responsive to each child's need to be active or resting.	
3) An approved curriculum.		3) An approved curriculum.		3) An approved curriculum.	
4) A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.		4) A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.		4) A written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence.	

5) A written plan for serving children with special needs.	5) A written plan for serving children with special needs.	5) A written plan for serving children with special needs.	5) A written plan for serving children with special needs.
Standard – Curriculum and Instruction			
Criteria - Screening and Assessment			
1) Program has 2 of the following (2 points). Program has at least 4 of the following in place (4 points). Program has all 5 in place (6 points)	2 to 6	1) Early Childhood Educator has 2 of the following (2 points). Early Childhood Educator has at least 4 of the following in place (4 points). Early Childhood Educator has all 5 in place (6 points)	2 to 6
2) Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.		2) Staff discusses anecdotal notes/observations as a basis for working/teaching with each child.	
3) Complete annual developmental screening (self or outside entity), and appropriately refer and follow up.		3) Complete annual developmental screening (self or outside entity), and appropriately refer and follow up.	
4) Uses an approved child assessment tool at least two times a year.		4) Uses an approved child screening or assessment tool at least two times a year.	
5) Uses child assessment results in parent-teacher conferences at least two times a year.		5) Uses child assessment results in parent-teacher conferences at least two times a year.	
6) Uses assessment to inform individual, small group, and whole group instruction and interaction.		6) Uses assessment to inform individual, small group, and whole group instruction and interaction.	
Consistency of Care			
Program can demonstrate that it structures and schedules staff such that each child has a consistent team of Early Childhood Educators and peers over a week, and over a calendar year.	2	n/a	n/a
Total points available	12		12

Michigan Race to the Top Early Learning Challenge

Appendix Section X

LICENSING RULES FOR FAMILY AND GROUP CHILD CARE HOMES

With Updates Effective June 3, 2009

**BUREAU OF
CHILDREN AND ADULT LICENSING**



STATE OF MICHIGAN
Department of Human Services

www.michigan.gov/michildcare

INTRODUCTION

MICHIGAN DEPARTMENT OF HUMAN SERVICES DIVISION OF CHILD CARE LICENSING

Licensing Rules for Family and Group Child Care Homes

This publication contains the administrative rules that govern family and group child care homes in the State of Michigan. These rules set forth the minimum standards for the care and protection of children attending Michigan's family and group child care homes.

On June 3, 2009, the following rules were amended:

R400.1901, R400.1902, R400.1903, R400.1904, R400.1905, R400.1907, R400.1914, R400.1915, R400.1916, R400.1917, R400.1921, R400.1931, R400.1932, R400.1934, R400.1941, R400.1942, R400.1943, R400.1944, R400.1951, and R400.1952.

The rules were promulgated by authority conferred on the director of the Department of Human Services by Section 2 of 1973 PA 116, Executive Reorganization Order Nos. 1996-1, 1996-2, 2003-1, and 2004-4, MCL 722.112, 330.3101, 445.2001, 445.2011, and 400.226.

It also contains the administrative rules that govern whether or not an applicant for a license through a criminal history background has evidenced a lack of good moral character, and whether or not a license can be issued. These rules took effect on January 27, 1988 and can be found as Appendix A in this publication.

Note: All underlined text in these rules is language changed or added in this revision of the publication.

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GENERAL LICENSING INFORMATION

According to 1973 PA 116, a license or certificate of registration is issued to a specific person(s) for a specific address and is not transferable.

When changing from a family to a group home, the number of children in care may not be more than 6 until the group home license becomes effective.

If a provider is licensed as a group child care home but is caring for 6 or less children, the group child care home rules still apply.

Local municipalities have zoning ordinances that may apply to child care homes. It is the applicant's responsibility to comply with local zoning ordinances.

If a child care provider has any questions about how to comply with the rules or how to improve the quality of care, technical assistance or consultation may be requested from the licensing consultant.

If a parent or guardian has reason to believe the family or group child care home in which he/she has placed his/her child is not complying with the appropriate rules, she/he should discuss it with the child care provider. If the provider does not make adequate corrections, the parent may file a complaint with the Department. The local Department of Human Services Bureau of Children and Adult Licensing can assist in this process.

No one person, agency or law can guarantee protection and a healthy, stimulating environment for Michigan's children in child care. We can, however, work together cooperatively as parents, providers, communities and government agencies to achieve this common goal.

DEPARTMENT OF HUMAN SERVICES

DIRECTOR'S OFFICE

LICENSING RULES FOR FAMILY AND GROUP CHILD CARE HOMES

Filed with the Secretary of State on April 3, 2009.

These rules take effect June 3, 2009.

(By authority conferred on the director of the Department of Human Services by Section 2 of 1973 PA 116, Executive Reorganization Order Nos. 1996-1, 1996-2, 2003-1, and 2004-4, MCL 722.112, 330.3101, 445.2001, 445.2011, and 400.226.)

R 400.1801 Rescinded.

R 400.1802 Rescinded.

R 400.1803 Rescinded.

R 400.1804 Rescinded.

R 400.1805 Rescinded.

R 400.1806 Rescinded.

R 400.1807 Rescinded.

R 400.1808 Rescinded.

R 400.1809 Rescinded.

R 400.1810 Rescinded.

R 400.1811 Rescinded.

R 400.1812 Rescinded.

R 400.1813 Rescinded.

R 400.1814 Rescinded.

R 400.1815 Rescinded.

R 400.1816 Rescinded.

R 400.1817 Rescinded.

R 400.1818 Rescinded.

R 400.1821 Rescinded.

R 400.1822 Rescinded.

R 400.1831 Rescinded.

R 400.1832 Rescinded.

R 400.1833 Rescinded.

R 400.1834 Rescinded.

R 400.1835 Rescinded.

R 400.1841 Rescinded.

R 400.1842 Rescinded.

R 400.1851 Rescinded.

R 400.1901 Definitions.

Rule 1.(1) As used in these rules

(a) "Act" means 1973 PA 116, mcl 722.111.

(b) "Adult" means a person 18 years of age and older.

(c) "Approved" means having been reviewed and accepted by a designated inspecting authority or an agency that has jurisdiction.

(d) "Assistant caregiver" means a person or family member who is under the supervision of the caregiver and who provides direct care, supervision, and protection to children in care.

- (e) “Basement” means a story of a building or structure having ½ or more of its clear height below average grade for at least 50% of the perimeter.
- (f) “Caregiver” means the family child care home registrant or group child care home licensee who provides direct care, supervision, and protection of children in care.
- (g) “Caregiving staff” means the caregiver and any assistant caregiver.
- (h) “Child care home family” means all persons, including minors, living, on an ongoing or intermittent basis, in the family or group child care home.
- (i) “Child passenger restraint device” means a device that is used to restrain a child weighing 50 pounds or less that meets the requirements of federal motor vehicle safety standard no. 213, child seating systems, 49 C.F.R. 571, which is hereby adopted by reference.
- (j) “Child-use space” means the rooms and floor levels of the home approved by the department for child care.
- (k) “Combustible” means materials that will ignite and burn when subjected to a fire or excessive heat.
- (l) “Department” means the Department of Human Services that is the organizational unit of Michigan government responsible for the enforcement of these rules.
- (m) “Field trip” means children and caregiving staff leaving the child care family or group home premises for an excursion, trip, or program activity.
- (n) “Fire alarm” means a device that is used to alert all persons in the home of fire conditions. The device shall be heard in all parts of the home that are used by children.
- (o) “Foster child” means a person who resides in a foster home, who was placed in the foster home by a placing agent, who is not living with a parent or legal guardian, who is less than 18 years of age or becomes 18 years of age while residing in the foster home and continues to reside in the foster home as a dependent adult, and who is not related to an adult member of the foster family by blood, adoption, or marriage.
- (p) “Heat detector” means a single or multiple station alarm responsive to heat.
- (q) “Household member” means any minor or adult that lives in or stays overnight in the home on an ongoing and recurrent basis.
- (r) “Licensee” means an adult who lives in the licensed home and has been issued a license to operate a group child care home for up to 12 unrelated children.
- (s) “Means of egress” means the exit route from any point in the home to the outside at ground level.
- (t) “Minor” means a person less than 18 years of age.
- (u) “Nonprescription medication” means any over-the-counter medication that may be orally ingested or applied to the skin, including, but not limited, to aspirin, acetaminophen, cold and flu medicines, mosquito repellants, antiseptics, ointments, powders, and diaper rash products.
- (v) “Parent” means a child’s natural or adoptive parent who is legally responsible for the child or means the child’s legal guardian.
- (w) “Premises” means the location of the child care home wherein the caregiver and family reside and includes the attached yard, garage, basement, and any other outbuildings.
- (x) “Registrant” means an adult who lives in the registered home and has been issued a certificate of registration to operate a family child care home for up to 6 unrelated children.
- (y) “Related” means a parent, grandparent, brother, sister, stepparent, stepsister, stepbrother, uncle, aunt, great aunt, great uncle, or step-grandparent related to the caregiver by marriage, blood, or adoption. Cousins include those related to the caregiver by marriage, blood, or adoption within the second degree of consanguinity (up to and including second cousins).
- (z) “Safety belt” means an automobile lap belt or lap-shoulder belt combination designed to restrain and protect a passenger or driver of a vehicle from injury.
- (aa) “Smoke detector” means a device that detects visible or invisible particles of combustion.
- (ab) “Transportation” means the taking of children by means of a vehicle to or from a family or group child care home and to and from all other activities planned by or through the family or group child care home.
- (ac) “Vehicle” means an automobile, truck, or van that transports persons upon a highway.

R 400.1902 Caregiver and child care home family.

Rule 2. (1) An applicant shall meet all of the following provisions:

- (a) Be 18 years of age or older.
 - (b) Have a high school diploma, general educational development (GED) certificate, or equivalent. This subdivision applies only to applicants registered/licensed after the effective date of these rules.
 - (c) Reside in the child care home.
 - (d) Have proof of valid infant/child/adult cardiopulmonary resuscitation (CPR), first aid, and blood-borne pathogen training.
 - (e) Attend an orientation provided by the department.
- (2) An applicant or the caregiver shall be of responsible character and shall be suitable and able to meet the needs of children and provide for their care, supervision, and protection.
- (3) All persons, including minors, residing in the child care home shall be of good moral character and be suitable to assure the welfare of children.

R 400.1903 Caregiver responsibilities.

Rule 3. (1) A caregiver shall be responsible for all of the following provisions:

- (a) Be present in the home on a daily basis and provide direct care and supervision for the majority of time children are in care, except for any of the following circumstances:
 - (i) When the child care home is in operation, vacation or personal leave shall not exceed 20 days within a calendar year.
 - (ii) Medical treatment and subsequent recovery.
 - (b) The exceptions in subrule (1)(a) of this rule do not include other part-time or full-time employment that occurs during the hours of operation of the child care home.
 - (c) Provide an adult assistant caregiver with valid CPR and first aid to act as the caregiver when the caregiver is unable or unavailable to provide direct care.
 - (d) Shall inform parents when an assistant caregiver is providing care in the absence of the caregiver.
 - (e) Maintain a record of the dates of caregiver absences. These records shall be maintained for a minimum of 4 years.
 - (f) Have a written and signed agreement with a responsible person who is 18 years of age or older to provide care and supervision for children during an emergency situation.
 - (g) Post the current license or certificate of registration in a conspicuous place.
 - (h) Report to the department, within 7 working days, any changes in the household composition or when any new or existing member of the household has any of the following:
 - (i) Arrests or convictions.
 - (ii) Involvement in substantiated abuse or neglect of children.
 - (iii) Court-supervised parole or probation of the caregiver or any member of the household.
 - (iv) Been admitted to, or released from, a correctional facility, or hospital, institution, or facility for the treatment of an emotional, mental, or substance abuse problem.
 - (i) Provide the department with a written statement verifying a person's personal fitness to care for, or to be associated with, children for any person who lives in a home or who cares for children and who has been treated on an inpatient or outpatient basis for an emotional, mental, or substance abuse problem during the last 2 years. Such statement shall be obtained from the medical or mental health professional who is directly involved in the treatment plan or the administrative director of the mental hospital or mental institution.
 - (j) Shall immediately report to children's protective services any suspected child abuse or neglect.
- (2) The caregiver shall assure that a child is released only to persons authorized by the parent.
- (3) The caregiver shall permit parents of enrolled children to visit anytime during hours of operation.
- (4) The caregiver shall cooperate with the department in connection with an inspection or investigation. Cooperation shall include, but not be limited to, both of the following:
- (a) To enable the department to conduct a thorough investigation, provide access to the assistant caregivers, all records and materials.

- (b) Information provided to the department shall be accurate and truthful.
- (5) The caregiver shall assure that all assistant caregivers shall be of good moral character and be suitable to assure the welfare of children.
- (6) The caregiver shall have present at all times at least 1 person who can accurately comprehend all of the following information:
 - (a) In child care home rules, 1973 PA 116, mcl 722.111, and any additional licensing division communications.
 - (b) On child information cards.
 - (c) In written directions about the child's care.
 - (d) On food, cleaning, and chemical labels that can impact a child's well-being.
 - (e) On written medication directions for any given child.
 - (f) Needed to effectively implement emergency procedures.
- (7) The caregiver shall authorize the department to conduct a criminal history and protective service background check to assess the good moral character and suitability of the child care home family.
- (8) The caregiver shall do both of the following:
 - (a) Assure that smoking does not occur in the child care home and on the premises while children are in care.
 - (b) Conspicuously post on the premises a notice stating that smoking is prohibited on the premises during child care hours.
- (9) The caregiver shall notify parents if smoking occurs in the child care home and on the premises when children are not in care.

R 400.1904 Assistant caregivers.

Rule 4. (1) An assistant caregiver shall meet all of the following requirements:

- (a) Be 14 years of age or older.
 - (b) An assistant caregiver under 18 years of age shall always work under the supervision of the caregiver or adult assistant caregiver at the site where care is being provided.
 - (c) Have proof of valid infant/child/adult CPR, first aid, and blood-borne pathogen training within 90 days of hire.
 - (d) Be of responsible character, suitable, and able to meet the needs of children and provide for their care, supervision, and protection.
- (2) An adult assistant caregiver, 18 years of age or older, may substitute for the caregiver in accordance with R 400.1903(1)(c).

R 400.1905 Training.

Rule 5. (1) The caregiver shall complete not less than 10 clock hours of training each year related to child development, program planning, and administrative management for a child care business, not including CPR, first aid, and blood-borne pathogen training.

- (2) Each assistant caregiver shall complete not less than 5 clock hours of training each year related to child development and caring for children, not including CPR, first aid, and blood-borne pathogen training.
- (3) The caregiver shall assure that assistant caregivers have training that includes information regarding safe sleep practices (sudden infant death syndrome) and shaken baby syndrome prior to caring for children.
- (4) Within 1 year of the effective date of these rules, current caregivers and assistant caregivers shall have completed blood-borne pathogen training.
- (5) Training hours may include participation in any of the following:
 - (a) Sessions offered by community groups, faith-based organizations, and child care home associations.
 - (b) Trainings, workshops, seminars, and conferences on early childhood, child development or child care administration offered by early childhood organizations.
 - (c) Workshops and courses offered by local or intermediate school districts, colleges, and universities.
 - (d) Online courses.

- (6) Verification of participation in the required training, signed by the trainer or an authorized individual, shall be kept on file.
- (7) Infant, child, and adult CPR and first aid training shall be maintained in the following manner:
 - (a) Each year for CPR.
 - (b) Every 36 months for first aid.

R 400.1906 Records of caregiving staff and child care home family; record maintenance.

Rule 6. (1) The caregiver shall maintain a file for the caregiver and each assistant caregiver including all of the following:

- (a) The name, address, and telephone number.
 - (b) A statement signed by a licensed physician or his or her designee and which attests to the individual's mental and physical health.
 - (i) For the caregiver, within 1 year before issuance of the certificate of registration or initial license and at the time of subsequent renewals.
 - (ii) For the assistant caregivers, within 1 year prior to caring for children and at the time of subsequent renewals.
 - (c) Written evidence of freedom from communicable tuberculosis (TB):
 - (i) For the caregiver, before issuance of the certificate of registration or initial license.
 - (ii) For the assistant caregivers, prior to caring for children.
 - (d) Training records, as defined in R 400.1905(5).
 - (e) A statement signed by each assistant caregiver that he or she has not been convicted of either of the following:
 - (i) Child abuse or child neglect.
 - (ii) A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of hire.
 - (f) Documentation from the department of human services that the assistant caregiver has not been involved in substantiated child abuse or neglect.
 - (g) A written statement signed and dated by the assistant caregiver at the time of hiring indicating all of the following information:
 - (i) The individual is aware that abuse and neglect of children is unlawful.
 - (ii) The individual knows that he or she is mandated by law to report child abuse and neglect.
 - (iii) The individual has received a copy of the discipline policy.
- (2) Child care home family members 14 years of age or older shall have written evidence of freedom from communicable TB.
- (3) If immunizations, as recommended by the Department of Community Health, have not been given or completed for all minors who live in the home, then the caregiver shall inform the parent of each child in care and all assistant caregivers.
- (4) The records in this rule shall be retained for the duration of employment and a minimum of 4 years thereafter.

R 400.1907 Children's records.

Rule 7. (1) Prior to initial attendance, the caregiver shall obtain the following documents:

- (a) A completed child information card on a form provided by the department or a comparable substitute approved by the department.
- (b) A child in care statement/receipt using a form provided by the department and signed by the parent certifying the following:
 - (i) Receipt of a written discipline policy.
 - (ii) Condition of the child's health.
 - (iii) Receipt of a copy of the family and group child care home rules.

- (iv) Agreement as to who will provide food for the child.
 - (v) Acknowledgment that the assistant caregiver is 14 to 17 years of age, if applicable.
 - (vi) Acknowledgment that firearms are on the premises, if applicable.
 - (vii) If the child care home was built prior to 1978, then the caregiver shall inform the parents of each child in care and all assistant caregivers of the potential presence of lead-based paint or lead dust hazards, unless the caregiver maintains documentation from a lead testing professional that the home is lead safe.
- (c) Documentation that immunizations and boosters, as recommended by the Department of Community Health, are any of the following:
 - (i) Have been completed.
 - (ii) Are in progress.
 - (iii) Are not being administered due to religious, medical, or other reasons based on a waiver signed by the parent.
 - (d) If a parent objects to emergency medical treatment on religious grounds, the parent shall provide a signed statement that he or she assumes responsibility for all emergency care.
- (2) Records in subrule (1) of this rule shall be reviewed and updated annually or when information changes.
 - (3) Dated daily attendance records of children in care shall be maintained and shall include the child's first and last name and the time of arrival and departure.
 - (4) Children's records required by the department shall be accessible and stored in a location known to all assistant caregivers.
 - (5) The records in this rule shall be retained for a minimum of 4 years.

R 400.1908 Capacity.

- Rule 8. (1) The family child care registrant shall assure that the actual number of unrelated children in care at any 1 time does not exceed the number of children for which the home is registered, not to exceed a total of 6.
- (2) The group child care licensee shall assure that the actual number of unrelated children in care at any 1 time does not exceed the number of children for which the home is licensed, not to exceed a total of 12.
 - (3) This rule is not subject to the variance specified in R 400.1963.

R 400.1909 Concurrent licensing.

- Rule 9. (1) The caregiver who is concurrently licensed as a children's foster home provider shall so inform the parents of the children in care.
- (2) The caregiver who provides care for both child care and foster care children shall not care for more than 8 children, including all of the following:
 - (a) Children who are under 17 years of age and who are related to the caregiver by blood, marriage, adoption, or legal guardianship.
 - (b) The capacity of foster children identified on the foster care license.
 - (c) All other children who are cared for on a part-time or full-time basis.
 - (3) The caregiver shall notify the department when applying for a foster care license.

R 400.1910 Ratio of caregiving staff to children.

- Rule 10. (1) The ratio of caregiving staff to children present in the home at any 1 time shall be not less than 1 caregiving staff person to 6 children. The ratio shall include all unrelated children in care and any of the following children who are less than 7 years of age:
 - (a) Children of the caregiver.
 - (b) Children of the assistant caregiver.
 - (c) Children related to any member of the child care home family by blood, marriage, or adoption.
- (2) For each caregiving staff person, not more than 4 children shall be under the age of 30 months, with not more than 2 of the 4 children under the age of 18 months.

R 400.1911 Supervision.

- Rule 11. (1) The caregiver shall assure appropriate care and supervision of children at all times.
- (2) A caregiver or adult assistant caregiver shall be present in the home at all times when children are in care.
 - (3) Caregiving staff shall be up and awake at all times when children are in care except as provided in R 400.1922(2) of these rules.
 - (4) Caregiving staff shall know the location of each child at all times.
 - (5) Caregiving staff shall never leave a child unattended or with a minor in a vehicle.
 - (6) A caregiver or adult assistant caregiver shall at all times directly supervise children who are engaged in water activities or are near collections or bodies of water.

R 400.1912 Infant supervision and sleeping.

- Rule 12. (1) Infants, birth to 12 months of age, shall be placed on their backs for resting and sleeping.
- (2) Infants unable to roll from their stomachs to their backs, and from their backs to their stomachs, when found facedown, shall be placed on their backs.
 - (3) If infants can easily turn over from their backs to their stomachs, then they shall be initially placed on their backs, but allowed to adopt whatever position they prefer for sleeping.
 - (4) For an infant who cannot rest or sleep on her/his back due to disability or illness, the caregiver shall have written instructions, signed by a physician, detailing an alternative safe sleep position and/or other special sleeping arrangements for the infant. The caregiver/assistant caregiver shall rest/sleep children in accordance with a physician's written instructions.
 - (5) Caregiving staff shall maintain supervision and monitor infants' breathing, sleep position, bedding, and possible signs of distress except as provided in R 400.1922.
 - (6) Video surveillance equipment and baby monitors shall not be used in place of subrule (5) of this rule.

R 400.1913 Discipline and child handling.

- Rule 13. (1) The caregiver shall develop and have on file a written policy regarding the discipline of children.
- (2) Developmentally appropriate positive methods of discipline which encourage self-control, self-direction, self-esteem, and cooperation shall be used.
 - (3) Caregiving staff shall not do any of the following:
 - (a) Hit, spank, shake, bite, pinch, or inflict other forms of corporal punishment.
 - (b) Restrict a child's movement by binding or tying him or her.
 - (c) Inflict mental or emotional stress, such as humiliating, shaming, threatening a child, or using derogatory remarks.
 - (d) Deprive a child of meals, snacks, rest, or necessary toilet use.
 - (e) Confine a child in an enclosed area such as a closet, locked room, box, or similar cubicle.
 - (4) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary to prevent a child from harming himself or herself, or to prevent a child from harming other persons or property, or to allow a child to gain control of himself or herself excluding those forms of punishment prohibited by subrule (3) of this rule.
 - (5) This rule is not subject to the variance specified in R 400.1963.

R 400.1914 Daily activity program.

- Rule 14. (1) Caregiving staff shall engage in positive interactions with children. For infants and toddlers, interactions may include, but not be limited to, the following:
 - (a) Nurturing contact, such as talking to, smiling, holding, rocking, cuddling, and giving eye contact throughout the day and during daily routines such as feeding and diapering.
 - (b) Promptly responding to a child's cries and other signs of distress.
- (2) The caregiver shall plan daily activities so that each child may do the following:
 - (a) Have opportunities to feel successful and feel good about himself or herself and develop independence.

- (b) Develop and use language.
 - (c) Develop and use large and small muscles.
 - (d) Use materials and take part in activities which encourage creativity.
 - (e) Learn new ideas and skills.
 - (f) Participate in imaginative play.
 - (g) Rest or sleep, or both.
- (3) All of the following developmentally appropriate opportunities shall be provided daily:
- (a) A balance of active and quiet play, group, and individual activities.
 - (b) Indoor and outdoor play, except during inclement or extreme weather, or unless otherwise ordered by a health care provider.
 - (c) Early language and literacy experiences throughout the day accumulating for not less than 30 minutes.
 - (d) Early math and science experiences.
- (4) Television, video tapes, movies, electronic devices, and computers shall be limited to not more than 2 hours per day and to programs designed for children's education and/or enjoyment. Other activities shall be available to children during television/movie viewing.
- (5) Programs/movies with violent or adult content, including soap operas, shall not be permitted in child-use space while children are in care.
- (6) The use of television, video tapes, movies, electronic devices and computers by children in care shall be suitable to the age of the child in terms of content and length of use.
- (7) The caregiver shall, for children with special needs, work with the parents, medical personnel, and/or other relevant professionals to provide care in accordance with the child's identified needs and learning supports.

R 400.1915 Indoor space; play equipment and materials.

Rule 15. (1) A child care home shall provide not less than 35 square feet per child of safe, usable, accessible indoor floor space, not including bathrooms and storage areas.

- (2) Only space that has received prior approval for child use by the department may be used for child care.
- (3) A variety and number of easily accessible activity choices shall be available to the child, shall be safe and appropriate for a child at his or her stage of development, and shall be based on the licensed/ registered number of children. All of the following apply to activity choices available:
 - (a) Materials may include, books, art supplies, blocks and accessories, large muscle equipment, manipulative toys, musical equipment, and dramatic play materials.
 - (b) All materials and equipment shall be kept clean and free of hazards.
 - (c) Toys and other play equipment soiled by secretion or excretion shall be cleaned with soap and water, rinsed and sanitized before being used by a child.
- (4) The caregiver shall not use any equipment, materials, and furnishings recalled or identified by the U.S. Consumer Product Safety Commission (<http://www.cpsc.gov/>) as being hazardous. As required by 2000 PA 219, MCL 722.1065, the caregiver shall conspicuously post in the child care home an updated copy of the list of unsafe children's products that is provided by the department.
- (5) All children shall be protected from materials that could be swallowed and/or present a choking hazard. Toys or objects with removable parts less than 1¼ inches in diameter and less than 2¼ inches in length, as well as balls smaller than 1¾ inches in diameter are prohibited for children under 3 years of age.
- (6) Trampolines shall not be used indoors by children in care.

R 400.1916 Bedding and sleeping equipment.

Rule 16. (1) All bedding and equipment shall be in accordance with U.S. Consumer Product Safety Commission (<http://www.cpsc.gov/>) standards as approved for the age of the child using the equipment and shall be clean, comfortable, safe, and in good repair.

- (2) All bedding and sleeping equipment shall be cleaned and sanitized before being used by another person.
- (3) All bedding used by children shall be washed when soiled or weekly at a minimum.
- (4) All cribs or porta-cribs shall be equipped with a firm, tight-fitting mattress with a waterproof, washable covering, as recommended and approved by the U.S. Consumer Product Safety Commission.

- (5) Infants, birth to 12 months of age, shall rest or sleep alone in an approved crib or porta-crib. A crib shall have all of the following:
 - (a) A firm, tight-fitting mattress.
 - (b) No loose, missing, or broken hardware or slats.
 - (c) Not more than 2 3/8" between the slats.
 - (d) No corner posts over 1/16" high.
 - (e) No cutout designs in the headboard or footboard.
 - (f) A tightly fitted bottom sheet shall cover a firm mattress with no additional padding placed between the sheet and mattress.
- (6) An infant's head shall remain uncovered during sleep.
- (7) Soft objects, bumper pads, stuffed toys, blankets, quilts or comforters, pillows, and other objects that could smother an infant shall not be placed with or under a resting or sleeping infant.
- (8) Blankets shall not be draped over cribs or porta-cribs.
- (9) Children 12 to 24 months of age shall rest or sleep alone in an approved crib, porta-crib, or on a cot or mat sufficient for the child's length, size, and movement.
- (10) Infant car seats, infant seats, infant swings, bassinets, highchairs, waterbeds, adult beds, soft mattresses, sofas, beanbags, or other soft surfaces are not approved sleeping equipment for children 24 months of age or younger.
- (11) Children 24 months or younger who fall asleep in a space that is not approved for sleeping shall be moved to approved sleeping equipment appropriate for their size and age.
- (12) Children over 24 months of age shall have an individual, age appropriate, clean, comfortable and safe place to sleep or rest. The floor shall be used only when padded, warm, and free from drafts and when there is a mat, sleeping bag, blanket, or similar piece of bedding between the floor and the child.
- (13) If nighttime care is provided, then children shall sleep in age appropriate cribs and beds.

R 400.1917 Telephone.

Rule 17. (1) Caregiving staff shall have immediate access to an operable telephone within the child care home at all times.

(2) The telephone number shall be made available to the department and the parents.

(3) The caregiver shall inform the department and parents of any change in telephone number.

R 400.1918 Medication; administrative procedures.

Rule 18. (1) Medication, prescription or nonprescription, shall be given to a child in care by adult caregiving staff only.

(2) Medication, prescription or nonprescription, shall be given or applied only with prior written permission from a parent.

(3) All medication shall be in the original container, stored according to instructions, and clearly labeled for a named child.

(4) Prescription medication shall have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given in accordance with those instructions.

(5) All medication shall be kept out of the reach of children and shall be returned to the child's parent when the parent determines it is no longer needed or when it has expired.

(6) Adult caregiving staff shall give or apply prescription or nonprescription medication according to the directions on the original container unless otherwise authorized by a written order of the child's physician.

(7) A record of the date, time, and the amount of all medication given or applied shall be maintained on a form provided by the department or a comparable substitute approved by the department.

(8) Topical nonprescription medication, including but not limited to sunscreen, insect repellent, and diaper rash ointment, shall be exempt from subrule (7) of this rule.

(9) The records required in this rule shall be retained for a minimum of 4 years.

R 400.1919 Communicable disease.

Rule 19. A person who lives in a home or cares for children who has a suspected or a confirmed case of a communicable disease shall not come into contact with children in care.

R 400.1920 Outdoor play area and equipment.

Rule 20. (1) A child care home shall provide a clean, safe, and hazard free outdoor play area, on the premises or within a reasonable walking distance of the home.

- (2) The play area size shall be the following:
 - (a) Not less than 400 square feet for a family child care home.
 - (b) Not less than 600 square feet for a group child care home.
- (3) A child care home shall provide an adequate and varied supply of outdoor play equipment, materials, and furniture, that is all of the following:
 - (a) Appropriate to the developmental needs and interests of children.
 - (b) Appropriate to the number of children.
 - (c) Safe and in good repair.
- (4) The outdoor play area and equipment shall be organized:
 - (a) To separate active and quiet activities.
 - (b) For a clear and unobstructed view of the whole play area.
 - (c) To assure that there are safe distances between equipment.
- (5) When swings, climbers, slides, and other similar play equipment with a designated play surface above 30 inches are used, they shall:
 - (a) Not be placed over concrete, asphalt, or a similar surface, such as hard-packed dirt or grass.
 - (b) Be safe, in good repair, and age-appropriate.
 - (c) Be placed at least 6 feet from the perimeter of other play structures or obstacles.
- (6) Trampolines shall not be used outdoors by children in care.
- (7) Children in care shall not be permitted to ride all terrain vehicles, motor bikes, go-carts, recreational, and other motorized vehicles.

R 400.1921 Water hazards and water activities.

Rule 21. (1) The caregiver shall ensure that barriers exist to prevent children from gaining access to any swimming pool, drainage ditch, well, natural or constructed pond or other body of open water located on or adjacent to the property where the child care home is located. Such barriers shall be of a minimum of 4 feet in height and appropriately secured to prevent children from gaining access to such areas.

- (2) Hot tubs and spa pools shall not be used when children are in care.
- (3) Hot tubs and spa pools, whether indoors or outdoors, shall be made inaccessible to children in care by the use of a locked hard cover.
- (4) Wading pools may be used when the following requirements are met:
 - (a) The pools are clean and free of debris.
 - (b) The pools are emptied and cleaned after each play period or immediately when they become dirty or contaminated.
 - (c) The pools shall remain empty at all times they are not in use.
- (5) Before use of a residential pool or any other body of water by children in care, a caregiver shall assure that the water is clean, safe, and sanitary, and the children will be appropriately and adequately supervised.
- (6) Public swimming areas may be used only if a lifeguard is present.
- (7) If there are 2 groups of children, 1 group in the water and 1 group out of the water, then the caregiving staff to child ratios, as required in R 400.1910, shall be maintained for each group, with the exception that the in-the-water caregiving staff to child ratio for children under 3 years of age shall be 1-to-1 at all times.
- (8) Rescue equipment shall be readily accessible at all times.
- (9) A working telephone shall be immediately accessible in the water activity area.

- (10) A caregiver shall obtain, and keep on file, written permission from a child's parent for the child's participation in either of the following:
 - (a) Before each outdoor water activity at a swimming pool, lake, or other body of water off the child care home premises.
 - (b) Seasonally for water activities occurring on the child care premises.
- (11) The emergency plan in R 400.1945 shall include procedures for water emergencies.

R 400.1922 Nighttime care.

- Rule 22. (1) In a home where children are in care between the hours of midnight and 6 a.m., not more than 2 adjoining floor levels shall be used at any 1 time to sleep children.
- (2) If the caregiving staff and children in care are sleeping, then at least 1 caregiving staff shall be on the same floor level as the sleeping children.
 - (3) Homes shall not use a third or higher floor as a resting or sleeping area for children in care unless there are 2 stairways to ground level.

R 400.1923 Diapering and toilet learning.

- Rule 23. (1) Diapering of infants and toddlers shall only occur in a designated changing area.
- (2) The designated changing area shall comply with all of the following:
 - (a) Be used exclusively for changing wet or soiled diapers or underwear.
 - (b) Be located away from food preparation and meal service areas.
 - (c) Have access to a hand washing sink that is not used for food preparation.
 - (d) Have a nonabsorbent, easily sanitized surface with a changing pad between the child and the surface.
 - (e) Be cleaned and sanitized after each use.
 - (f) Have diapering/changing supplies within easy reach.
 - (g) Have a plastic-lined, tightly covered container exclusively for disposable diapers and diapering supplies that shall be emptied and sanitized at the end of each day.
 - (3) Diapers or training pants shall be changed when wet or soiled.
 - (4) Only single use disposable wipes or other single use cleaning cloths shall be used to clean a child during the diapering or toileting process.
 - (5) If cloth diapers/training pants are provided by the parent, then soiled diapers/training pants shall be placed in an individual, securely tied plastic bag and returned to the parent at the end of the day.
 - (6) Toilet learning shall be planned cooperatively between the parent and the caregiver so that the toilet routine established is consistent.
 - (7) If toilet learning equipment, such as potty chairs and modified toilet seats, are used, then the following shall apply:
 - (a) They shall be able to be easily cleaned and sanitized.
 - (b) Potty chairs shall be emptied, rinsed, and sanitized after each use.
 - (8) If disposable gloves are used, then they shall only be used once for a specific child and be removed and disposed of in a safe and sanitary manner immediately after each diaper change.

R 400.1924 Hand washing.

- Rule 24. (1) All caregiving staff shall wash their hands appropriately and in the following manner:
- (a) Before and after all of the following:
 - (i) Preparing and serving food, eating, and feeding.
 - (ii) Giving medication.
 - (b) After all of the following:
 - (i) Diapering.
 - (ii) Using the toilet or helping a child use the toilet.
 - (iii) Handling bodily fluids, such as mucus, blood, vomit, from sneezing, wiping, and blowing noses, from mouths, or from sores.
 - (iv) Handling animals and pets.

- (v) Cleaning or handling garbage.
- (2) Caregiving staff shall assure that children wash their hands at the following times:
 - (a) Before and after meals, snacks, or food preparation experiences.
 - (b) After toileting or diapering.
 - (c) After contact with any bodily fluids.
 - (d) After playing in sand or water.
 - (e) After handling animals and pets.
 - (f) When soiled.
- (3) Hand sanitizers and wipes may be used as a temporary measure during outings, such as field trips and outdoor activities, until soap and running water are available.

R 400.1931 Food preparation and service.

- Rule 31. (1) Each child shall be provided with nutritional and sufficient food as required by the minimum meal requirements of the child care food program, as administered by the Michigan Department of Education, based on the national research council's recommended dietary allowances for appropriate age groups, unless parents provide the food.
- (2) Children shall be offered food at intervals as individually appropriate, but not to exceed more than 4 hours unless the child is asleep.
 - (3) Drinking water shall be available at all times.
 - (4) Food shall be prepared, served, and stored in a safe and sanitary manner. All of the following shall apply:
 - (a) Food served to children individually or family style shall be discarded at the end of the meal if not eaten.
 - (b) Prepared food that has not been served to individuals or placed in family-style containers shall be promptly covered after preparation and stored appropriately.
 - (c) Children under 3 years of age shall not be served or allowed to eat foods that may easily cause choking including, but not limited to, popcorn and uncut round foods such as grapes, seeds, nuts, hard candy, and hot dogs.
 - (5) If a parent has agreed to provide the food, then the caregiver shall have a written agreement from the parent and shall be responsible for providing adequate food if the parent does not.
 - (6) Food brought by parents shall be labeled with the child's name and, if perishable, shall be refrigerated.
 - (7) If home canned foods are served, then parents shall be informed.
 - (8) Unpasteurized products shall not be used.
 - (9) Children shall be encouraged to taste new foods, but shall not be required to eat anything they do not want.
 - (10) Bottles used for feeding shall be labeled with the child's name and date, and refrigerated.
 - (11) The contents of a bottle that has been used for feeding for a period that exceeds 1 hour from the beginning of the feeding, or has been unrefrigerated for 1 hour or more shall be discarded.
 - (12) Children shall not have beverage containers while they are in bed or while they are walking around or playing. The propping of bottles is prohibited.

R 400.1932 Home maintenance and safety.

- Rule 32. (1) The structure, premises, and furnishings of a child care home shall be in good repair and maintained in a clean, safe, and comfortable condition.
- (2) All dangerous and hazardous materials or items shall be stored securely and out of the reach of children.
 - (3) All steps, stairs, porches, and elevated structures to which children in care have access shall be protected to prevent falls and shall be free of ice and snow accumulation.
 - (4) Three or more steps, or a total rise of 24 inches or more, shall require a handrail.
 - (5) Parents shall be notified before pesticide or fertilizer treatments.
 - (6) There shall be no flaking or deteriorating paint on interior and exterior surfaces, equipment, and toys accessible to children.
 - (7) If the child care home was built prior to 1978, then the caregiver shall inform parents of each child in care

and all assistant caregivers, in writing, prior to any remodeling, renovating or re-painting that could potentially disturb lead-based paint or produce lead dust.

- (8) Open-flame devices and candles shall not be used, except for birthdays or religious celebrations.

R 400.1933 Water supply; sewage disposal; water temperature.

Rule 33. (1) The water supply shall be from an approved source.

- (2) All sewage shall be disposed of through a public system or, in the absence thereof, in a manner approved by the environmental health authority.
- (3) A child care home shall have a minimum of 1 flush toilet and 1 handwashing sink with hot and cold running water.
- (4) Hot water temperature shall not exceed 120 degrees Fahrenheit at water faucets accessible to children.

R 400.1934 Heating; ventilation; lighting.

Rule 34. (1) Each room that is used by children in care shall have adequate ventilation and be maintained at a safe and comfortable temperature so that children do not become overheated, chilled, or cold. Both of the following shall apply:

- (a) The temperature shall be not less than 65 degrees Fahrenheit at a point 2 feet above the floor.
- (b) Measures shall be taken to cool the children when the temperature exceeds 82 degrees Fahrenheit.
- (2) Windows and doors that are used for ventilation shall be screened and in good repair.
- (3) A carbon monoxide detector, bearing a safety certification mark of a recognized testing laboratory such as UL (Underwriters Laboratories) or ETL (Electrotechnical Laboratory), shall be placed on all levels approved for child care.
- (4) The lowest level of the child care home shall have levels of radon gases not to exceed 4 picocuries per liter of air. Documentation of the results shall be kept on file in the home. Those homes registered or licensed before the effective date of these rules shall have 6 months from the effective date of these rules to comply.
- (5) All child-use areas shall have adequate natural and/or artificial lighting.

R 400.1935 Firearms.

Rule 35. (1) All firearms shall be unloaded and properly stored in a secure, safe, locked environment inaccessible to children. A secure locked environment shall include a commercially available locked firearms cabinet, gun safe, trigger lock that prevents discharge, or other locking firearm device.

- (2) Ammunition shall be stored in a separate locked location inaccessible to children.
- (3) Firearms shall not be traded or sold on the premises while child care children are present.

R 400.1936 Animals and pets.

Rule 36. (1) Parents shall be notified of the animals and pets in the home.

- (2) Animals and pets that are potentially aggressive or in poor health shall be separated from children in care at all times.
- (3) Children having contact with animals and pets shall be supervised by a caregiving staff person who is close enough to remove a child immediately if the animal shows signs of distress or the child shows signs of treating the animal inappropriately.
- (4) Animals and pets shall not be allowed in food preparation and eating areas during meal or snack time.
- (5) Litter boxes, pet food and dishes, and pet toys shall be inaccessible to children.

R 400.1941 Heat-producing equipment.

Rule 41. (1) All flame-producing and heat-producing equipment, including, but not limited to the following shall be maintained in a safe condition and shielded to protect against burns:

- (a) A furnace.
- (b) A water heater.
- (c) A fireplace.

- (d) A radiator and pipes.
- (e) Wood burning equipment.
- (2) Combustible materials and equipment shall not be stored within 4 feet of furnaces, other flame or heat-producing equipment, or fuel-fired water heaters.
- (3) Portable heating devices shall not be used when children are in care.
- (4) Furnaces, other flame or heat-producing equipment used to heat the home when children are in care, and fuel-fired water heaters shall be inspected by any of the following entities:
 - (a) A licensed heating contractor for a fuel-fired furnace.
 - (b) A licensed heating contractor or licensed plumbing contractor for a fuel-fired water heater.
 - (c) A mechanical inspector for the local jurisdiction or licensed mechanical inspector for a wood stove or other solid fuel appliance.
- (5) For group child care homes, the inspection specified in subrule (4) of this rule shall be conducted before the initial license issuance and every 2 years thereafter at the time of license renewal.
- (6) For family child care homes, the inspection specified in subrule (4) of this rule shall be conducted before the issuance of the certificate of registration and every 3 years thereafter at the time of renewal.

R 400.1942 Electrical service; maintenance.

- Rule 42. (1) The electrical service of a child care home shall be maintained in a safe condition. When warranted, an electrical inspection by an electrical inspecting authority may be required.
- (2) All electrical outlets, including outlets on multiple outlet devices, accessible to children shall have safety covers.
 - (3) Electrical cords shall be arranged so they are not hazards to children.

R 400.1943 Exit and escape requirements for each floor level used by children.

- Rule 43. (1) All child care homes shall have at least 2 remotely located exits for every floor level occupied by children.
- (2) At least 1 exit from each floor level shall provide a direct, safe means of unobstructed travel to the outside at street or ground level.
 - (3) A window may be used as a second exit if it complies with all of the following provisions:
 - (a) Is accessible to children and caregiving staff.
 - (b) Is clearly identified.
 - (c) Can be readily opened.
 - (d) Is of a size and design to allow for the evacuation of all children and caregiving staff.
 - (4) If a level of a home that is above the second floor is used for children in care, then the building shall be of 1-hour-fire-resistive construction and shall have 2 stairways to ground level. At least 1 of the required stairways and all other vertical openings shall be enclosed by, at a minimum, 1-hour-fire-resistive construction to provide a protected means of egress direct to the outside at ground level.
 - (5) All exits shall be unobstructed and accessible at all times.
 - (6) The means of egress shall be adequately lit at all times that children are in care.
 - (7) Doors located in a required path of escape must be readily openable from the side of egress without the use of a key or special knowledge. Double cylinder locks, key-operated locks, and similar devices are not allowed on any door in a required path of escape.
 - (8) Interior door hardware shall be designed to allow opening from the outside during an emergency if locked.
 - (9) All closet door latches shall be such that children can open the door from inside the closet.
 - (10) A room or space, including an attic, that is accessible only by a ladder or folding stairway or through a trapdoor shall not be used by children in care.
 - (11) Only steps and platforms shall be used to access a basement window exit and shall be permanently secured to the wall or floor. Ladders shall not be used as a means for exiting.
 - (12) An emergency escape window to the outside is required for basements approved for child use after January 1, 2006. The following provisions shall apply:
 - (a) The total unobstructed window area for egress must be at least 5 square feet. Both of the following

shall apply:

- (i) The unobstructed opening shall be at least 20 inches wide.
- (ii) The unobstructed opening shall be at least 24 inches high.
- (b) The bottom of the opening shall be 44 inches, or less, above the floor.
- (c) If the sill height is below grade, then it shall open into a window well with at least 9 square feet of area, 3 feet in length and width. The area of the window well shall allow the emergency escape window to be fully opened. If the well depth is over 44 inches, then it shall have approved permanently affixed steps.

R 400.1944 Smoke detectors; fire extinguishers.

Rule 44. (1) Operable smoke detectors approved by a nationally recognized testing laboratory shall be installed and maintained on each floor of the home, including the basement, and in all sleeping areas and bedrooms used by children in care.

(2) Heat detectors may be utilized in kitchens.

(3) A home shall have at least 1 functioning multipurpose fire extinguisher, with a rating of 2A-10BC or larger, properly mounted not higher than 5 feet from the floor to the top of the fire extinguisher, on each floor level approved for child use.

R 400.1945 Fire; tornado; serious accident and injury plans.

Rule 45. (1) A written plan for the care of children shall be established and posted for each of the following emergencies:

- (a) Fire evacuation.
 - (b) Tornado watches and warnings.
 - (c) Serious accident or injury.
 - (d) Water emergencies, if applicable.
- (2) A caregiver shall inform each assistant caregiver and emergency person of the overall evacuation plan and of his or her individual duties and responsibilities in the event of an emergency specified in subrule (1) of this rule.
- (3) Fire drills shall be practiced at least once a month and a written record that includes the date and time it takes to evacuate shall be maintained.
- (4) Tornado drills shall be practiced once a month, April to October, and a written record that includes the date shall be maintained.
- (5) Smoke detectors shall be used as the alarm for fire drills.
- (6) The records required in this rule shall be retained for a minimum of 4 years.

R 400.1951 Transportation.

Rule 51. (1) A vehicle used to transport children in care shall be maintained in a good, safe working condition.

- (2) The caregiver shall assure that the driver of a vehicle transporting children shall be an adult, have a valid driver's license, valid vehicle registration, and proof of current no fault insurance.
- (3) The caregiver shall notify the parents when drivers other than caregiving staff are used to transport children.
- (4) Each child passenger restraint device and each safety belt shall be installed, anchored, and used according to the manufacturer's specifications and shall be maintained in a safe working condition.
- (5) The transportation of all children shall be conducted in accordance with existing state law.
- (6) Each child transported shall remain seated and properly restrained by the passenger restraint device appropriate for his or her age as defined by 1949 PA 300, MCL 257.710d(1), MCL 257.710e(3), (4), and the manufacturer's rated seating capacity.
- (7) Drivers shall be provided with a copy of the child information card, or comparable facsimile, for the children being transported in their vehicles.
- (8) The driver of each vehicle transporting children shall carry in the vehicle, and be familiar with, the contents of a first aid kit. The first aid kit, excluding antiseptics and ointments, shall contain, at a minimum, all of the following:

- (a) Adhesive tape.
- (b) Bandages (assorted sizes).
- (c) Cold pack.
- (d) Disposable gloves
- (e) Gauze pads and roller gauze (assorted sizes).
- (f) Hand sanitizer.
- (g) Plastic bags.
- (h) Scissors and tweezers.
- (i) Triangular bandage.

R 400.1952 Parent permission and notification required; child information cards when off-premises.

Rule 52 (1) For the purposes of this rule, “routine transportation” means regularly scheduled travel on the same day, at the same time, to the same destination. Any deviation from this schedule requires new written permission.

- (2) The caregiver shall obtain and keep on file written permission from a child’s parent before each time a child is transported in a vehicle.
- (3) For routine transportation, the caregiver shall obtain written parent permission at least annually.
- (4) The caregiver shall obtain written permission at the time of initial enrollment of a child to go on field trips not involving a vehicle that includes, but is not limited to, walking to a park or in the neighborhood.
- (5) The caregiver shall have a copy of each child’s information card and a first aid kit, containing the items listed in R 400.1951 (8), accessible at all times when children leave the premises.

R 400.1961 Parent notification of incidents, accidents, illness, or disease required; isolation; sanitation.

Rule 61. (1) Caregiving staff shall promptly report to a parent any incidents, accidents, suspected illness, or other changes observed in the health of a child.

- (2) Caregiving staff shall notify a parent of a child who is exposed to a communicable disease so that the child may be observed for symptoms of the disease.
- (3) Caregiving staff shall isolate a child who is too ill to remain in the group in an area where the child can be supervised and made as comfortable as possible.
- (4) Bedding, toys, utensils, toilets, and lavatories used by an ill individual shall be appropriately cleaned and sanitized before being used by another person.

R 400.1962 Department notification of injury, accident, illness, death, or fire.

Rule 62. (1) The caregiver shall make a verbal report to the department within 24 hours of a serious injury, accident, illness, or medical condition of a child, occurring while a child is in care, which results in emergency medical treatment or hospitalization at a health facility, or which results in a death.

- (2) The caregiver shall submit a written report, to the department, in a format provided by the department within 72 hours of the incident.
- (3) The caregiver shall report to the department within 24 hours after the occurrence of a fire in the registered or licensed home which results in the loss of property or personal injury.

R 400.1963 Rule variance.

Rule 63. (1) Upon written request of an applicant or caregiver, the department may grant a variance from an administrative rule if the alternative proposed provides clear and convincing evidence that the health, welfare, and safety of children is protected.

- (2) The decision of the department shall be entered upon the records of the department and a signed copy shall be sent to the applicant or caregiver. A variance may remain in effect for as long as the caregiver continues to comply with the conditions of the variance or may be time-limited.

APPENDIX A

GOOD MORAL CHARACTER

Filed with the Secretary of State on January 12, 1988. These rules took effect 15 days after filing with the Secretary of State.

(By authority conferred on the department of social services by section 9 of Act No. 380 of the Public Acts of 1965, as amended, sections 2 and 5 of Act No. 116 of the Public Acts of 1973, as amended, section 3 of Act No. 381 of Public Acts of 1974, as amended, and sections 5, 10, and 13 of Act No. 218 of the Public Acts of 1979, as amended, being §16.109, 722.112, 722.115, 338.43, 400.705, 400.710, and 400.713 of the Michigan Compiled Laws)

R 400.1151 License issuance.

Rule 1. (1) A license, approval, or registration for a child care organization, as defined by Act No. 116 of the Public Acts of 1973, as amended, being §722.111 et seq. of the Michigan Compiled Laws, or an adult foster care facility, as defined by Act No. 218 of the Public Acts of 1979, as amended, being §400.701 et seq. of the Michigan Compiled Laws, shall not be issued by the department of social services if the license applicant lacks good moral character.

(2) For the purposes of criminal background investigations, “license applicant” means a licensee, a registrant, or a person with direct responsibility for daily operation of the facility to be licensed or approved.

R 400.1152 Offenses evidencing lack of good moral character; applicability.

Rule 2. (1) The following offenses presume a lack of good moral character for purposes of issuing an original or renewal license, a certificate of registration, or an approval to a child care organization, as defined by Act No. 116 of the Public Acts of 1973, as amended, being §722.111 et seq. of the Michigan Compiled Laws, and for issuing an original or renewal license to an adult foster care facility, as defined by Act No. 218 of the Public Acts of 1979, as amended, being §722.111 et seq. of the Michigan Compiled Laws, and for issuing an original or renewal license to an adult foster care facility, as defined by Act No. 218 of the Public Acts of 1979, as amended, being §400.701 et seq. of the Michigan Compiled Laws:

- (a) Conviction of the license applicant, in a court of competent jurisdiction, of any crime involving a substantial misrepresentation of any material fact, including any of the following:
 - (i) Bribery.
 - (ii) Fraud.
 - (iii) Filing of false claims.
 - (iv) Aiding or abetting the filing of false claims.
 - (v) Allowing an establishment to be used for illegal purposes.
- (b) Conviction of the license applicant, in a court of competent jurisdiction, of any crime involving any of the following:
 - (i) Homicide.
 - (ii) Murder.
 - (iii) Manslaughter.
 - (iv) Mayhem.
 - (v) Negligent homicide.
 - (vi) Attempts to commit any of the offenses specified in paragraphs (i) and (ii) of this subdivision.
- (c) Conviction of the license applicant, in a court of competent jurisdiction, of any crime, felony, or misdemeanor involving either of the following:
 - (i) Assault.
 - (ii) Battery.
- (d) Conviction of the license applicant, in a court of competent jurisdiction, of any crime which involves a violent act, or a threat of a violent act, against a person or a crime constituting a sexual offense, which shall include any of the following:
 - (i) Criminal sexual conduct in any degree.

- (ii) Activity for profit involving any of the following:
 - (A) Child abuse, neglect, or exploitation.
 - (B) Kidnapping.
 - (C) Adoption schemes.
 - (D) Prostitution or related crimes.
- (iii) Cruelty toward, or torture of, any person.
- (iv) Attempts to commit any of the offenses specified in paragraphs (i) and (iii) of this subdivision.
- (e) Conviction of the license applicant, in a court of competent jurisdiction, of any of the following crimes:
 - (i) Robbery.
 - (ii) Armed robbery.
 - (iii) Burglary.
 - (iv) Receiving stolen property.
 - (v) Concealing stolen property.
 - (vi) Extortion.
 - (vii) Obtaining property by false pretenses.
 - (viii) Larceny by trick.
 - (ix) Larceny by conversion.
 - (x) Embezzlement.
 - (xi) Arson.
 - (xii) Offenses involving narcotics, alcohol or controlled substances that result in a felony conviction.
 - (xiii) Offenses involving any of the following:
 - (A) Adulterating drugs, controlled substances, or preparations.
 - (B) Poisoning.
 - (C) Unlawful manufacture or delivery of drugs or possession with intent to manufacture or deliver drugs.
 - (xiv) Attempts to commit any of the offenses specified in paragraphs (i), (ii), and (iii) of this subdivision.
- (2) The department of social services shall provide the license applicant with written notice regarding the findings as identified in subrule (1) of this rule as evidencing a lack of good moral character.
- (3) The license applicant shall be afforded the opportunity to have an informal conference with department of social services representatives to demonstrate that he or she is of good moral character.
- (4) Where an offense or offenses identified in subrule (1) of this rule exist, and license issuance or a certificate of registration is still recommended, the recommendation shall be reviewed by the department's administrative licensing officials for a final determination as to the issuance of a license or certificate of registration.
- (5) The department of social services shall provide the license applicant with a written response, as soon as practicable after the review, indicating the determination of the licensing representative.
- (6) The department of social services shall provide a license applicant with written notice regarding appeal rights if applicable as provided by act No. 306 of the Public Acts of 1969, as amended, being §24.201 et seq. of the Michigan Compiled Laws, Act No. 116 of the Public Acts of 1973, as amended, being §722.111 et seq. of the Michigan Compiled Laws, and Act No. 218 of the public Acts of 1979, as amended, being §400.701 et seq. of the Michigan Compiled Laws, when there is official notification of the intent to deny the issuance of a license or certificate of registration to an applicant or registrant based upon the license applicant's lack of good moral character.

R 400.1153 Denial of license renewal based upon previously reviewed convictions prohibited; exception.

Rule 3. The department shall not deny the license or certificate of registration renewal of a current licensee or registrant based upon convictions which had been reviewed when the license or certificate was issued. However if new findings or new convictions are disclosed, the department will consider previously reviewed convictions when deciding to approve or deny the license or certificate renewal application of a current licensee.

APPENDIX B

**ADULT/CHILD RATIO
Age Groups of Children**

<u>Caregiving Staff</u>	<u>Children less than 18 mo. old</u>	+	<u>Children 18-29 months old</u>	+	<u>Children 30 months and older</u>	=	<u>TOTAL</u>
Each caregiver	0	+	0	+	6	=	6
may supervise	0	+	1	+	5	=	6
up to 6 children	0	+	2	+	4	=	6
at any one time	0	+	3	+	3	=	6
in any of the	0	+	4	+	2	=	6
following	1	+	0	+	5	=	6
combinations of	1	+	1	+	4	=	6
age groups of	1	+	2	+	3	=	6
children	1	+	3	+	2	=	6
	2	+	0	+	4	=	6
	2	+	1	+	3	=	6
	2	+	2	+	2	=	6

APPENDIX C

PROMULGATION PROCESS/SUGGESTED CHANGES

The promulgation process was lengthy. This was due in part to the Department's desire to develop rules that are clear, reasonable, necessary, fair and enforceable. Serious consideration was given to the recommendations of the Ad Hoc Committee, licensees, many child care organizations, interested citizens, parents, and staff.

In the interest of continuing to serve the public by considering its wishes, the Department would welcome any comments or suggestions that you feel will help improve future revisions of these regulations. Your comments will be reviewed when changes in the rules are being considered. 1973 PA 116 requires the Department to conduct a review of the rules every other year and a major review by an Ad Hoc Committee every five years.

You are invited to send your comments to:

Division Director
Division of Child Care Licensing
Michigan Department of Human Services
PO BOX 30650
LANSING MI 48909
www.michigan.gov/michildcare

In forwarding comments or suggestions, please use an outline similar to the one below. Send to the Division Director for the Department's consideration and review.

Rule Number	Subrule Number
SUGGESTED CHANGE:	
REASON FOR CHANGE:	
Signature	Date
Print Name	
Address (Number, Street)	
City, State, Zip Code	

CONTESTED CASE HEARINGS

Filed with the Secretary of State on September 7, 1999

This rule takes effect 15 days after filing with the Secretary of State

(By authority conferred on the director of the department of consumer and industry services by section 2 of Act No. 116 of the Public Acts of 1973, as amended, section 10 of Act No. 218 of the Public Acts of 1979, as amended, and Executive Reorganization Order No. of 1996-1, being §§722.112, 400.710, and 330.3101 of the Michigan Compiled Laws)

R 400.1600 Definitions.

Rule 1. (1) As used in these rules:

- (a) "Act" means Act No. 116 of the Public Acts of 1973, as amended, being §722.111 et seq. of the Michigan Compiled Laws.
 - (b) "Act No. 218" means Act No. 218 of the Public Acts of 1979, as amended, being §400.701 et seq. of the Michigan Compiled Laws.
 - (c) "Noncompliance" means a violation of the act or act 218, an administrative rule promulgated under the act or act 218, or the terms of a license or a certificate of registration.
 - (d) "Substantial noncompliance" means repeated violations of the act or act 218 or an administrative rule promulgated under the act or act 218, or noncompliance with the act or act 218, or a rule promulgated under the act or act 218, or the terms of a license or a certificate of registration that jeopardizes the health, safety, care, treatment, maintenance, or supervision of individuals receiving services or, in the case of an applicant, individuals who may receive services.
 - (e) "Willful noncompliance" means, after receiving a copy of the act or act 218, the rules promulgated under the act or act 218 and, for a license, a copy of the terms of a license or a certificate of registration, an applicant or licensee knew or had reason to know that his or her conduct was a violation of the act or act 218, rules promulgated under the act or act 218, or the terms of a license or a certificate of registration.
- (2) Except as provided in subrule (1) of this rule, a term defined in Act No. 306 of the Public Acts of 1969, as amended, being §§24.201 et seq. of the Michigan Compiled Laws, shall have the same meaning when used in these rules.
 - (3) The definitions in this rule apply to matters under the act and act 218 for the contested case hearings.

April 20, 1999



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BCAL PUB 724 (Rev. 8-09) 6-09 edition may be used.

LICENSING RULES FOR CHILD CARE CENTERS

Effective June 4, 2008



**State of Michigan
Department of Human Services
Bureau of Children and Adult Licensing**

www.michigan.gov/michildcare

INTRODUCTION

MICHIGAN DEPARTMENT OF HUMAN SERVICES DIVISION OF CHILD DAY CARE LICENSING

Licensing Rules for Child Care Centers

This publication contains the administrative rules that govern child care centers in the State of Michigan. These rules set forth the minimum standards for the care and protection of children attending Michigan's child care centers. These rules are effective December 7, 2006.

On June 4, 2008 the following rules were amended: R 400.5101, R 400.5102, R 400.5102a, R 400.5103a, R 400.5104b, R 400.5105, R 400.5109, R 400.5117, R 400.5202a, R 400.5204, R 400.5206, R 400.5302, R 400.5307, R 400.5805, and R 400.5825.

The rules were promulgated by authority conferred on the director of the Department of Human Services by Section 2 of 1973 PA 116, Executive Reorganization Order Nos. 1996-1, 1996-2, 2003-1, and 2004-4, MCL 722.112, 330.3101, 445.2001, 445.2011, and 400.226.

Requests for additional copies of this publication should be directed to the Michigan Department of Human Services, Bureau of Children and Adult Licensing, 7109 W. Saginaw Street, PO Box 30650, Lansing, Michigan 48909-8150.

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DEPARTMENT OF HUMAN SERVICES

DIRECTOR'S OFFICE

LICENSING RULES FOR CHILD CARE CENTERS

Filed with the Secretary of State on June 4, 2008

These rules take effect immediately upon filing with the Secretary of State.

(By authority conferred on the director of the Department of Human Services by Section 2 of 1973 PA 116, Executive Reorganization Order Nos. 1996-1, 1996-2, 2003-1, and 2004-4, MCL 722.112, 330.3101, 445.2001, 445.2011, and 400.226.)

PART 1. GENERAL

R 400.5101 Definitions.

Rule 101. As used in these rules:

- (a) "Accredited college or university" means a college or university that has been accredited by a regional or national institutional accrediting association recognized by the U.S. department of education.
- (b) "Ages" means all of the following:
 - (i) "Infant" - birth to 11 months of age.
 - (ii) "Young toddler" – 12 to 29 months of age.
 - (iii) "Older toddler" – 30 to 35 months of age.
 - (iv) "School-age" means attending kindergarten or a higher grade, but less than 13 years of age.
- (c) "Caregiver" means an adult who provides direct care, supervision, and guidance of children. A 17-year-old shall qualify as a caregiver if he or she meets 1 of the following:
 - (i) Has satisfactorily completed at least 1 year of a vocational-occupational child care aide training program approved by the Department of Labor and Economic Growth.
 - (ii) Has completed 1 year of apprenticeship in a recognized child care apprenticeship program sponsored by the U.S. Department of Labor.
- (d) "Center" means a child care center or day care center which is a facility other than a private residence, which receives 1 or more preschool or school-age children for care for periods of less than 24 hours a day, and at which the parents or guardians are not immediately available to the children. It includes a facility that provides care for not less than 2 consecutive weeks, regardless of the number of hours of care per day. The facility is generally described as a child care center, day care center, day nursery, nursery school, parent cooperative preschool, prekindergarten, play group, or drop-in center. "Center" does not include any of the following:
 - (i) A Sunday school, a vacation Bible school, or a religious instructional class which is conducted by a religious organization and at which children are in attendance for not more than 3 hours per day for an indefinite period, or not more than 8 hours per day for a period not to exceed 4 weeks during a 12-month period, or a facility operated by a religious organization where children are cared for not more than 3 hours while persons responsible for the children are attending religious services.
 - (ii) A special education program or service conducted under the authority of article 3 of 1976 PA 451, MCL 380.1701 to 380.1766.

- (iii) A kindergarten, elementary, or secondary school program operated by a local or intermediate school district under the authority of 1976 PA 451, MCL 380.1 et seq. However, this exemption shall not apply to a prekindergarten program or to a child care center program for school-age children operated by a local or intermediate school district.
- (iv) An elementary or secondary school program operated by a nonpublic school. However, this exemption shall not apply to a prekindergarten program or a child care center program for school-age children operated by a nonpublic school.
- (v) A kindergarten operated as part of a nonpublic elementary school. However, this exemption shall not apply to a nonpublic kindergarten operated as part of a child care center.
- (vi) A program that is primarily supervised, school-age-child-focused training in a specific subject, including, but not limited to, dancing, drama, music, or religion. This exclusion applies only to the time a child is involved in supervised, school-age-child-focused training.
- (vii) A program that is primarily an incident of group athletic or social activities for school-age children sponsored by or under the supervision of an organized club or hobby group, including, but not limited to, youth clubs, scouting, and school-age recreational or supplementary education programs. This exclusion applies only to the time the school-age child is engaged in the group athletic or social activities and if the school-age child can come and go at will.
- (e) “CEU” means a continuing education unit awarded by a state board of education or an accredited college/university sponsor of continuing education units.
- (f) “Critical height” means the height of the highest designated play surface on a piece of playground equipment.
- (g) “Department” means the Department of Human Services.
- (h) “Developmentally appropriate” means age appropriate as well as appropriate to the individual child.
- (i) “Field trip” means children and caregivers leaving the child care center premises for an excursion, trip, or program activity.
- (j) “Group size” means the specified number of children assigned to a caregiver or team of caregivers occupying an individual classroom or well-defined space for each group within a larger room. Two or more groups may be combined for collective activities as long as appropriate child/staff ratios are maintained in the room or area.
- (k) “Parent” or “parental” means a child’s natural parent, guardian, or another legally responsible person.
- (l) “Playspace” means a piece or pieces of equipment that 1 child can use independently for 15 minutes.
- (m) “Recommended dietary allowances” means the amount of food which meet the allowances recommended by the national research council and contained in the appendix of the publication entitled “Recommended Dietary Allowances,” 10th edition, 1989. This publication is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Academy of Sciences, 500 Fifth St. N.W., Washington, D.C. 20001 at a cost as of the effective date of this rule of \$24.95.
- (n) “School” means a building or part of a building which is owned or leased by, or under the control of, a public or private school or school system for the purpose of instruction as required by 1976 PA 451, MCL 380.1561 which is occupied by 6 or more students, and which is used 4 or more hours per day or more than 12 hours per week.
- (o) “Sleeping equipment” means a crib, bed, porta-crib, cot, or mat used by children in care for sleeping and resting.

- (p) “Staff” means caregivers, drivers, kitchen personnel, maintenance personnel, and other personnel of the center as well as the program director.
- (q) “Well-defined space” means space designed and used exclusively for a specific group of children.

R 400.5102 Licensee.

Rule 102. (1) The licensee shall do all of the following:

- (a) Demonstrate to the department that he or she is of good moral character as defined in 1974 PA 381, MCL 338.41 to 338.47, and is suitable to meet the needs of children.
 - (b) Comply with 1973 PA 116, MCL 722.115c requirements for a Michigan Department of State Police criminal history record check, a criminal records check through the Federal Bureau of Investigation, and a Department of Human Services check for a history of substantiated abuse and neglect.
 - (c) Be responsible for compliance with 1973 PA 116, MCL 722.111 and the rules promulgated under the act.
- (2) The licensee shall have the following administrative responsibilities regarding staff:
- (a) Notify and submit credentials to the department for approval within 30 days of hiring a new program director.
 - (b) Perform a criminal history check using the Michigan Department of State Police’s internet criminal history access tool (ICHAT) before making an offer of employment to a person.
 - (c) Develop and implement a written screening policy for all staff and volunteers, including parents, who have contact with children.
 - (d) Develop and implement a written plan to assure compliance with the provisions of 1975 PA 238, MCL 722.621 and known as the child protection law.
 - (e) Have a written statement signed and dated by staff at the time of hiring indicating all of the following information:
 - (i) The individual is aware that abuse and neglect of children is against the law.
 - (ii) The individual has been informed of the center’s policies on child abuse and neglect.
 - (iii) The individual knows that caregivers are required by law to immediately report suspected abuse and neglect to children’s protective services.
- (3) The licensee shall provide for the development and implementation of a written, on-going staff training plan that includes the following:
- (a) The minimum training requirements as established in these rules.
 - (b) Topics including child development, curriculum, child discipline, health/safety, nutrition, working with parents, and licensing rules for child care centers.
- (4) The licensee shall post the following in a place visible to parents:
- (a) The current license.
 - (b) A copy of the current regulations.
 - (c) A notice stating whether the child care center requires a criminal history check on its employees or volunteers.
- (5) The licensee shall assure that the actual number and ages of children in care at any 1 time never exceeds the number and ages of children for which a center is licensed.
- (6) The licensee shall assure that a child is released only to persons authorized by the parent. Both of the following shall apply:
- (a) A child shall be released to either parent unless a court order prohibits release to a particular parent.
 - (b) A copy of the order specified in subdivision (a) of this subrule (6)(a) is to be kept on file at the center.
- (7) The licensee shall cooperate with the department in connection with an inspection or investigation.

Cooperation shall include both of the following:

- (a) The licensee shall provide access to all records, materials, and staff.
- (b) Information provided by the licensee to the department shall be accurate and truthful.
- (8) The licensee shall retain the name, address, and telephone number for each child enrolled and each employee for at least 4 years after they have left the center.
- (9) The licensee shall assure that smoking does not occur in or during either of the following:
 - (a) In the child care center or on real property that is under the control of the child care center and upon which the child care center is located.
 - (b) On field trips and in vehicles when children are present.

R 400.5102a Staff training requirements.

Rule 102a. (1) At least 1 caregiver with current certification in infant, child, and adult CPR and current first aid certification shall be on duty in the center at all times.

- (2) The licensee shall assure that within 1 year of the effective date of these rules current caregivers have completed blood-borne pathogen training.
- (3) The licensee shall assure that within 6 months of initial hire each caregiver completes blood-borne pathogen training.
- (4) All caregivers shall complete 12 clock hours of annual training on topics referenced in R 400.5102(3)(b), not including CPR, first aid, and blood borne pathogen training.
- (5) Annual training hours may include participation in any of the following:
 - (a) In-service trainings.
 - (b) Sessions offered by community groups, faith-based organizations, and child care provider associations.
 - (c) Workshops and courses offered by local or intermediate school districts or colleges.
 - (d) Trainings, workshops, seminars, and conferences on early childhood, child development or child care administration and practices offered by early childhood organizations.
 - (e) On-line trainings.
- (6) The licensee shall assure that caregivers for infants and toddlers have training that includes information about safe sleep and shaken baby syndrome prior to caring for infants and toddlers.
- (7) The center shall keep on file verification of all professional development education or training, as required by this rule.

R 400.5103 Program director qualifications; responsibilities.

Rule 103. For purposes of this rule:

- (a) “Child-related fields” means elementary education, child guidance/counseling, child psychology, family studies, and social work.
- (b) “Child care administration” means child care administration, education administration, or business administration.
- (c) A “Child Development Associate Credential” (CDA) means a credential awarded by the Council for Professional Recognition or similar credential approved by the department.
- (d) A “Montessori credential” means a credential issued by the Association Montessori Internationale (AMI), American Montessori Society (AMS), or any Montessori teaching training institution recognized by the Montessori Accreditation Council for Teacher Education (MACTE) that meets or exceeds 270 hours of academic training.
- (e) Degrees and semester hours shall be from an accredited college or university.
- (1) A program director shall be present at the following:
 - (a) Full time for programs operating less than 6 continuous hours, when children are present.
 - (b) At least 50% of the time children are in care, but not less than a total of 6 hours for programs operating 6 or more continuous hours.
- (2) A program director shall have the following qualifications:

- (a) Be at least 21 years of age.
 - (b) Have earned a high school diploma or GED.
 - (c) Have current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and first aid.
 - (d) Complete 12 clock hours of annual training on topics referenced in R 400.5102(3)(b), in addition to CPR, first aid, and blood borne pathogen training.
 - (e) Develop, implement, and evaluate center policies and program.
 - (f) Administer day-to-day operations including being available to address parent, child, and staff issues.
 - (g) Monitor and evaluate staff.
- (3) The center shall ensure that the qualifications of the program director meet 1 of the following:

Education	Semester hours in early childhood education or child development	Hours of Experience
(a) Bachelor's degree or higher in early childhood education or child development		
(b) Bachelor's degree or higher in a child-related field with →	18 semester hours with →	480 hours
(c) Associate's degree in early childhood education or child development with →	18 semester hours with →	480 hours
(d) Montessori credential with →	18 semester hours with →	960 hours
(e) Child development associate credential with →	18 semester hours with →	960 hours
(f) 60 semester hours with →	18 semester hours with →	1920 hours

- (4) A program director shall have at least 2 semester hours in child care administration from an accredited college or university, or a minimum of 3.0 CEUs in child care administration.
- (5) A program director, currently employed as a program director before the effective date of these rules, with a minimum of 2 years experience as a program director, shall be exempt from the requirements in subrules (3) and (4) of this rule.
- (6) Program directors, currently employed as a program director before the effective date of these rules, with less than 2 years experience as a program director, shall have 2 calendar years to complete the requirements in subrules (3) and (4) of this rule.
- (7) Program directors hired within 1 year after the effective date of these rules who have the minimum of 1 of the following requirements shall have 1 year to complete the requirements in subrules (3) and (4) of this rule.

- (a) Sixty semester hours of credit at an accredited college or university with not less than 12 semester hours in child development, child psychology, or early childhood education.
- (b) The child development associate credential awarded by the Council for Professional Recognition or similar credential approved by the department with not less than 12 semester hours in child development, child psychology, or early childhood education at an accredited college or university.
- (c) A Montessori credential awarded by a Montessori teacher training institution recognized by the Montessori Accreditation Council for Teacher Education (MACTE).
- (8) A program director shall appoint a substitute for a lead caregiver who has an absence that exceeds 30 consecutive workdays until return or replacement of the lead caregiver. A substitute shall meet the qualifications of the lead caregiver or be currently enrolled in relevant training.
- (9) The center shall keep on file verification of the educational qualifications of the program director and the credential qualifications, as applicable.

R 400.5103a. Lead caregiver qualifications; responsibilities.

Rule 103a. (1) For purposes of this rule, lead caregiver applies only to groups of children who are less than school-age, as used in this rule.

- (a) “Child-related fields” means elementary education, child guidance/counseling, child psychology, family studies, and social work.
- (b) “Child care administration” means child care administration, education administration, or business administration.
- (c) A “Child Development Associate Credential” (CDA) means a credential awarded by the Council for Professional Recognition or similar credential approved by the department.
- (d) A “Montessori credential” means a credential issued by the Association Montessori Internationale (AMI), American Montessori Society (AMS), or any Montessori teaching training institution recognized by the Montessori Accreditation Council for Teacher Education (MACTE) that meets or exceeds 270 hours of academic training.
- (e) Degrees and semester hours shall be from an accredited college or university.
- (f) “CEU” means a continuing education unit awarded by a state board of education or an accredited college or university sponsor of continuing education units.
- (g) “Hours of experience” means that the experience shall be in a licensed or registered facility serving the ages and developmental abilities of the children the caregiver will care for.
- (2) The lead caregiver shall be responsible for both of the following:
 - (a) Oversee the planning, implementation, and evaluation of the classroom program and child assessment.
 - (b) Oversee caregiving staff for a specific group of children and overall care and supervision of children.
- (3) At least 1 lead caregiver shall be assigned to each group of children in self-contained or well-defined space and shall be present and providing care in the assigned group in the following manner:
 - (a) Full time for programs operating less than 6 continuous hours.
 - (b) At least 6 hours per day for programs operating 6 or more continuous hours.
- (4) The lead caregiver shall have the following qualifications:
 - (a) Be at least 19 years of age.
 - (b) Have a high school diploma or GED.
 - (c) Have current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and first aid.
- (5) The center shall ensure that the qualifications of the lead caregiver meet 1 of the following:

Education	Semester Hours/CEUS in a child-related field	Hours of Experience
(a) Bachelor's degree or higher in early childhood education, child development, or a child-related field		
(b) Associate's degree or higher in early childhood education or child development		
(c) Montessori credential with →		480 hours
(d) Child development associate credential with →		480 hours
(e) High school diploma/GED with →	12 semester hours with →	960 hours
(f) High school diploma/GED with →	Combination of: 12 semester hours and/or 18 CEUs to equal 180 clock hours with →	1920 hours
(g) High school diploma/GED hours with →	Combination of: 6 semester hours and/or 9 CEUs to equal 90 clock with →	3840 hours

- (6) A lead caregiver for infants and toddlers shall have 3 semester hours in infant/toddler development and care practices, from an accredited college or university, or 4.5 CEUs in infant/toddler development and care practices. These hours or CEUs may satisfy a portion of the requirements of subrule (5) of this rule.
- (7) Within 2 years from the effective date of these rules, the center shall comply with subrule (5) of this rule and, if applicable, subrule (6) of this rule.
- (8) The center shall keep on file verification of the education, credential, and experience qualifications of each lead caregiver, as applicable.

R 400.5104 Staff.

Rule 104. (1) All staff shall be of responsible character and suitable to meet the needs of children.

- (2) A staff member shall not be present in a child care center if he or she has been convicted of either of the following:
- (a) Child abuse or child neglect.
 - (b) A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of hire.
- (3) A staff member shall provide the child care center with documentation from the Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect before having contact with a child in care.

R 400.5104a Volunteers.

Rule 104a. (1) A volunteer shall not have unsupervised contact with children in care if he or she has been convicted of either of the following:

- (a) Child abuse or child neglect.

- (b) A felony involving harm or threatened harm to an individual within the 10 years immediately preceding the date of offering to volunteer at the child care center.
- (2) A volunteer shall provide the child care center with documentation from the Department of Human Services that he or she has not been named in a central registry case as the perpetrator of child abuse or child neglect before having unsupervised contact with a child in care.
- (3) Each child care center shall establish and maintain a written policy regarding supervision of volunteers, including volunteers who are parents of a child in care.

R 400.5104b Health of staff and volunteers; report.

Rule 104b. (1) The center shall have on file a report, signed by a licensed physician, for each staff member and each volunteer who has contact with children at least 4 hours per week for more than 2 consecutive weeks. This report shall declare, to the best of the physician's knowledge, the physical capability of the staff member or volunteers to perform the duties required. The report shall be signed not more than 6 months before, or 30 days after, the start of employment.

- (2) The center shall have on file evidence that each staff member and each volunteer who has contact with children at least 4 hours per week for more than 2 consecutive weeks is free from communicable tuberculosis, verified within 1 year before employment.

R 400.5105 Supervision and ratio requirements.

Rule 105. (1) The center shall provide appropriate care and supervision of children at all times.

- (2) A minimum of 2 staff members, 1 of whom is a caregiver, shall be present at all times when 7 or more children over 3 years of age are present.
- (3) The ratio of caregivers to children present at all times shall be based upon all of the following provisions:
 - (a) For children 3 years of age, there shall be 1 caregiver for 10 children or each fraction of 10, including children who are related to the staff and the licensee.
 - (b) For children 4 years of age, there shall be 1 caregiver for 12 children or each fraction of 12, including children who are related to the staff and the licensee.
 - (c) If there are children of mixed ages in the same room or in a well-defined space, then the ratio shall be determined by the age of the youngest child, unless each group of children is clearly separated and the appropriate child/staff ratios for each age group are maintained.
- (4) An exception to the requirements of subrule (2) of this rule may be made when the center is transporting children and is in compliance with R 400.5611(2), (3), and (4).
- (5) For infants, younger toddlers, and older toddlers, there shall be a ratio of caregivers to children as required in R 400.5201a.
- (6) For school-age children, there shall be a ratio of caregivers to children as required in R 400.5303a.

R 400.5105a Rescinded.

R 400.5105b Rescinded.

R 400.5106 Program.

Rule 106. (1) A developmentally appropriate program shall be implemented that includes all of the following areas:

- (a) Physical development.
- (b) Social development.
- (c) Emotional development.
- (d) Intellectual development.

- (2) The following types of activities shall be provided daily:
 - (a) Quiet and active.
 - (b) Individual, small groups, and large groups.
 - (c) Large and small muscle.
 - (d) Child initiated and staff initiated.
 - (e) Developmentally appropriate language and literacy experiences throughout the day accumulating for not less than 30 minutes.
 - (f) Early math and science experiences.
- (3) Daily activities shall be planned so that each child may do the following:
 - (a) Have opportunities to feel successful and feel good about himself or herself and develop independence.
 - (b) Use materials and take part in activities which encourage creativity.
 - (c) Learn new ideas and skills.
 - (d) Participate in imaginative play.
- (4) Television, video tapes, movies, electronic devices and computers shall be designed for children's education and/or enjoyment, and shall be suitable to the age of the child in terms of content and length of use.
 - (a) Programs or movies with violent or adult content shall not be permitted while children are in care.
 - (b) Other activities shall be available to children during television/movie viewing.
- (5) A daily activity guide relating to the curriculum and each age group shall be prepared and posted in a place visible to parents or otherwise made available to them.
- (6) The center shall provide daily outdoor play when children are in attendance for 5 or more continuous hours per day, unless prevented by inclement weather or other weather conditions that could result in children becoming overheated or excessively chilled.
- (7) The center shall provide a naptime or quiet time when children under school-age are in attendance 5 or more continuous hours per day.
- (8) The center shall provide opportunities to rest for children less than 3 years of age regardless of the number of hours in care.
- (9) The center shall permit infants to eat and sleep on demand.
- (10) The licensee shall, for children with special needs, work with the parents, medical personnel and/or other relevant professionals to provide care according to the child's identified needs.
- (11) The center shall permit parents to visit the program for the purpose of observing their children during hours of operation.

R 400.5107 Discipline.

Rule 107. (1) The staff shall use positive methods of discipline that encourage self-control, self-direction, self-esteem, and cooperation.

- (2) The following means of punishment shall be prohibited:
 - (a) Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
 - (b) Restricting a child's movement by binding or tying him or her.
 - (c) Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
 - (d) Depriving a child of meals, snacks, rest, or necessary toilet use.
 - (e) Confining a child in an enclosed area, such as a closet, locked room, box, or similar cubicle.
- (3) Non-severe and developmentally appropriate discipline or restraint may be used when reasonably necessary, based on a child's development, to prevent a child from harming himself or herself or to prevent a child from harming other persons or property, excluding those forms of punishment prohibited by subrule (2) of this rule.

- (4) A policy shall be developed and implemented regarding the discipline of children. It shall be:
 - (a) In written form.
 - (b) Age appropriate.
 - (c) Provided to staff and parents.

R 400.5108 Equipment.

Rule 108. (1) The center shall provide an adequate and varied supply of play equipment, materials, and furniture, which meet the following criteria:

- (a) Appropriate to the developmental needs and interests of children.
 - (b) Safe, clean, and in good repair.
 - (c) Child-sized or appropriately adapted for a child's use.
 - (d) Easily accessible to the children.
- (2) The center shall have sufficient materials and equipment to provide a minimum of 3 playspaces per child in the licensed capacity.
 - (3) A minimum of 2 playspaces shall be available and accessible per child in attendance on any given day during child-initiated activity time.
 - (4) Children shall have access to equipment and materials in the following areas on a daily basis:
 - (a) Large and small muscle activity.
 - (b) Sensory exploration.
 - (c) Social interaction and dramatic play.
 - (d) Discovery and exploration.
 - (e) Early math and science experiences.
 - (f) Creative experiences through art, music, and literature.
 - (5) The center shall provide a complete equipment inventory to the department before initial licensure and update it at each renewal.

R 400.5109 Sleeping equipment.

Rule 109. (1) The center shall provide a cot or a mat constructed of a fabric or plastic which is easily cleanable in either of the following circumstances:

- (a) For any child who is less than school-age enrolled for 5 or more continuous hours.
 - (b) Upon a parent's request for any child in attendance.
- (2) Each cot and mat shall be cleaned and sanitized between use by different children and at least once a week regardless of use by different children.
 - (3) Each child shall be provided with a sheet or blanket of appropriate size that shall be the following:
 - (a) For the exclusive use of 1 child between launderings.
 - (b) Washed at least weekly or more often if soiled.
 - (c) Stored so that it does not make contact with other bedding.
 - (4) All occupied cots and mats shall be spaced at least 18 inches apart and in a manner that provides a free and direct means of egress.

R 400.5109a Nighttime care.

Rule 109a. If a child is in care between the hours of 11 p.m. and 6 a.m., then the following shall be required:

- (a) A separate area away from sleeping children where the child can engage in quiet activities.
- (b) A bed and mattress, with a waterproof covering, of a size appropriate to the age of each child.

R 400.5110 Food services and nutrition.

Rule 110. (1) Snacks and meals shall be provided by the center, except when 1 of the following circumstances occurs:

- (a) A majority of the children are in attendance less than 4 hours.
- (b) Food is provided by a parent.
- (2) Food provided by the center shall be of sufficient quantity and nutritional quality to provide for the dietary needs of each child according to the minimum meal requirements of the child and adult care food program as administered by the Michigan Department of Education based on 7 C.F.R. Part 226, 1-1-05 edition, of the U. S. Department of Agriculture, Food and Nutrition Services, Child and Adult Care Food Program and is hereby adopted by reference. A copy can be obtained at no charge on the internet at www.fns.usda.gov/cnd/Care/CACFP/cacfhome.htm, or from the Department of Human Services, P.O. Box 30650, Lansing, Michigan, 48909.
- (3) A child shall be served meals and snacks in accordance with the following schedule:
 - (a) Four hours to 6 hours of operation: a minimum of 1 meal and 1 snack.
 - (b) Seven hours to 10 hours of operation: a minimum of 1 meal and 2 snacks, or 2 meals and 1 snack.
 - (c) Eleven hours or more of operation: a minimum of 2 meals and 2 snacks.
- (4) The center shall assure that a child is not deprived of a snack or meal if the child is in attendance at the time when the snack or meal is served.
- (5) Menus shall be planned in advance, shall be dated, and shall be posted in a place visible to parents. Food substitutions shall be noted on the menus.
- (6) The center shall assure that a child with special dietary needs is provided with snacks and meals in accordance with the child's needs and with the instructions of the child's parent or a licensed physician.
- (7) Adequate staff shall be provided so that food service activities do not detract from direct care and supervision of children.

R 400.5111 Children's records.

Rule 111. (1) At the time of the child's initial attendance, a child information card, using a form provided by the department or a comparable substitute, filled out by the parent, including written permission, signed by the parent, to seek emergency medical care shall be obtained and kept on file and accessible in the center.

- (2) Child information cards shall be updated annually or when changes occur.
- (3) At the time of initial attendance, 1 of the following shall be obtained and kept on file and accessible in the center:
 - (a) A certificate of immunization showing a minimum of 1 dose of each immunizing agent specified by the Department of Community Health.
 - (b) A copy of a waiver addressed to the Department of Community Health and signed by the parent stating immunizations are not being administered due to religious, medical, or other reasons.
- (4) When a child has been in attendance for 4 months, an updated certificate showing completion of all additional immunization requirements as specified by the department of community health shall be on file unless there is a signed statement by a licensed physician or his or her designee stating immunizations are in progress.
- (5) Within 30 days of initial attendance, 1 of the following shall be obtained and kept on file and accessible in the center:
 - (a) For infants and young toddlers: A physical evaluation performed within the preceding 3 months signed by a licensed physician or his or her designee. Restrictions shall be noted.
 - (b) For older toddlers and pre-school age: A physical evaluation performed within the preceding year signed by a licensed physician or his or her designee. Any restrictions shall be noted.

- (6) Physical evaluations shall be updated as follows:
 - (a) Yearly for infants and young toddlers.
 - (b) Every 2 years for older toddlers and pre-school age.
- (7) The center shall assure that if a parent objects to a physical examination or medical treatment on religious grounds, then the parent provides a signed statement annually that the child is in good health and that the parent assumes responsibility for the child's state of health while at the center.
- (8) The center shall maintain an accurate record of daily attendance at the center that includes each child's first and last name, and each child's arrival and departure time.
- (9) Parent's written permission for the child's participation in field trips shall be obtained at the time of enrollment or before each field trip and kept on file in the center.
- (10) Parents shall be notified before each field trip.

R 400.5111a Accident, injury, illness, death reporting.

Rule 111a. (1) The center shall make a verbal report to the department within 24 hours of a serious injury, or accident, or a serious illness or medical condition occurring while a child is in care that results in emergency medical treatment at a health facility or hospitalization, or death.

- (2) The center shall submit a written report in a format provided by the department within 72 hours of a serious injury or accident, or a serious or medical condition which results in emergency medical treatment at a health facility or hospitalization, or death. A copy of the report shall be kept on file at the center.

R 400.5111b Health care policies and resources.

Rule 111b. A written health care plan shall be implemented that includes the following:

- (a) Health practices and policies including procedures for the following:
 - (i) Children and staff hand washing.
 - (ii) Handling children's bodily fluids.
 - (iii) Cleaning and sanitizing of all equipment, toys and other surfaces.
 - (iv) Controlling infection, including universal precautions.
- (b) Health-related resources.

R 400.5112 Rescinded.

R 400.5113 Rescinded.

R 400.5113a Emergency procedures.

Rule 113a. (1) The center shall have written procedures for the care of children and staff for each of the following emergencies:

- (a) Fire.
- (b) Tornado.
- (c) Serious accident, illness, or injury.
- (d) Crisis management, including, but not limited to intruders and bomb threats.
- (2) The center shall inform each member of the staff of his or her duties and responsibilities if an emergency occurs. Emergency procedures shall be reviewed with staff at least twice a year.
- (3) The center shall establish and implement a fire drill program for staff and children consisting of at least 1 fire drill quarterly to assure prompt evacuation of the building in case of emergency.
- (4) The center shall establish and implement a tornado drill program consisting of at least 2 tornado drills during the months of April to October to assure prompt emergency procedures in the case of a tornado.
- (5) The center shall post emergency procedures and evacuation plans in a place visible to staff and parents.

- (6) A written log indicating the date and time of fire and tornado drills shall be on file at the center.
- (7) If cribs are used in emergency evacuations, then all doors within the means of egress shall be wide enough to readily accommodate the crib evacuation.

R 400.5113b Medication; administrative procedures.

Rule 113b. (1) Medication, prescription or nonprescription, shall be given to a child by an adult caregiver only.

- (2) Medication, prescription or nonprescription, shall be given or applied only with prior written permission from a parent.
- (3) All medication shall be its original container, stored according to instructions, and clearly labeled for a named child.
- (4) Prescription medication shall have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given according to those instructions.
- (5) All medication shall be kept out of the reach of children and shall be returned to the child's parent or destroyed when the parent determines it is no longer needed or it has expired.
- (6) A caregiver shall give or apply any prescription or nonprescription medication according to the directions on the original container unless authorized by a written order of the child's physician.
- (7) Topical nonprescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually.
- (8) The center shall maintain a record as to the time and the amount of medication given or applied, with the exception of subrule (7) of this rule, on a form provided by the department or a comparable substitute approved by the department. The signature of the caregiver administering the medication shall be included.

R 400.5113c Child illness.

Rule 113c. (1) Parents shall be notified when the center observes changes in the child's health, a child experiences accidents or injuries, or when a child is too ill to remain in the group.

- (2) The center shall assure that a child too ill to remain in the group is placed in a separate area and is cared for and supervised until the parent arrives.
- (3) Items and facilities, including sleep equipment, bedding, utensils, toys, toilets, and lavatories, used by the ill child shall not be used by any other person until thoroughly cleaned and sanitized.
- (4) If the center becomes aware that a child in care has contracted a communicable disease, then the center shall notify parents of the following:
 - (a) The name of the communicable disease.
 - (b) The child may have been exposed.
 - (c) The symptoms of the disease.

R 400.5114 Information provided to parents.

Rule 114. (1) A licensee shall develop a written information packet to be provided to each parent enrolling a child that includes, but is not limited to the following:

- (a) Criteria for admission and withdrawal.
- (b) Schedule of operation, denoting hours, days, and holidays during which the center is open and services are provided.
- (c) Fee policy.
- (d) Discipline of children.
- (e) Nutrition and food service program.
- (f) Program philosophy and typical daily schedule.

- (g) Health care plan.

R 400.5115 Telephone service.

Rule 115. (1) A land-line telephone, excluding pay phones, cell phones, and cordless phones, shall be available, operable, and accessible in the building during the hours that the center is in operation. An operable land-line telephone does not require electricity in the center to operate.

- (2) During the hours the center is in operation, the center shall provide a telephone number known to the public and available to parents to provide immediate access to the center.
- (3) Emergency telephone numbers, including 911, fire, police, poison control center, and emergency medical services, shall be conspicuously posted immediately adjacent to the telephone.

R 400.5116 Indoor space.

Rule 116. (1) Indoor activity space shall be used by and accessible to each child.

- (2) The required square footage of space per child shall be at least the following:
 - (a) Fifty square feet for infants and young toddlers.
 - (b) Thirty-five square feet for older toddlers to school-age.
- (3) The following indoor space is excluded from the required square footage:
 - (a) Hallways.
 - (b) Bathrooms.
 - (c) Reception and office areas.
 - (d) Kitchens.
 - (e) Storage areas and cloakrooms.
 - (f) Areas used exclusively for resting, sleeping, or eating, except for infants and young toddlers.
- (4) The center shall provide a floor plan of all child use areas to the department. Only space that has received prior approval for child use by the department may be used for child care. Structural changes and unapproved areas shall be reviewed and approved by the department before use.

R 400.5117 Outdoor play area.

Rule 117. (1) The outdoor play area shall be considered an outdoor classroom and an extension of the learning environment.

- (2) Children shall only use age-appropriate equipment.
- (3) A center operating with children in attendance for 5 or more continuous hours a day shall have an outdoor play area that has at least 1,200 square feet. More than 1,200 square feet of outdoor play area may be required when the minimum amount is not adequate for the safe and accessible use by the number of children to be cared for by the center.
- (4) If outdoor space is not available adjacent to the center, then a park or other outdoor facility may be used. The following shall apply:
 - (a) The area shall be easily accessible by a safe walking route.
 - (b) The play area shall be inspected before each use to ensure that no hazards are present.
 - (c) The location of the alternative outdoor play area shall be specified in writing to the department.
- (5) An outdoor play area located on the center's premises and all outdoor play equipment shall be maintained in a safe condition and inspected daily before use to ensure that no hazards are present.
- (6) The outdoor play area shall be in a safe location. It shall be protected from hazards, when necessary, by a fence or natural barrier that is at least 48 inches in height.
- (7) The equipment in the outdoor play area shall comply with the guidelines of the 1997 edition of the Handbook for Public Playground Safety, PUB No. 325, and is hereby adopted by reference. Copies may be obtained, at no cost, from the Consumer Product Safety Commission (CPSC), Washington, D.C. 20207 (www.cpsc.gov) or from the Department of Human Services, P.O. Box 30650, Lansing, Michigan 48909. Documentation of compliance shall be provided to the department upon

request, and kept on file in the center. Centers licensed before the promulgation of these rules shall have 2 years from the effective date of these rules to meet the requirements of this rule.

- (8) The surface materials and use zones in the outdoor play area shall comply with the guidelines of the Handbook for Public Playground Safety, PUB No. 325, referenced in subrule (7) of this rule. In addition, the following shall apply:
 - (a) Protective surfaces such as wood mulch, double shredded bark mulch, uniform wood chips, fine or coarse sand, pea gravel, rubber or rubber over foam mats or tiles, poured in place urethane and rubber compositions shall be provided in areas where climbing, sliding, swinging, or other equipment from which a child might fall is located.
 - (b) Loose-fill surfacing material shall not be installed over concrete.
 - (c) If children's wheeled vehicles and pull toys are used, then a suitable surface shall be provided for their use.
- (9) The compressed depth of the surface material that is required shall be based on the critical fall height of the equipment. All of the following applies to surfacing materials:
 - (a) Six inches of approved surfacing material is required for equipment with a critical fall height of up to 7 feet.
 - (b) Nine inches of approved surfacing material is required for equipment with a critical fall height of 7 feet to 10 feet.
 - (c) When sand is used as a surfacing material, 12 inches of sand is required for equipment with a critical fall height of 5 to 10 feet.
- (10) The depth of the loose-fill surface material shall be restored to its required depth when it has moved or become packed.
- (11) Trampolines shall not be used by children in care.
- (12) There shall be a shaded area in the summer to protect children from excessive sun exposure.
- (13) Centers licensed before the promulgation of these rules shall have 1 year from the effective date of these rules to comply with subrules (8) and (9) of this rule.
- (14) School-age child care centers operating in school buildings approved by the Michigan Department of Education shall be exempt from subrules (7), (8), and (9) of this rule, provided the licensee informs parents, in writing at the time of enrollment, if the center plans to use a public school's outdoor play area and equipment that does not comply with this rule.

R 400.5118 Rule variances.

Rule 118. (1) Upon written request of an applicant or licensee, the department may grant a variance from an administrative rule if the alternative proposed provides clear and convincing evidence that the health, welfare, and safety of children is protected.

- (2) The decision of the department, including the conditions under which the variance was granted, shall be kept on file with the applicant or licensee.
- (3) The granted variance may remain in effect for as long as the licensee continues to comply with the conditions of the variance or may be time-limited.

PART 2. INFANTS/YOUNG TODDLER/OLDER TODDLER

R 400.5201 Rescinded.

R 400.5201a Ratio of caregivers to infants/young toddlers/older toddlers.

Rule 201a. (1) At least 2 staff members, 1 of whom is a caregiver, shall be present at all times when at least 3 children between the ages of birth and 3 years of age are present.

- (2) The ratio of caregivers to children present at all times shall be based on the following provisions:
 - (a) For infants and young toddlers, 0 to 29 months, there shall be 1 caregiver for 4 children or each fraction of 4, including children who are related to the staff and the licensee.
 - (b) For older toddlers, 30 to 35 months, there shall be 1 caregiver for 8 children or each fraction of 8, including children who are related to the staff and the licensee.
 - (c) Children who have reached 33 months of age may be enrolled in a 3-year-old classroom with written parental permission. Ratios for 3-year-olds shall apply.
- (3) If there are children of mixed ages in the same room or in a well-defined space, then the ratio shall be determined by the age of the youngest child.

R 400.5201b Group size for infants; young toddlers; older toddlers.

- Rule 201b. (1) The center shall assure that the maximum group size for infants and young toddlers is 12.
- (2) The center shall assure that the maximum group size for older toddlers is 16.
 - (3) Centers shall have 1 year from the effective date of these rules to comply with this rule.

R 400.5202 Rescinded.

R 400.5202a Primary care.

- Rule 202. (1) For the purposes of this rule, primary care means the following:
- (a) Continuity of a relationship so that a child has as few primary caregivers, including substitute caregivers, as possible during any given day, within any given week, and over an extended period of time.
 - (b) Continuity of care to allow children and their primary caregiver to develop nurturing relationships over time.
 - (c) Appropriate social-emotional interaction, including, but not limited to smiling, holding, talking to, rocking, cuddling, eye contact, interacting with the child during routines and play activities, and providing guidance that helps the child develop social skills and emotional well-being.
- (2) The center shall implement a primary care system so that each infant, young toddler, and older toddler has a primary caregiver.
 - (3) Each child shall have not more than 4 primary caregivers in a week. For centers operating less than 24 hours a day, an exception may occur during the first hour after the center opens and the hour before closing.
 - (4) Information regarding a child's food, health, and temperament shall be shared daily between caregivers when more than 1 primary caregiver is assigned to any infant, young toddler, or older toddler.
 - (5) Primary caregiving assignments shall be documented and provided to parents.
 - (6) An exception to R 400.5202a may be made when the center is transporting children and is in compliance with R 400.5611(1) and (2).

R 400.5204 Bedding and sleeping equipment for infants/toddlers; seating for staff.

- Rule 204. (1) All bedding and equipment shall be appropriate for the child and be clean, comfortable, safe and in good repair. Bedding shall also be in compliance with 2000 PA 219, MCL 722.1051, and known as the Children's Product Safety Act.
- (2) A safe crib shall have the following:
 - (a) A firm, tight-fitting mattress.
 - (b) No loose, missing, or broken hardware or slats.
 - (c) Not more than 2 3/8 inches between the slats.
 - (d) No corner posts over 1/16 inches high.

- (e) No cutout designs in the headboard or footboard.
- (3) All bedding and sleep equipment shall be cleaned and sanitized before being used by another person.
- (4) All bedding shall be washed when soiled or weekly at a minimum.
- (5) An infant shall rest or sleep alone in an approved crib or porta-crib. The following provisions shall apply:
 - (a) A tightly fitted bottom sheet shall cover a firm mattress with no additional padding placed between the sheet and mattress.
 - (b) The infant's head shall remain uncovered during sleep.
 - (c) Soft objects, bumper pads, stuffed toys, blankets, quilts or comforters, and other objects that could smother a child shall not be placed with or under a resting or sleeping infant.
 - (d) Blankets shall not be draped over cribs or porta-cribs.
- (6) Toddlers shall rest or sleep alone in approved cribs, porta-cribs, or on approved mats or cots.
- (7) Car seats, infant seats, swings, bassinets and playpens are not approved sleeping equipment for children.
- (8) Infants and toddlers who fall asleep in a space that is not approved for sleeping shall be moved to approved sleep equipment appropriate for their size and age.
- (9) Stacking cribs are prohibited after the effective date of these rules. Centers using stacking cribs before the effective date of these rules may continue to use existing stacking cribs only for children under 7 months of age or not yet standing.
- (10) When existing stacking cribs need to be replaced, the replacement cribs shall meet the requirements of subrules (1) and (2) of this rule.
- (11) All occupied cribs and porta-cribs shall be spaced at least 2 feet apart and in such manner that there is a free and direct means of egress.
- (12) When sleeping equipment and bedding are stored, sleeping surfaces shall not come in contact with other sleeping surfaces.
- (13) A rocking chair or other comfortable, adult-sized seating shall be provided for 50% of the caregiving staff on duty who are providing infant and toddler care.

R 400.5204a Infant sleeping and supervision.

- Rule 204a. (1) Infants shall be placed on their backs for resting and sleeping.
- (2) Infants unable to roll from their stomachs to their backs, and from their backs to their stomachs, when found facedown, shall be placed on their backs.
 - (3) When infants can easily turn over from their backs to their stomachs, they shall be initially placed on their backs, but allowed to adopt whatever position they prefer for sleep.
 - (4) For an infant who cannot rest or sleep on her or his back due to disability or illness, the caregiver shall have written instructions, signed by a physician, detailing an alternative safe sleep position and/or other special sleeping arrangements for the infant. The caregiver shall rest/sleep children according to a physician's written instructions.
 - (5) The caregiver shall maintain supervision and frequently monitor infants' breathing, sleep position, and bedding for possible signs of distress.
 - (6) Resting or sleeping areas shall have adequate soft lighting to allow the caregiver to assess children.
 - (7) Video surveillance equipment and baby monitors shall not be used in place of subrule (5) of this rule.

R 400.5205 Formula; milk; foods generally.

- Rule 205. (1) When infants and toddlers are fed at the center, the center shall assure the following:
- (a) Infants and toddlers are provided with beverages and food appropriate for their individual nutritional requirements, developmental stages, and special dietary needs, including cultural preferences.
 - (b) Bottles and individual food containers shall be labeled for a specific child and fed only to that child.

- (c) If bottles or food are warmed, then it shall be done in a safe, appropriate manner.
 - (i) Warming bottles in a microwave oven is prohibited.
 - (ii) Warmed bottles and food shall be shaken or stirred to distribute the heat, and the temperature tested before feeding.
- (d) Formula shall be iron-fortified for a child who is less than 6 months of age, unless otherwise recommended by the parent or the child's licensed health care provider.
- (e) Iron-fortified cereal, if not already provided by 6 months of age, shall be provided when the iron-fortified formula is discontinued, unless otherwise recommended by the parent or the child's licensed health care provider.
- (f) Solid foods are introduced to the child according to the parent's or licensed health care provider's instructions.
- (g) Caregivers shall feed infants and young toddlers on demand.
- (h) A sink is used exclusively for formula, food preparation, and clean up.
- (2) Infants shall only be served formula or breast milk unless written authorization is provided by the child's licensed health care provider.
- (3) Milk, other than cow's milk, shall be served according to nutritional guidelines for the age of the child and/or in compliance with dietary preferences or restrictions when written authorization is provided by the child's parent or licensed health care provider.
- (4) Young toddlers shall be served whole homogenized vitamin D-fortified cow's milk, unless written authorization is provided by the child's licensed health care provider.
- (5) The center shall comply with the following requirements regarding bottle-feeding:
 - (a) Bottle propping is prohibited.
 - (b) Caregivers shall hold infants except when infants resist being held and are able to hold their bottle.
 - (c) Caregivers shall not permit infants or toddlers to have bottles in sleeping equipment.
 - (d) The contents of a bottle that appears to be unsanitary, or has been used for feeding for a period that exceeds 1 hour from the beginning of the feeding, or has been unrefrigerated for an hour or more shall be discarded.
 - (e) Formula and milk left in a bottle at the end of a feeding shall be discarded.
 - (f) Bottle supplies and contents shall comply with the following:
 - (i) Disposable nipples and bottle liners shall be for single use only, by an individual child, and discarded after use.
 - (ii) Reusable nipples and bottles shall be cleaned, rinsed, and sterilized before reuse.
 - (iii) Bottle liners shall be for single use only, by an individual child, and discarded with any remaining formula or milk after use.
 - (iv) Bottle liners in unused bottles containing formula shall be discarded, along with the formula, after 48 hours. Bottle liners in unused bottles containing milk shall be discarded, along with the milk, after 24 hours.
 - (v) All liners, nipples, formula, milk and other materials used in bottle preparation shall be prepared, handled, and stored in a sanitary and sterile manner.
 - (g) Cereal shall not be added to a bottle containing formula, milk, juice, or water without written parental permission.
 - (h) Medication shall not be added to a child's bottle, beverage, or food unless indicated on the prescription label.
- (6) When serving solid foods, the center shall assure that caregivers do the following:
 - (a) Serve commercially packaged baby food from a dish, not directly from a factory-sealed container.
 - (b) Discard uneaten food that remains on a dish from which a child has been fed.

- (c) Not serve or allow infants and toddlers to eat foods that may easily cause choking including, but not limited to, popcorn, uncut round foods such as whole grapes, hot dogs, seeds, nuts and hard candy.
- (d) Foster toddler's independence and facilitate language and social interactions by doing the following:
 - (i) Encouraging self-feeding.
 - (ii) Serving appropriate portion sizes.
 - (iii) Sitting and eating with toddlers during meal times.

R 400.5205a Formula, milk, foods provided by parents.

Rule 205a. (1) If a parent has agreed to provide formula, milk, or food, then the center shall obtain a written agreement from the parent and shall be responsible for providing adequate formula, milk, or food if the parent does not.

- (2) The center shall comply with R 400.5205 and the following additional requirements regarding breastfeeding and the handling and storage of breast milk:
 - (a) The center shall support and accommodate breastfeeding.
 - (b) The center shall have a designated place set aside to accommodate mothers and their children who are breastfeeding.
 - (c) Expressed breast milk shall meet the following requirements:
 - (i) Arrive at the center in clean, sanitary, ready-to-feed assembled bottles labeled with the child's full name and bearing the date of collection.
 - (ii) Be immediately stored in the refrigerator or freezer upon arrival at the center and kept refrigerated until used or discarded.
 - (iii) Be thawed under cold running water or in the refrigerator and shall be used within 24 hours.
 - (iv) Be discarded at the end of a feeding.
- (3) If formula, milk or food is provided by the parents, then the center shall comply with R 400.5205 and the following additional provisions:
 - (a) Formula or milk shall be furnished daily to the center in clean, sanitary, ready-to-feed bottles.
 - (b) Formula, milk, and food shall be covered and labeled as to the contents, date, date of opening, when applicable, and the name of the child for whom its use is intended.
 - (c) Formula, milk and perishable foods shall be refrigerated until used.
 - (d) At the end of the day, any formula or milk in an unopened ready-to-feed bottle, or perishable food, shall be returned to the parent or discarded.

R 400.5205b Formula, milk provided by center.

Rule 205b. (1) If formula or milk is provided by the center, then the center shall comply with R 400.5205 and the following additional provisions:

- (a) Formula and milk shall be commercially prepared, ready-to-feed.
- (b) If formula or milk is poured directly into a bottle, then the bottle shall be clean and labeled as to the contents and date of preparation.
- (c) Prepared bottles and containers of milk and formula shall be refrigerated.
- (d) All formula, once opened, shall be labeled with the date and time of opening and used within 48 hours or discarded.
- (e) All milk shall be used in compliance with R 400.5902c (11) and (12).

R 400.5206 Records.

Rule 206. For infants, parents shall receive a written daily record that includes at least the following information:

- (a) Food intake; time, type of food, and amount eaten.
- (b) Sleeping patterns; when and how long child slept.
- (c) Elimination patterns, including bowel movements, consistency and frequency.
- (d) Developmental milestones.
- (e) Changes in the child's usual behaviors.

R 400.5207 Rescinded.**R 400.5209 Diapering; toileting.**

Rule 209. (1) Diapering shall occur in a designated diapering area that shall be all of the following:

- (a) Physically separated from food preparation and food service.
 - (b) Within close proximity to a hand-washing sink that is used exclusively for this purpose.
 - (c) Have non-absorbent smooth, easily sanitized surfaces in good repair and maintained in a safe and sanitary manner.
 - (d) Of sturdy construction with railings or barriers to prevent falls.
 - (e) At an adult work surface height to minimize children's access.
 - (f) Have diapering supplies within easy reach.
 - (g) Have a plastic-lined, tightly covered container exclusively for disposable diapers and diapering supplies that shall be emptied and sanitized at the end of each day.
 - (h) Cleaned and sanitized after each use.
- (2) Only single use disposable wipes or other single use cleaning cloths shall be used to clean a child during the diapering or toileting process.
 - (3) The caregiver shall frequently check diapers/training pants and change diapers or training pants that are wet or soiled.
 - (4) Toddlers in wet diapers or training pants may be changed in a bathroom.
 - (5) Diapering shall not be done on any sleep surface.
 - (6) The caregiver shall thoroughly wash his or her hands after each diapering and after cleaning up bodily fluids.
 - (7) Guidelines for diapering and hand washing shall be posted in diapering areas.
 - (8) Disposable gloves, if used for diapering, shall only be used once for a specific child and be removed and disposed of in a safe and sanitary manner immediately after each diaper change.
 - (9) Diapers shall be disposable or from a commercial diaper service. If a child's health condition necessitates that disposable diapers or diapers from a commercial service cannot be used, then an alternative arrangement may be made according to the child's parent or licensed health care provider.
 - (10) The following shall apply when cloth diapers or training pants are used:
 - (a) No rinsing of the contents shall occur at the center.
 - (b) There shall be a waterproof outer covering that shall not be reused until thoroughly washed and sanitized.
 - (11) Toilet learning/training shall be planned cooperatively between the child's primary caregiver and the parent so that the toilet routine established is consistent between the center and the child's home.
 - (12) Equipment used for toilet learning/training shall be provided. Adult-sized toilets with safe and easily cleaned modified toilet seats and step aids or child-sized toilets shall be used.
 - (13) Non-flushing toilets (potty chairs) may be used under the following conditions:
 - (a) Easily cleaned and sanitized.

- (b) Used only in a bathroom area.
- (c) Used over a surface that is impervious to moisture.
- (d) Cleaned and sanitized after each use.

PART 3. SCHOOL-AGE

R 400.5301 Definitions.

Rule 301. (a) “Child-related fields” means early childhood education, elementary education, secondary education, physical education and recreation, child development, child guidance/counseling, child psychology, family studies and social work, human services, and youth development.

- (b) “Child care administration” means child care administration, education administration, or business administration.
- (c) A “Child development associate credential” (CDA) means a credential awarded by the Council for Professional Recognition or similar credential approved by the department.
- (d) A “Montessori credential” means a credential issued by the Association Montessori Internationale (AMI), American Montessori Society (AMS), or any Montessori teaching training institution recognized by the Montessori Accreditation Council for Teacher Education that meets or exceeds 270 hours of academic training.
- (e) “A Michigan school-age care credential” means a credential issued by the Michigan Community Coordinated Child Care Association or similar credential approved by the department.
- (f) Degrees and semester hours shall be from an accredited college or university.

R 400.5302 School-age program director qualifications.

Rule 302. (1) A program director shall be present during the following:

- (a) Full time for programs operating less than 6 continuous hours.
- (b) At least 50% of the time children are in care, but not less than a total of 6 hours for programs operating 6 or more continuous hours.

(2) A program director shall comply with all of the following:

- (a) Be at least 21 years of age.
- (b) Have earned a high school diploma or GED.
- (c) Have current certification in child and adult cardiopulmonary resuscitation (CPR) and first aid.
- (d) Complete 12 clock hours of annual training on topics referenced in R 400.5102(3)(b), not including CPR, first aid, and blood borne pathogen training.
- (e) Develop, implement, and evaluate center policies and program.
- (f) Administer day-to-day operations.
- (g) Oversee staff.

(3) The center shall ensure that the qualifications of the program director meet 1 of the following:

Education	Semester Hours/in a child-related field	Hours of Experience
(a) Bachelor’s degree or higher in a child-related field		
(b) Associate’s degree in a child-related field with →		480 hours
(c) Montessori credential with →	12 semester hours with →	480 hours

(d) Michigan school-age credential with →	12 semester hours with →	480 hours
(e) Child development associate credential with →	12 semester hours with →	480 hours
(f) 60 semester hours with →	12 semester hours with →	720 hours
(g) High school diploma/GED with →	6 semester hours with →	2880 hours

- (4) A program director shall have at least 2 semester hours in child care administration from an accredited college or university, or a minimum of 3.0 CEUs in child care administration. The following shall apply:
- (a) A program director currently employed as a program director before the effective date of these rules shall have 2 calendar years to complete the child care administration requirement.
 - (b) A program director meeting the qualifications of subrules 3(a) or 3(b) of this rule or having 5 years experience as a program director before the effective date of these rules shall be exempt from the requirements of this rule.
- (5) The center shall keep on file verification of the education, credential, and experience qualifications, as applicable.

R 400.5303 Program.

Rule 303. (1) Activities shall be planned and supported through resources that reflect the interests and abilities of the children enrolled, especially supplementing the areas of development not regularly provided for during the school day.

- (2) A school-age program shall provide a program that has the following opportunities for each child:
- (a) To plan, carry out, and evaluate the program and his or her individual activities.
 - (b) To experience a diversity of activities within the program and community.
 - (c) To participate in relaxation and recreational activities.

R 400.5303a Ratio of caregivers to school-age children.

Rule 303a. (1) The ratio of caregivers to school-age children present at all times shall be based upon all of the following provisions:

- (a) For children school-age up to 12 years of age, there shall be 1 caregiver to 18 children or a fraction thereof, including children who are related to the staff and the licensee.
- (b) For children from 13 to 17 years of age, there shall be 1 caregiver for 25 children or a fraction thereof, including children who are related to the staff and the licensee.

R 400.5305 Health records.

Rule 305. (1) Upon enrollment and annually thereafter, the center shall obtain and keep on file at the center a signed statement from the school-age child's parent all of the following:

- (a) The child is in good health with activity restrictions noted.
- (b) The child's immunizations are up-to-date.
- (c) The immunization record or appropriate waiver is on file with the child's school.

R 400.5306 Multisite school-age program director.

Rule 306. (1) A program director with a bachelor's degree or higher in a child-related field may oversee up to 3 sites with the following conditions:

- (a) Each program routinely operates 6 hours or fewer per day.

- (b) The program director is available during all hours of program operation.
- (c) The program director supervises the planning and evaluation of the program and the staff.
- (2) The program director shall be at each site a minimum of 1 session per week and maintain written documentation of site visits, including dates and times.
- (3) The multisite program director shall meet the training requirements in R 400.5302(2)(d).

R 400.5307 Site supervisor qualifications; responsibilities.

Rule 307. (1) For multisite programs, with a program director responsible for more than 1 center, the licensee shall assure that a site supervisor is present during all hours of operation.

- (2) The site supervisor shall meet all of the following:
 - (a) Be at least 19 years of age.
 - (b) Have earned a high school diploma, GED, or equivalent.
 - (c) Have 480 hours of experience working as a caregiver in a program serving school-age children that meets the requirements of 1973 PA 116, MCL 722.111.
 - (d) Have completed 16 clock hours of documented school-age training.
 - (e) Have current certification in child and adult cardiopulmonary resuscitation (CPR) and first aid training.
- (3) The site supervisor shall meet the training requirements in R 400.5302(2)(d).
- (4) The site supervisor shall be responsible for the daily operation and implementation of the site program, supervision of the site staff, and for overall care and supervision of children.
- (5) A site supervisor shall assist the program director in all of the following:
 - (a) Developing, implementing, and evaluating program and center policies.
 - (b) Administering day-to-day operations.
 - (c) Monitoring and overseeing staff.

PART 4. ADDITIONAL PROVISIONS FOR DROP-IN CENTERS

R 400.5401 Rescinded.

R 400.5402 Rescinded.

R 400.5403 Rescinded.

R 400.5404 Rescinded.

R 400.5405 Rescinded.

PART 5. SWIMMING

R 400.5501 Definitions.

Rule 501. (1) As used in this part:

- (a) “Lifeguard” means a person who meets the following criteria:
 - (i) Possesses an appropriate and current life guard training and certification by Red Cross, YWCA, YMCA, or equivalent in 1 of the following:

- (A) Basic lifeguard for pool only.
- (B) Full life guarding for pool and all other water activities.
- (ii) Is dressed suitably to act in an emergency.
- (iii) Is providing constant supervision.
- (b) “Public swimming pool” means an artificial body of water used collectively by a number of individuals primarily for the purpose of swimming, wading, recreation, or instruction and includes related equipment, structures, areas, and enclosures intended for the use of individuals using or operating the swimming pool such as equipment, dressing, locker, shower, and toilet rooms. Public swimming pools include those which are for parks, schools, motels, camps, resorts, apartments, clubs, hotels, mobile home parks, subdivisions, and the like. A pool or portable pool located on the same premises with a 1-, 2-, 3-, or 4-family dwelling and for the benefit of the occupants and their guests, a natural bathing area such as a stream, lake, river, or man-made lake, an exhibitor’s swimming pool built as a model at the site of the seller and in which swimming by the public is not permitted, or a pool serving not more than 4 motel units is not a public swimming pool.

R 400.5502 Swimming caregiver-to-child ratio.

Rule 502. (1) The center shall obtain and keep on file written parental permission regarding their child’s participation in swimming activities.

- (2) A lifeguard shall be on duty at all swimming activities and shall not be included in the caregiver-to-child ratio.
- (3) For children under 3 years of age, there shall be an in-the-water ratio of 1 caregiver to 1 child.
- (4) For all nonswimmers 3 years of age and older, there shall be an in-the-water ratio of 1 caregiver to 4 children when the water level is at the child’s chest height or lower. When the water level is above the child’s chest height, there shall be an in-the-water ratio of 1 caregiver to 1 child.
- (5) For swimmers 3 years to 4 years of age, there shall be an in-the-water ratio of caregivers to children as required by R 400.5105(3).
- (6) For swimmers school-age and older, there shall be an in-the-water ratio as required in R 400.5303a.

R 400.5502a Swimming activity supervision.

Rule 502a (1) All caregiving staff counted in the caregiver-to-child ratio shall be both of the following:

- (a) Actively engaged in providing direct care, supervision, and guidance.
- (b) Physically able to assist children quickly.

R 400.5502b Instructional swim.

Rule 502b. (1) Instructional swim shall be conducted under the supervision of a qualified water safety instructor (WSI), in an organization such as the ymca or ywca, and where instructional swim is part of the organized program.

- (2) The ratio of caregivers to children under R 400.5105(3) and R 400.5303a shall be maintained. The instructor shall not be included in the ratio.

R 400.5502c Swimming activity area.

Rule 502c. (1) All swimming areas shall be maintained in a clean and safe condition.

- (2) When a swimming pool is utilized by children while under the care of a center, it shall be constructed and operated in compliance with 1978 PA 368, MCL 333.1101 et seq.

- (3) A public or private pool used for swimming shall be inspected and issued a permit for operation by the environmental health authority.
- (4) Before using a public or private beach, the center shall assure that the water has not been deemed unsafe by the environmental health authority.
- (5) A working telephone shall be accessible on the premises.
- (6) All of the following safety equipment shall be readily accessible:
 - (a) First aid kit.
 - (b) Rescue pole or throwing rope and ring buoy.
 - (c) Signaling device.
- (7) The use of private wading pools and hot tubs is prohibited.

R 400.5503 Rescinded.

PART 6. TRANSPORTATION

R 400.5601. Definitions.

Rule 601. As used in this part:

- (a) “Child passenger restraint device” means a device that is used to restrain a child weighing less than 65 pounds that meets the requirements of federal motor vehicle safety standard no. 213, child seating systems, 49 C.F.R. §571, revised 10-1-2002, and is hereby adopted by reference. Copies of the adopted matter may be obtained at no cost from the U.S. Department of Transportation website (www.nhtsa.dot.gov/cars/rules) or from the Department of Human Services, P.O. box 30650, Lansing, Michigan 48909.
- (b) “Manufacturer’s rated seating capacity” means the number of places or spaces provided by the manufacturer of a vehicle for the driver and passengers to sit while the vehicle is in motion.
- (c) “Motor vehicle,” means a self-propelled device in which persons are or may be transported upon a highway, which is built on an automobile or truck chassis, which is specifically designed by the manufacturer to transport passengers, or specially modified to transport handicapped passengers, and which meets the safety equipment requirements of the Michigan vehicle code, 1949 PA 300, MCL 257.683 to 257.714b.
- (d) “Safety belt” means an automobile lap belt or lap-shoulder belt combination designed to restrain and protect a passenger or driver of a vehicle from injury.
- (e) “Transportation” means the conveyance of children by means of a motor vehicle to or from a child care center and to and from all other activities planned for children by or through the child care center.
- (f) “Volunteer motor vehicle” means a motor vehicle not owned by, leased by, or registered to the child care center, or principal or employee of the child care center.

R 400.5602 Transportation.

Rule 602. (1) If transportation other than public transportation or public school transportation is provided, contracted, or sponsored by the center, all rules in this part apply.

- (2) If public transportation or public school transportation is used, then R 400.5611, R 400.5613, and R 400.5615 apply.
- (3) If a parent makes a private arrangement for the transportation of his or her child, not including arrangements made with the center, the rules in this part do not apply.

R 400.5603 All motor vehicles.

Rule 603. (1) All motor vehicles shall be in safe operating condition.

- (2) Motor vehicle seats used by children, staff, and volunteers shall not face sideways.
- (3) A truck shall not be used to transport children, except in the cab.
- (4) There shall be no loose or heavy objects in the passenger compartment of any motor vehicle.
- (5) Motor vehicles with a manufacturers rated seating capacity of 10 passengers or fewer, including the driver, other than volunteer vehicles, shall be inspected annually by a licensed mechanic. A copy of the inspection shall be on file in the center.
- (6) The use of passenger vans with a rated seating capacity of 11 or more, including volunteer vehicles, shall be prohibited.
 - (a) Existing centers that own passenger vans with a rated seating capacity of 11 or more and use them for transportation other than transportation to and from school shall have 4 years from the effective date of these to comply with this subrule.
 - (b) Annual inspections of vans shall continue until they are no longer used.
- (7) A statement verifying that the motor vehicle is in compliance with the Michigan vehicle code safety equipment requirements shall be kept on file in the center.

R 400.5604 Multifunction school activity buses.

Rule 604. (1) Multifunction school activity buses used for transporting children shall comply with all minimum safety specifications, except color, identification, and alternating flashing lights, as defined in 1990 PA 187, MCL 257.1810.

- (2) All multifunction school activity buses shall be inspected annually by a licensed mechanic or by the Department of State Police if used to transport children to and from school. A copy of the inspection shall be on file in the center.

R 400.5605 Safety equipment in motor vehicles with a manufacturer's rated seating capacity of 10 or fewer occupants.

Rule 605. (1) Each motor vehicle with a manufacturer's rated seating capacity of 10 or fewer occupants shall carry the following safety equipment:

- (a) Three bidirectional emergency reflective triangles properly cased and securely stored in the motor vehicle.
- (b) A first aid kit shall be securely stored in an accessible location in the driver compartment. The first aid kit shall contain, at a minimum, all of the following:
 - (i) Bandage compresses (sterile gauze pads).
 - (ii) Adhesive compresses.
 - (iii) A 40-inch triangular bandage.
 - (iv) A roll of gauze.
 - (v) An elastic bandage.
- (c) Antiseptics, burn ointments, and medication shall not be included in the first aid kit.
- (d) Volunteer motor vehicles are exempt from subdivision (a) of this subrule.

R 400.5606 Safety equipment in vehicles with a manufacturer's rated seating capacity of more than 10 occupants.

Rule 606. (1) Each motor vehicle with a manufacturer's rated seating capacity of more than 10 occupants shall carry the following safety equipment:

- (a) Three bidirectional emergency reflective triangles properly cased and securely stored in the driver's compartment.

- (b) Not less than 3 15-minute fuses or an approved battery operated substitute properly cased and securely stored in the driver's compartment.
- (c) Fire extinguisher of dry chemical type, approved by underwriters' laboratories, inc., rated not less than 2A-10BC, mounted in an accessible place in the driver compartment. The fire extinguisher shall be kept properly filled and in satisfactory operating condition at all times.
- (d) A first aid kit shall be securely stored in an accessible location in the driver compartment. The first aid kit shall contain, at a minimum, all of the following:
 - (i) Bandage compresses (sterile gauze pads).
 - (ii) Adhesive compresses.
 - (iii) A 40-inch triangular bandage.
 - (iv) A roll of gauze.
 - (v) An elastic bandage.
- (e) Antiseptics, burn ointments, and medication shall not be included in the first aid kit.

R 400.5607 Manufacturer's rated seating capacity; restraint devices; safety belts.

Rule 607. (1) Each child transported shall remain seated and properly restrained by a passenger restraint device as defined by 1949 PA 300, MCL 257.710d(1), MCL 257.710e(3), (4), and the manufacturer's rated seating capacity while the motor vehicle is in motion.

- (2) Each restraint device shall be properly anchored to the vehicle seat and used according to the manufacturer's specifications. Allowing 2 or more children to share a seat belt or restraint device is prohibited.
- (3) The driver of a motor vehicle and all adult passengers shall be seated according to the manufacturer's rated seating capacity and properly restrained by safety belts when the motor vehicle is in motion.
- (4) All safety belts and restraint devices used while transporting children and adults shall be in good working condition.

R 400.5610 Motor vehicle operator.

Rule 610. (1) The driver of any motor vehicle transporting children shall comply with all of the following:

- (a) Be at least 18 years of age.
- (b) Possess a valid operator or chauffeur's license with the appropriate endorsement as required by 1949 PA 300, MCL 257.301.
- (c) Have a personal driving record with not more than 6 active points as determined by the Secretary of State.
- (d) Have proof of valid automobile insurance and registration.
- (e) Be familiar with the contents of the first aid kit.
- (f) Be familiar with the operation of the fire extinguisher, if a fire extinguisher is required.
- (2) The following documents shall be on file in the center:
 - (a) A copy of each driver's driving record, except for drivers of volunteer motor vehicles, obtained from the Secretary of State at least once a year.
 - (b) A self-certifying statement that all volunteer drivers comply with subrule (1) of this rule.
 - (c) A copy of a valid operator license.
- (3) Drivers shall be provided with a copy of the child information card or comparable facsimile for each child being transported in their motor vehicles.

R 400.5611 Caregiver-to-child ratio and supervision.

Rule 611. (1) The ratio of caregivers to children at all times, who are in transit, shall be based on the following provisions:

- (a) For infants and young toddlers, there shall be 1 caregiver for 4 children or each fraction of 4, excluding the driver.
 - (b) For older toddlers, there shall be 1 caregiver, excluding the driver, for 8 children or each fraction of 8.
 - (c) For children 3 years of age, there shall be 1 caregiver, including the driver, for 10 children or each fraction of 10.
 - (d) For children 4 years of age, there shall be 1 caregiver, including the driver, for 12 children or each fraction of 12.
 - (e) For school-age children, there shall be 1 caregiver, including the driver, for 18 children or each fraction of 18. This requirement does not apply when school-age children are transported to and from school on public school transportation or are using public transportation.
 - (f) An additional adult is not required if only 1 child under 36 months of age is transported.
 - (g) Children who are related to the caregiver or licensee shall be counted in these ratios.
- (2) Additional staff members or volunteers shall be all of the following:
- (a) At least 16 years of age.
 - (b) Seated with the children.
 - (c) Responsible for the supervision of the children.
- (3) When children are entering or leaving the motor vehicle, the following safety precautions shall be taken:
- (a) The accompanying staff member, volunteer, or driver shall assure that the children are received by a staff person, parent, or other person as designated by the parent.
 - (b) Children shall enter and leave the motor vehicle from the curbside unless the vehicle is in a protected parking area or driveway.
 - (c) Children shall not be left unattended in a motor vehicle.
- (4) When children under school-age are entering or leaving the motor vehicle, the children shall be carried or helped into and out of the motor vehicle.

R 400.5612 Rescinded.

R 400.5613 Time limitation on child transit.

Rule 613. For children under school-age, transportation routes shall be planned so that a child is not in the motor vehicle longer than 1 continuous hour.

R 400.5614 Rescinded.

R 400.5615 Parent permission for routine transportation.

Rule 615. Parent's written permission shall be obtained annually for routine transportation including, but limited to, transportation between the child's home, center, and school.

PART 7. FIELD TRIP TRANSPORTATION PROVISIONS

R 400.5701 Rescinded.

R 400.5702 Rescinded.

R 400.5703 Rescinded.

R 400.5704 Rescinded.

R 400.5705 Rescinded.

R 400.5706 Rescinded.

R 400.5709 Rescinded.

R 400.5710 Rescinded.

R 400.5711 Rescinded.

R 400.5712 Rescinded.

PART 8. FIRE SAFETY

R 400.5801 Definitions.

Rule 801. As used in this part:

- (a) “Basement” means a story of a building or structure having $\frac{1}{2}$ or more of its clear height below average grade for at least 50% of the perimeter.
- (b) “Combustible” means materials will ignite and burn when subjected to a fire or excessive heat.
- (c) “Conversion” means to alter the use of an existing building or room to a center.
- (d) “Existing building” means a structure or part of a structure not currently used as a child care center.
- (e) “Existing licensed center” means a center that was licensed before the effective date of these rules and whose license continues uninterrupted.
- (f) “Exit” means a way of departure from the interior of a building or structure to the open air outside at ground level.
- (g) “Fire alarm” means a device used to alert the occupants of the building of fire or smoke conditions. The device shall be audible in all parts of the building used as a center.
- (h) “Fire alarm system” means an approved electrical closed circuit, self-supervised local system for sounding an alarm. The system is comprised of a central panel, manual pull stations near all outside exits, audible electric signal devices, and where warranted, a remote trouble annunciator. All system components shall be listed by a nationally recognized testing laboratory.
- (i) “Fire door assembly” means a side-hinged, labeled fire door and labeled frame constructed and installed in compliance with National Standards Fire Protection Association pamphlet No. 80, 2003, “Standard for Fire Doors and Windows,” with a latching device and closing device labeled or listed in compliance with the listing and re-examination service of an approved, nationally recognized testing laboratory. The National Fire Protection Association pamphlet No. 80 is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Fire Protection Association, 1 Batterymarch Park, Quincy Massachusetts 02269-9101, at a cost of \$23.50, or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909.
- (j) “Fire-resistance rating” means the time for an element in a building to maintain its particular fire resistance properties in accordance with the National Fire Protection Association

pamphlet no. 251, 1999, Standards of Tests of Fire Endurance of Building Construction and Materials. The national fire protection association pamphlet No. 251 is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02269-9101, at a cost of \$23.25 or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909.

- (k) “Fire-resistive construction” means a building having walls, ceilings, floors, partitions, and roof of combustible materials having a minimum fire-resistance rating of 1 hour. This subdivision shall not be construed as prohibiting finished wood floors, doors, and windows with assorted frames and trim.
- (l) “Flameproof materials” means materials that will not propagate flame under the test conditions of the national fire protection association pamphlet no. 701, 1999, “Standard Methods Of Fire Tests For Flame Propagation Of Textiles And Films.” Flameproof materials are usually combustible materials with the addition of some treatment or coating to modify their burning properties. The National Fire Protection Association pamphlet no. 701, is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02269-9101, at a cost of \$19.50 or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909.
- (m) “Flammable” means materials capable of being readily ignitable from common sources of heat or at a temperature of 600 degrees Fahrenheit, 316 degrees Celsius, or less.
- (n) “Hazard area” means those parts of a center building housing a commercial kitchen, heating plant, fire-fueled water heater, incinerator, or an area posing a higher degree of hazard than the general occupancy of the building.
- (o) “Heating plant room” means a room or area housing fuel fired equipment.
- (p) “Interior finish” means the exposed interior surface materials of walls, fixed or movable partitions, and ceilings. This includes drywall, masonry, or wood substructure and surfacing materials such as paneling, tile, or other interior finish material and any surfacing materials, such as paint or wallpaper, applied thereto. Interior finish includes materials affixed to the building structure as distinguished from decorations or furnishings.
- (q) “Means of egress” means a continuous and unobstructed way of exit travel from any point in a building to the outside at grade.
- (r) “New construction” means a created structure, addition, replacement, or alteration of structural components, such as walls.
- (s) “Noncombustible” means materials that will not ignite and burn when subjected to fire.
- (t) “Protected ordinary construction” means all of the following types of construction:
 - (i) Roofs and floors and their supports have minimum hourly fire-resistance ratings.
 - (ii) Exterior bearing walls or bearing portions of exterior walls are of noncombustible or limited combustible materials and have minimum hourly fire-resistance ratings and stability under fire conditions.
 - (iii) Nonbearing exterior walls are of noncombustible or limited combustible materials.
 - (iv) Roofs, floors, and interior framing are wholly or partly made of wood of smaller dimension than required for heavy timber construction.
- (u) “Standard partition construction” means a substantial smoke-tight assembly consisting of walls, in conjunction with ceilings at which they terminate, that are covered on both sides with minimum standard lath and plaster or ½ inch drywall over 2” x 4” studs. Doorways in these walls are protected with minimum 1 ¾ inch solid core wood doors, or their equivalent, and equipped with approved self-closing devices and have positive latching hardware. One or more glass panes are permitted in these walls and/or doors if each individual glass panel is fixed pane and not larger than 1,296 square inches of ¼ inch wired glass with no linear di-

mension longer than 54 inches. In some cases, drywall or plaster is also necessary to protect the underside of stairs.

- (v) “Textile material” means having a napped, tufted, looped, woven, non-woven or similar surface.
- (w) “Wired glass” means glass not less than 1/4-inch thick, reinforced with wire mesh, number 24 gauge or heavier, with spacing not greater than 1 square inch.
- (x) “Wood frame construction” means that type of construction in which exterior walls, bearing walls and partitions, and floor and roof constructions and their supports are made of wood or other combustible material.

R 400.5805 Plans and specifications; submission; approval; inspections.

Rule 805. (1) The center shall submit to the department a complete set of plans and specifications of any proposed center or proposed addition, alteration, or remodeling to an existing center.

- (2) The center shall obtain written approval from the department before initiating any construction.
- (3) Plans shall bear the seal of a registered architect or engineer when the total cost of the project is \$15,000 or more, including labor and materials.
- (4) A fire safety inspection shall be conducted by the Department of Labor and Economic Growth, Bureau of Construction Codes and Fire Safety and an approval granted before issuance of the original provisional license and every 4 years thereafter, at the time of renewal.
- (5) If a boiler is used, then it shall be inspected and a certificate provided, as required, by the boiler division, Department of Labor and Economic Growth.
- (6) Fuel-fired furnaces shall be inspected prior to issuance of an original license and every 2 years at renewal by a licensed heating contractor.
- (7) Fuel-fired water heaters shall be inspected prior to issuance of an original license and every 2 years at renewal by either a licensed heating contractor or a licensed plumbing contractor.
- (8) New furnace and water heater installations shall be inspected and approved by the department of labor and economic growth inspectors or local mechanical inspecting authorities at the time of installation.

R 400.5810 Construction.

Rule 810. (1) If child occupancy is limited to the first or main floor, then the building may be of wood frame construction.

- (2) If child occupancy is on the second floor, then all of the following are required:
 - (a) The building shall be of protected ordinary construction.
 - (b) All required stairways and vertical openings shall be enclosed by walls, in conjunction with openings therein, and ceilings at which they terminate that meet the requirements of standard partition construction.
 - (c) All door openings contained in subdivision (b) of this subrule shall meet all of the following requirements:
 - (i) Be protected with 1 3/4-inch solid core wood doors or their equivalent.
 - (ii) Be installed in fully stopped smoke-tight, substantial frames.
 - (iii) Be equipped with approved self-closing devices and non-locking-against-egress positive latching hardware.
- (3) If child occupancy is above the second floor, then both of the following shall be required:
 - (a) The building shall be of 1-hour fire-resistive construction.
 - (b) All required stairways and other vertical openings shall be enclosed by a minimum 1-hour fire-resistive construction to provide a protected means of egress to the outside at grade.
- (4) A center licensed before June 4, 1980, with child occupancy on the second floor or above, shall be permitted to remain licensed under both of the following conditions:

- (a) There has been no increase in capacity.
 - (b) There has been continued compliance with all other applicable fire safety rules, including the requirements of subrule (2) of this rule relating to the protection of stairways, vertical openings, and means of egress.
- (5) If any portion of a basement is used for child occupancy, then 1 of the following provisions shall be required:
- (a) Two enclosed stairways of 1-hour fire-resistant construction shall terminate directly to the outside at grade, and all openings in the stairways shall be protected by “B” labeled fire doors and frame assemblies.
 - (b) One approved exit from the occupied room or use area shall discharge directly to the outside at grade. Travel distance from any point in this room or area to this exit shall be less than 50 feet.
- (6) If basement occupancy is limited to not more than 30 children, then the following shall apply:
- (a) One of the exits required by subrule (5) of this rule shall discharge directly to the outside at grade or through a 1-hour fire-resistive enclosure.
 - (b) The second exit may terminate at the first floor level with an approved floor separation, meeting the requirements of standard partition construction, between basement and first floor.
 - (c) For new construction and conversions, the separation shall be located at the first floor with travel distance from the door to an approved exit not exceeding 100 feet.
- (7) All vertical openings and stairways that are not required shall be constructed and arranged with effective fire and smoke separation under the requirements of standard partition construction. All door openings shall be as follows:
- (a) Protected with 1 ¾ inch solid core wood doors or their equivalent.
 - (b) Installed in fully stopped smoke-tight substantial frames.
 - (c) Equipped with approved self-closing devices and non-locking-against-egress positive latching hardware.
- (8) Nighttime care shall be located on levels having exits directly to grade.

R 400.5815 Interior finishes

Rule 815. (1) The classifications of interior finishes for flame spread and smoke development in Table 1 shall be used as follows:

TABLE 1

FLAME SPREAD AND SMOKE DEVELOPMENT FOR INTERIOR FINISHES

Class	Flame Spread	Smoke Developed
A OR I	0-25	0-450
B OR II	26-75	0-450
C OR III	76-200	0-450

- (2) Basic materials in a means of egress and basement use occupancies shall be class A or I or B or II.
- (3) Basic materials in all other areas shall be class C or III.
- (4) Interior finish material more hazardous than class C or III shall be prohibited in child use areas.
- (5) If an approved automatic sprinkler system is installed, then class C interior wall and ceiling finish materials shall be permitted in any location where class B is required and class B interior wall and ceiling finish materials shall be permitted in any location where class A is required.
- (6) In an existing licensed center or conversion, existing interior finishes which do not comply with the classifications in subrule (1) of this rule may have their surfaces protected with an approved fire-retardant coating to meet the classifications for interior finishes. The coatings shall be applied

to interior finishes that are attached to, or furred out not more than 1 inch from a noncombustible backing and applied according to manufacturer's recommendations.

- (7) Interior finish materials of classes B and C which are less than 1/4 inch in thickness, shall be applied directly against a noncombustible backing or shall be furred out not more than 1 inch unless the tests under which such material has been classed were made with the material suspended from the noncombustible backing.
- (8) Centers licensed between June 4, 1980 and the effective date of these rules may retain previously approved fire retardant coated interior finishes.
- (9) Textile materials having a class A or I rating and used as an interior finish shall be permitted as follows:
 - (a) On walls or ceilings of rooms or areas protected by an automatic sprinkler system approved by the department.
 - (b) On room partitions that are less than 3/4 of the floor-to-ceiling height not to exceed 8 feet in height.
 - (c) To extend up to 4 feet above the finished floor on ceiling-height walls and ceiling-height partitions.
 - (d) Centers licensed before the effective date of these rules may retain previously approved installations of textile materials.
 - (e) Textile materials shall be permitted on walls and partitions where tested in accordance with and meeting the standards of NFPA 265, "Standard Methods Of Fire Tests For Evaluating Room Fire Growth Contribution Of Textile Coverings On Full Height Panels And Walls," 2002 edition, which is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02269-9101, at a cost of \$32.00 or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909.
- (10) Drapery material may be used for stage curtains, room dividers, and similar uses if the material has been tested and approved in accordance with the national fire protection association pamphlet No. 701, "Standard Methods of Fire Tests for Flame Propagation of Textiles and Films," 1999 edition, which is hereby adopted by reference. Copies of the adopted matter may be obtained from the National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02269-9101, at a cost of \$27.00 or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909.
- (11) Drapery material applied to surfaces of a facility as an interior finish shall meet the requirements of subrule (9) of this rule.
- (12) All vinyl and wooden wall dividers shall meet the interior finish requirements of subrules (1), (2), and (3) of this rule, as applicable.
- (13) Bulletin boards shall meet the interior finish requirements of subrules (2) and (3) of this rule.

R 400.5820 Exits.

Rule 820. (1) Except as referenced in R 400.5810(5) and (6)(c), each occupied floor shall have not less than 2 approved exits directly to the outside at grade, remote from each other, and occupied rooms within the center shall be located between means of egress, unless a first floor, self-contained, occupied room has an approved exit direct to the outside at grade with a maximum travel distance of 50 feet from the most remote point in the room to the exit.

- (2) Travel distance to an exit shall be as follows:
 - (a) For infants and young toddlers, travel shall be 50 feet or less from the door of the occupied room to the exit.
 - (b) For older toddlers to school-age, travel shall be 100 feet or less from the door of the occupied room to the exit.

- (c) Buildings having complete automatic sprinkler protection may increase their travel distances by 50 feet.
 - (d) Those areas approved before the effective date of these rules are exempt from the requirements of this rule.
- (3) For all centers initially licensed after the effective date of these rules, programs for infants and young toddlers shall be located on levels having exits directly to grade, or exits properly ramped to grade.
 - (4) Exit doors and all doors in the means of egress shall be side-hinged and equipped with knob, or lever-type, non-locking-against-egress or panic-type hardware.
 - (5) In rooms occupied by 21 or more children, doors shall swing in the direction of egress.
 - (6) Means of egress shall be maintained in an unobstructed, easily traveled condition at all times that the center is in operation. Means of egress shall not be exposed to inherent hazards of the building, including heating plant, flammable storage, commercial kitchen, or other similar conditions.
 - (7) In new construction, additions, and conversions, there shall be a floor or landing on each side of an exit door. The floor or landing shall be at the same elevation on each side of the door except for variations in elevation due to differences in finish materials, which may not exceed 1/2 inches. Landings shall have a width not less than the width of the stairway or the width of the door, whichever is greater. Landings shall have a length not less than the width of the door.
 - (8) For new construction and additions, an exit door shall be not less than 36 inches in width. Doors to multiple use bathrooms shall not be less than 30 inches wide.
 - (9) For the conversion of an existing building, exterior exit doors shall be not less than 36 inches wide. Other use room doors shall be not less than 28 inches wide. Single use toilet room doors shall not be less than 24 inches in width. Any remodeled door openings, other than door swing, shall comply with subrule (8) of these rules.
 - (10) Centers licensed before the effective date of these rules may retain previously approved door widths.
 - (11) Exterior exits shall be marked or denoted by an approved exit sign. All exit signs shall be distinctive in color and shall provide contrast with decorations, interior finish, or other signs. Each exit sign shall have the word "exit" in plain, legible letters not less than 6 inches high on a background of contrasting color with strokes not less than 3/4-inch wide.

R 400.5825 Hazard Areas.

Rule 825. (1) In an existing licensed center, hazard areas shall be separated from the parts of the building used as a center in the following manner:

- (a) In centers licensed before June 4, 1980, areas used for the storage of combustibles and other hazard areas will continue to be approved if they are enclosed with a minimum 3/4-hour fire resistive construction and doorways to the areas are protected with a minimum 1 3/4 inch, solid core wood door or doors equipped with approved self-closing devices and positive latching hardware.
- (b) In centers licensed between June 4, 1980 and July 1, 2000, the following shall apply:
 - (i) Where the area used for the storage of combustibles exceeds 100 square feet, by construction having a minimum 1-hour fire resistance rating, openings in the separation shall be protected with a "b" labeled fire door and frame assembly, including an approved self-closing device and positive latching hardware.
 - (ii) Where the area used for the storage of combustibles does not exceed 100 square feet, by construction having a minimum 3/4 hour fire resistance rating, all door openings shall be protected by minimum 1 3/4 inch solid core wood doors or equivalent hung in substantial frames and equipped with approved self-closing devices and positive latching hardware.

- (c) In centers licensed after July 1, 2000, including centers licensed after the effective date of these rules, the following shall apply:
- (i) Where the area used for the storage of combustibles exceeds 100 square feet, by construction having a minimum 1-hour fire resistance rating, openings in the separation shall be protected with a “b” labeled fire door and frame assembly, including an approved self-closing device and positive latching hardware.
 - (ii) Where the area used for the storage of combustibles does not exceed 100 square feet, by construction having a minimum 1-hour fire resistance rating. All door openings shall be protected by minimum 1¾ inch solid core wood doors or equivalent hung in substantial frames and equipped with approved self-closing devices and positive latching hardware.
- (2) Where a kitchen with commercial cooking equipment exposes a required means of egress or use area, it shall be separated from the remainder of the building with minimum 1-hour fire resistive construction including “B” labeled fire door and frame assemblies in all common openings. Kitchens having commercial cooking equipment protected by an approved automatic kitchen hood suppression system are exempt from this requirement.
 - (3) An incinerator shall be separated from the remainder of the center by construction having a 1-hour fire-resistance rating. Openings between the incinerator room and the remainder of the building shall be protected with a “B” labeled fire door and frame assembly. In new construction, the incinerator room shall have not less than 1 outside wall containing a window or door opening directly to the outside.
 - (4) Heating shall be by a central heating plant, or an approved permanently installed electrical heating system. If heating is provided by a central heating plant and located on the same floor that is used for child occupancy, it shall be installed in an enclosure providing not less than a 1-hour fire-resistive separation, including a “B” labeled fire door and frame assembly equipped with an approved self-closing device and positive latching hardware in any interior door opening. Door openings for heat plant enclosures not located on the same floor that is used for child occupancy may have 1¾ inch solid wood core doors having positive latching hardware and an approved self-closing device or equivalent. Air for proper combustion shall be provided directly from the outside through a permanently opened louver or noncombustible duct. The storage of combustible materials in a heating plant room is prohibited.
 - (5) In an existing licensed center, a properly installed heating plant located in a basement which is not used for child occupancy does not require additional protection where there is a qualified fire separation and with at least a 1¾ inch solid core wood door or equivalent hung in a substantial frame and equipped with an approved self-closing device and positive latching hardware in all stairway openings.
 - (6) Any fuel fired water heater or other similar equipment shall be located according to subrules (4) or (5) of this rule, as applicable.
 - (7) Where electric heating is used, it shall be Underwriters’ Laboratories, Inc. labeled or listed permanent, fixed-type electrical heating such as recognized panel or baseboard fixed-type. Electric heating which complies with this requirement may be installed in any location.
 - (8) An auxiliary heating unit, such as a portable combustion or electrical type, shall not be used.
 - (9) The center shall not store flammable materials, including fuels, pressurized cans, cleaning fluids and supplies, polishes, and matches, in heat plant enclosures. These items may be stored outside of child use areas in metal cabinets or storage facilities accessible only to authorized personnel.
 - (10) The center shall not store combustible materials within the central heating plant or fuel fired water heater rooms or in basements containing fuel-fired heating equipment, without a proper fire separation.
 - (11) The center shall not permit gasoline-powered equipment in the part of a building which is used as a center or in other parts of the building from which there is a door, window, or other opening into

the center, unless that part of the building is separated from the remainder of the building by minimum 2-hour fire resistive construction.

- (12) If commercial-type laundry equipment is installed, then the equipment shall be enclosed to provide a 1-hour resistance to fire, including a “B” labeled fire door and frame assembly in an interior door opening which would expose the center.
- (13) Fire dampers shall not be required in 3/4-hour and 1-hour fire-resistive enclosures.

R 400.5835 Multiple occupancy.

Rule 835. (1) Multiple occupancy of a building may qualify for licensure if the entire building does not present a life safety hazard. A center currently licensed in such a building may continue as long as such occupancies do not change in character.

- (2) A building, part of which is used for hazardous operations or for occupancy that is unpredictable, such as taverns, garages, repair shops, and industrial operations, shall not be permitted for center use. However, an exception may be made for a vocational education center approved by the Department of Labor and Economic Growth.

R 400.5840 Fire alarm.

Rule 840. (1) In any building used as a center, if more than 1 room is occupied by children, then an approved fire alarm shall be established. This system may be either electrical or manual.

- (2) In centers of more than 4 child-occupied rooms, excluding bathrooms, or in centers licensed for more than 60 children, an approved fire alarm system shall be installed.
- (3) In new construction, conversions, remodeling, or new licensed centers, the trouble signal for required fire alarm systems shall be located in an area normally occupied by staff.

R 400.5841 Smoke detectors; carbon monoxide detectors.

Rule 841. (1) Newly constructed centers, additions, and conversions shall be equipped with approved single station smoke detectors covering all use areas and their means of egress.

- (2) A carbon monoxide detector, bearing a safety certification mark of a recognized testing laboratory such as UL (Underwriters Laboratories) or ETL (Electrotechnical Laboratory), shall be placed on all levels approved for child care.
- (3) Centers shall properly install and maintain all detectors in operable condition in accordance with manufacturer’s recommendations.

R 400.5845 Fire extinguishers.

Rule 845. (1) The center shall install multipurpose fire extinguishers, having ratings of not less than 2A-10BC in or adjacent to the kitchen or cooking area and in or adjacent to the door of, the heating plant room.

- (2) The requirement of having additional multipurpose fire extinguishers with ratings of not less than 2A-10BC shall be determined by the fire inspecting authority and shall be based on the capacity of the center and on other conditions in the facility.
- (3) Fire extinguishers shall be properly mounted, inspected, and maintained in accordance with pamphlet no. 10 entitled “Standard for Portable Fire Extinguishers,” 2002, which may be obtained at the National Fire Protection Association, Batterymarch Park, Quincy, Massachusetts 02269 at a cost of \$33.50 or from the Department of Labor and Economic Growth, P.O. Box 30004, Lansing, Michigan 48909. The fire extinguisher shall bear a tag indicating the last date of inspection or service and the initials of the person who performed the inspection or service.

R 400.5850 Electrical service.

Rule 850. (1) The electrical service shall be maintained in a safe condition.

- (2) For new construction and additions, electrical systems and service shall be inspected and approved by the electrical inspecting authority having jurisdiction. A copy of the certificate of approval shall be maintained at the center at all times.
- (3) When warranted, conversions of existing buildings and existing rooms to child care use, as well as existing licensed centers, may require an electrical inspection.
- (4) Extension cords listed by a nationally recognized laboratory, and used in accordance with all manufacturer's recommendations, may be used on a temporary basis, and for short periods of time.
- (5) All electrical outlets in child use areas for children who are not yet school-age shall be made inaccessible to children.
- (6) All electrical outlets in approved child care space located within 6 feet of a sink or other water source shall be protected by a ground-fault circuit interrupter (GFCI).

R 400.5856 Open flame devices; candles.

Rule 856. All open-flame devices and candles shall be prohibited, except for religious celebrations.

R 400.5865 Occurrence of fire; report.

Rule 865. If a fire occurs in a center that requires the use of fire suppression equipment or results in loss of life or property, it is the responsibility of the center to notify the local fire authority and the department of all details of the fire. This notification shall occur immediately after the occurrence of the fire.

R 400.5870 Fire safety; exemptions for public and nonpublic school buildings.

Rule 870. The rules with respect to fire prevention and fire safety shall not apply to a child care center established and operated by an intermediate school board, the board of a local school district, the board or governing body of a state-approved nonpublic school, or by a person or entity with whom a school contracts for services, if the child care center is located in a school building that is approved by the state fire marshal or other similar authority.

PART 9. ENVIRONMENTAL HEALTH

R 400.5900a Definitions.

Rule 900a. As used in this part:

- (a) "Corrosion-resistant materials" means those materials that maintain their original surface characteristics under prolonged influence of the food to be contacted, the normal use of cleaning compounds and bacterial solutions, and other conditions-of-use environment.
- (b) "Easily cleanable" means that surfaces are readily accessible and made of such materials and finish and so fabricated that residue may be effectively removed by normal cleaning methods.
- (c) "Food service equipment" means stoves, ovens, ranges, hoods, slicers, mixers, meat blocks, tables, counters, refrigerators, sinks, dishwashing machines, steam tables, and similar items other than utensils, used in the operation of a child care center.
- (d) "Food" means any raw, cooked, or processed edible substance, ice, beverage, or ingredient used or intended for use in whole or in part for human consumption.
- (e) "Food-contact surface" means those surfaces of equipment and utensils with which food normally comes in contact, and those surfaces from which food may drain, drip, or splash back onto surfaces normally in contact with food.
- (f) "Food processing establishment" means a commercial establishment in which food is manufactured or packaged for human consumption. The term does not include a food service establishment, retail food store, or commissary operation.

- (g) “Hermetically sealed container” means a container designed and intended to be secure against the entry of microorganisms and to maintain the commercial sterility of its content after processing.
- (h) “Packaged” means bottled, canned, cartoned, or securely wrapped.
- (i) “Potentially hazardous food” means any food that consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, edible crustacean, or other ingredients, including synthetic ingredients, in a form capable of supporting rapid and progressive growth of infectious or toxigenic microorganisms.
- (j) “Sanitization” means effective bactericidal treatment by a process that provides enough accumulative heat or concentration of chemicals for enough time to reduce the bacterial count, including pathogens, to a safe level on utensils and equipment.
- (k) “Sealed” means free of cracks or other openings that permit the entry or passage of moisture.
- (l) “Single-service articles” means those food service articles intended for 1-time, 1-person use and then discarded.
- (m) “Tableware” means multiuse eating and drinking utensils.
- (n) “Utensil” means any implement used in the storage, preparation, transportation, or service of food.

R 400.5901 Plan review; approval.

Rule 901. The center shall comply with all local health authority requirements regarding plans and specifications and submit written confirmation to the department that this has occurred.

R 400.5902 Food preparation areas.

Rule 902 (1) Food contact surfaces are to be smooth, nontoxic, easily cleanable, durable, corrosion resistant, and nonabsorbent.

- (2) Carpeting is prohibited.
- (3) Mechanical ventilation to the outside is required for all commercial cooking equipment, which includes but is not limited to stoves, ranges, ovens, griddles, and fryers.
- (4) If residential hood ventilation is used, then cooking equipment shall be limited to a stove/oven combination.
- (5) Mechanical ventilation to the outside may be required if a problem is evidenced.
- (6) The use of deep fryers is prohibited.
- (7) Live animals shall be prohibited from food preparation and eating areas.

R 400.5902a Food and equipment storage.

Rule 902a. (1) Each refrigerator shall have an accurate working thermometer indicating a temperature 41° Fahrenheit or below.

- (2) All artificial lighting fixtures located over, by, or within food storage, preparation, service areas, or where utensils and equipment are cleaned and stored, shall be properly shielded.
- (3) Unpackaged bulk foods shall be stored in clean covered containers, dated, and labeled as to the contents.
- (4) Food not subject to further washing or cooking before serving shall be stored in a way that protects it from cross-contamination from food requiring washing or cooking.
- (5) Packaged food shall not be stored in contact with water or undrained ice.
- (6) Poisonous or toxic materials shall not be stored with food, food service equipment, utensils, or single-service articles.
- (7) Food, food service equipment, and utensils shall not be located under exposed or unprotected sewer lines, open stairwells, or other sources of contamination. Automatic fire protection sprinkler heads are the exception.

- (8) The storage of food, food service equipment, or utensils in toilet rooms is prohibited.
- (9) Food and utensils shall be stored a minimum of 6 inches above the floor.
- (10) All food service equipment shall be 6 inches off the floor, moveable, or be properly sealed to the floor.
- (11) Meals that are transported shall be prepared in commercial kitchens and delivered in carriers approved by the environmental health authority.

R 400.5902b Food supplies.

Rule 902b. (1) Food shall be in sound condition, free from spoilage, filth, or other contamination and be safe for human consumption.

- (2) Home canned products are prohibited.
- (3) All fluid milk and fluid milk products shall be pasteurized and meet the grade "A" quality standards.

R 400.5902c Food preparation.

Rule 902c. (1) The hands of children and staff shall be thoroughly washed before handling food and before eating.

- (2) Guidelines for hand washing shall be posted in food preparation areas and toilet rooms.
- (3) Food shall be prepared with the least possible manual contact, using suitable utensils, and surfaces that have been washed, rinsed, and sanitized. Serving utensils shall be used by staff or provided to children who serve themselves.
- (4) Raw fruits and vegetables shall be thoroughly washed before being cooked or served.
- (5) Food shall be cooked to heat all parts of the food to the safe temperature as identified in the 1999 recommendations of the Food and Drug Administration of the United States Public Health Service 3-401, as referenced in the Michigan Food Code, 2000 PA 92, MCL 289.1107. These recommendations are available on the web at no cost at <http://www.fda.gov>, and are available for inspection at the Michigan Department of Human Services, P.O. Box 30650, Lansing, Michigan 48909.
- (6) Potentially hazardous foods shall be thawed using 1 of the following methods:
 - (a) In the refrigerator at a temperature not to exceed 41 degrees Fahrenheit.
 - (b) Under cold running water.
 - (c) In a microwave oven for either of the following:
 - (i) The food will be immediately transferred to conventional cooking facilities as part of a continuous cooking process.
 - (ii) The entire cooking process takes place in the microwave oven.
 - (d) As part of the conventional cooking process.
- (7) The temperature of potentially hazardous foods shall be 41 degrees Fahrenheit or below or 140 degrees Fahrenheit or above at all times, except during necessary periods of preparation.
- (8) Potentially hazardous foods that have been cooked and then refrigerated shall be reheated rapidly to 165 degrees Fahrenheit or higher throughout before being served or before being placed in a hot food storage facility.
- (9) Accurate metal stem-type food thermometers shall be used to assure the attainment and maintenance of proper internal cooking, holding, reheating, or refrigeration temperatures of all potentially hazardous foods.
- (10) Food, already served and handled by the consumer of the food, may not be served again, unless food is in a wrapper such as single service crackers.
- (11) Milk shall be served from any of the following:
 - (a) A commercially filled container stored in a mechanically refrigerated bulk milk dispenser.
 - (b) A commercially filled container not to exceed 1 gallon.

- (c) A sanitized container only if poured directly from the original container.
- (12) All of the following shall apply to milk:
 - (a) Containers shall be labeled with the date and time opened.
 - (b) Milk shall be served within 7 days of opening.
 - (c) Milk shall not be served if the contents appear to be unsanitary, or have been unrefrigerated for a period exceeding 1 hour.
 - (d) Milk shall not be combined with the contents of other partially filled containers.
- (13) Contents remaining in single-service containers of milk shall be discarded at the end of the snack or meal time.
- (14) On field trips, all foods shall be protected from contamination at all times.
 - (a) The temperature of potentially hazardous foods shall be maintained at 41 degrees Fahrenheit or below, except during necessary periods of preparation and service.
 - (b) Potentially hazardous foods needing to be cooked shall be cooked to proper temperatures before being served.
 - (c) Food service equipment shall be maintained in a clean and sanitary manner at all times.
 - (d) In the absence of proper hand washing facilities, people preparing and serving food shall wear sanitary disposable food service gloves.

R 400.5902d Sanitization.

Rule 902d. (1) All tableware, utensils, food contact surfaces, and food service equipment shall be thoroughly washed, rinsed, and sanitized after each use.

- (2) Enamelware utensils are prohibited.
- (3) Reuse of single service articles is prohibited.
- (4) Centers using multiuse tableware and utensils shall use one of the following methods:
 - (a) A commercial dishwasher.
 - (b) A domestic dishwasher with sanitizing capability.
 - (c) A 3-compartment sink and adequate drain boards.
 - (d) A 2-compartment sink for washing and rinsing with a third container suitable for complete submersion for sanitizing, and adequate drain boards.
- (5) Centers using the manual washing method shall do all of the following:
 - (a) Rinse and scrape all utensils and tableware before washing.
 - (b) Thoroughly wash in detergent and water.
 - (c) Rinse in clear water.
 - (d) Sanitize using 1 of the following methods:
 - (i) Immersion for at least 30 seconds in clean, hot water of at least 170 degrees Fahrenheit.
 - (ii) Immersion for at least 1 minute in a solution containing between 50 and 100 parts per million of chlorine or comparable sanitizing agent at a temperature of at least 75 degrees Fahrenheit. A test kit or other device which measures parts per million concentration of the solution shall be used when a chemical is used for sanitizing.
 - (e) Air dry.
- (6) Moist cloths, used for wiping counter and tabletops, shall be clean, rinsed frequently in an approved sanitizing solution, stored in the sanitizing solution between uses, and not used for other purposes.
- (7) Sponges shall not be used in a food service operation.

R 400.5903 Poisonous or toxic materials.

Rule 903. Containers of poisonous or toxic materials shall be clearly labeled for easy identification of contents and stored out of reach of children.

R 400.5905 Premises.

Rule 905. (1) The center shall be located on land that provides good natural drainage or that is properly drained.

- (2) Stairs, walkways, ramps, landings, and porches shall meet the following requirements:
- (a) If elevated, shall have barriers to prevent falls and handrails designed and constructed for use by children.
 - (b) Shall be maintained in a safe condition relative to the accumulation of water, ice, or snow, and shall have nonslip surfacing.
 - (c) Landings shall be located outside exit doors where steps or stairs are necessary and shall be at least as wide as the swing of the door.
 - (d) Stairway steps shall be not more than 8 inches in height, with a minimum tread depth of 9 inches.
 - (e) If ramps are used, then they shall have a minimum rise-to-run ratio of 1 to 12.

R 400.5910 Heating; temperature.

Rule 910. (1) The temperature in child use areas shall be maintained at a safe and comfortable level so that children do not become overheated, chilled, or cold.

- (2) The indoor temperature shall be at least 65 degrees Fahrenheit in child use areas at a point 2 feet above the floor.
- (3) If temperatures exceed 82 degrees Fahrenheit, then measures shall be taken to cool the children.

R 400.5915 Light, ventilation, and screening.

Rule 915. (1) The total ventilation area in every habitable room, as provided by openable windows, shall be not less than 4½ percent of the floor area, unless central air conditioning is provided.

- (2) If ventilation is dependent on a mechanical system, then the system shall be on at all times while the building is occupied and shall comply with the ventilation requirements of the applicable mechanical code of the authority having jurisdiction.
- (3) Artificial light or natural light, or both, shall be capable of providing a minimum illumination of 20 foot candles over the entire room at a height of 3 feet from the floor.
- (4) Windows used for ventilation shall be supplied with screening of not less than 16 mesh, which shall be kept in good repair. This subrule does not apply to child care programs operating in school buildings.
- (5) Propping doors open for ventilation is prohibited.

R 400.5920 Water supply; plumbing.

Rule 920. (1) The water system shall comply with the requirements of the local health authority.

- (2) Plumbing shall be designed, constructed, installed, and maintained to prevent cross-connection with the water system.
- (3) Sinks, lavatories, drinking fountains, and other water outlets shall be supplied with safe water, sufficient in quantity and pressure, to meet conditions of peak demand.

R 400.5925 Toilets; handwashing sinks.

Rule 925. (1) The center shall have 1 toilet and 1 handwashing sink for every 15 children or fraction

thereof. A center operating with children in attendance less than 5 continuous hours a day shall provide at least 1 toilet and 1 handwashing sink for every 20 children or fraction thereof beyond the first 20.

- (2) After the effective date of these rules, any center that is new, relocates, adds an infant/toddler component, or increases the licensed infant/toddler capacity, shall have a diapering area with a designated handwashing sink.
- (3) Handwashing sinks shall be accessible to children by platform or installed at children's level.
- (4) Handwashing sinks shall have warm running water and be accessible to children. Both of the following apply:
 - (a) Water temperature shall not exceed 120 degrees Fahrenheit.
 - (b) Soap and single service towels or other approved hand drying devices shall be provided.
- (5) Toilet rooms for school-age children shall provide for privacy.
- (6) All newly constructed or remodeled facilities shall include separate hand washing sinks in the kitchen and diapering areas.

R 400.5930 Sewage disposal.

Rule 930. (1) Sewage and other water-carried wastes shall be disposed of through a municipal or private sewer system.

- (2) Private sewer/septic systems shall be designed and operated to safely dispose of all wastewater generated, shall be adequate in size for the projected use and meet the criteria of the environmental health department.

R 400.5935 Garbage and refuse.

Rule 935. (1) The center shall store garbage in watertight containers with tight-fitting covers. If a dumpster is used, then garbage shall be placed in sealed plastic bags.

- (2) The center shall provide a garbage can with a waterproof liner, or the garbage can shall be thoroughly cleaned after each emptying.
- (3) The center shall have garbage and refuse removed at intervals of at least once a week.

R 400.5940 Maintenance of premises.

Rule 940. (1) The premises shall be maintained in a clean and safe condition.

- (2) The premises shall be maintained so as to eliminate and prevent rodent and insect harborage.
- (3) Roofs, exterior walls, doors, skylights, and windows shall be weathertight and watertight and shall be kept in sound condition and good repair.
- (4) Floors, interior walls, and ceilings shall be sound, in good repair, and maintained in a clean condition.
- (5) All plumbing fixtures and water and waste pipes shall be properly installed and maintained in good working condition. Each water heater shall be equipped with a thermostatic temperature control and a pressure relief valve, both of which shall be in good working condition.
- (6) All toilet room floor surfaces shall be constructed and maintained so as to be impervious to water and to permit the floor to be easily kept in a clean condition.
- (7) Light fixtures, vent covers, wall-mounted fans and similar equipment attached to walls and ceilings shall be easily cleanable and maintained in good repair.
- (8) Child care centers licensed after the effective date of these rules located in structures built before 1978 shall have a lead hazard risk assessment performed by a certified lead risk assessor. Any lead hazards identified shall be addressed as noted in the lead hazard risk assessment report. The results of the assessment shall be kept on file in the center.

- (9) As required by 1994 PA 451, MCL 324.8316, the center shall develop and implement an integrated pest management program when pesticide applications occur in the building. The integrated pest management program shall include, but not be limited to, the following:
- (a) An annual notification shall be provided by centers to parents or guardians informing them that they will receive advance notice of pesticide applications.
 - (b) The annual notification to parents or guardians shall specify 2 methods by which the advance notice of pesticide application will be given.
 - (c) An advance notice shall contain information about the pesticide, including the target pest or purpose, approximate location, date of the application, contact information at the center, and a toll-free number for a national pesticide information center recognized by the Michigan Department of Agriculture.
 - (d) Liquid spray or aerosol insecticide applications may not be performed in a room of a child care center unless the room will be unoccupied by children for not less than 4 hours or longer if required by the pesticide label use directions.

APPENDIX A

PROMULGATION PROCESS/SUGGESTED CHANGES

The promulgation process is lengthy. This is due, in part, to the Department's desire to develop rules that are clear, reasonable, necessary, fair and enforceable. Serious consideration is given to the recommendations of the Ad Hoc Committee, licensees, child care organizations, interested citizens, parents, and staff.

In the interest of continuing to serve the public by considering its wishes, the Department welcomes any comments or suggestions that you feel will help improve future revisions of these regulations. Your comments will be reviewed when changes in the rules are being considered. 1973 PA 116 requires the Department to conduct a review of the rules every other year and a major review by an Ad Hoc Committee every five years.

You are invited to send your comments to:

Division Director
Division of Child Day Care Licensing
Michigan Department of Human Services
PO BOX 30650
LANSING MI 48909
www.michigan.gov/michildcare

In forwarding comments or suggestions, please use an outline similar to the one below. Send to the Division Director for the Department's consideration and review.

Rule Number	Subrule Number
SUGGESTED CHANGE:	
REASON FOR CHANGE:	
Signature	Date
Print Name	
Address (Number, Street)	
City, State, Zip Code	

APPENDIX B

CONTESTED CASE HEARINGS

Filed with the Secretary of State on September 7, 1999

This rule takes effect 15 days after filing with the Secretary of State

(By authority conferred on the director of the department of consumer and industry services by section 2 of Act No. 116 of the Public Acts of 1973, as amended, section 10 of Act No. 218 of the Public Acts of 1979, as amended, and Executive Reorganization Order No. of 1996-1, being §§722.112, 400.710, and 330.3101 of the Michigan Compiled Laws)

R 400.1600 Definitions.

Rule 1. (1) As used in these rules:

- (a) “Act” means Act No. 116 of the Public Acts of 1973, as amended, being §722.111 et seq. of the Michigan Compiled Laws.
 - (b) “Act No. 218” means Act No. 218 of the Public Acts of 1979, as amended, being §400.701 et seq. of the Michigan Compiled Laws.
 - (c) “Noncompliance” means a violation of the act or act 218, an administrative rule promulgated under the act or act 218, or the terms of a license or a certificate of registration.
 - (d) “Substantial noncompliance” means repeated violations of the act or act 218 or an administrative rule promulgated under the act or act 218, or noncompliance with the act or act 218, or a rule promulgated under the act or act 218, or the terms of a license or a certificate of registration that jeopardizes the health, safety, care, treatment, maintenance, or supervision of individuals receiving services or, in the case of an applicant, individuals who may receive services.
 - (e) “Willful noncompliance” means, after receiving a copy of the act or act 218, the rules promulgated under the act or act 218 and, for a license, a copy of the terms of a license or a certificate of registration, an applicant or licensee knew or had reason to know that his or her conduct was a violation of the act or act 218, rules promulgated under the act or act 218, or the terms of a license or a certificate of registration.
- (2) Except as provided in subrule (1) of this rule, a term defined in Act No. 306 of the Public Acts of 1969, as amended, being §§24.201 et seq. of the Michigan Compiled Laws, shall have the same meaning when used in these rules.
 - (3) The definitions in this rule apply to matters under the act and act 218 for the contested case hearings.

April 20, 1999



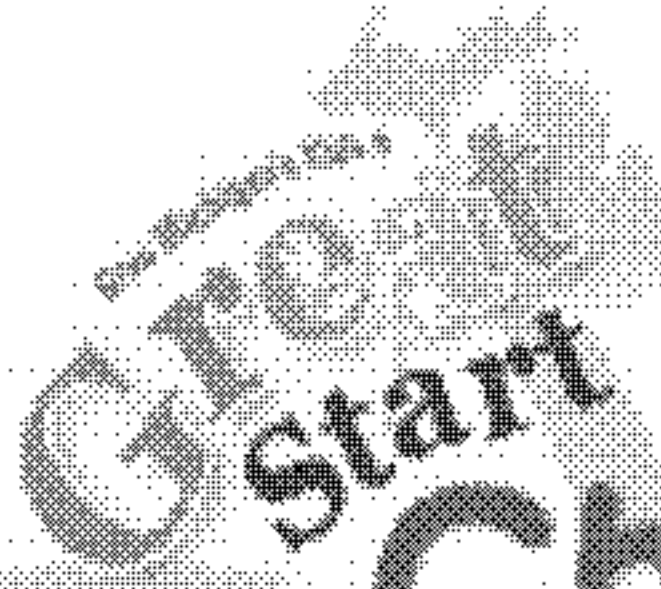
QUANTITY: 8,000
COST: \$6,899.51 (\$.86 ea)
APPROVAL: DHS Director

Department of Human Services (DHS) will not discriminate against any individual or group because of race, religion, age, national origin, color, height, weight, marital status, sex, sexual orientation, gender identity or expression, political beliefs or disability. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you are invited to make your needs known to a DHS office in your area..

BCAL-PUB-8 (Rev. 10-08) May use 6-08 edition.

Michigan Race to the Top Early Learning Challenge

Appendix Section XI



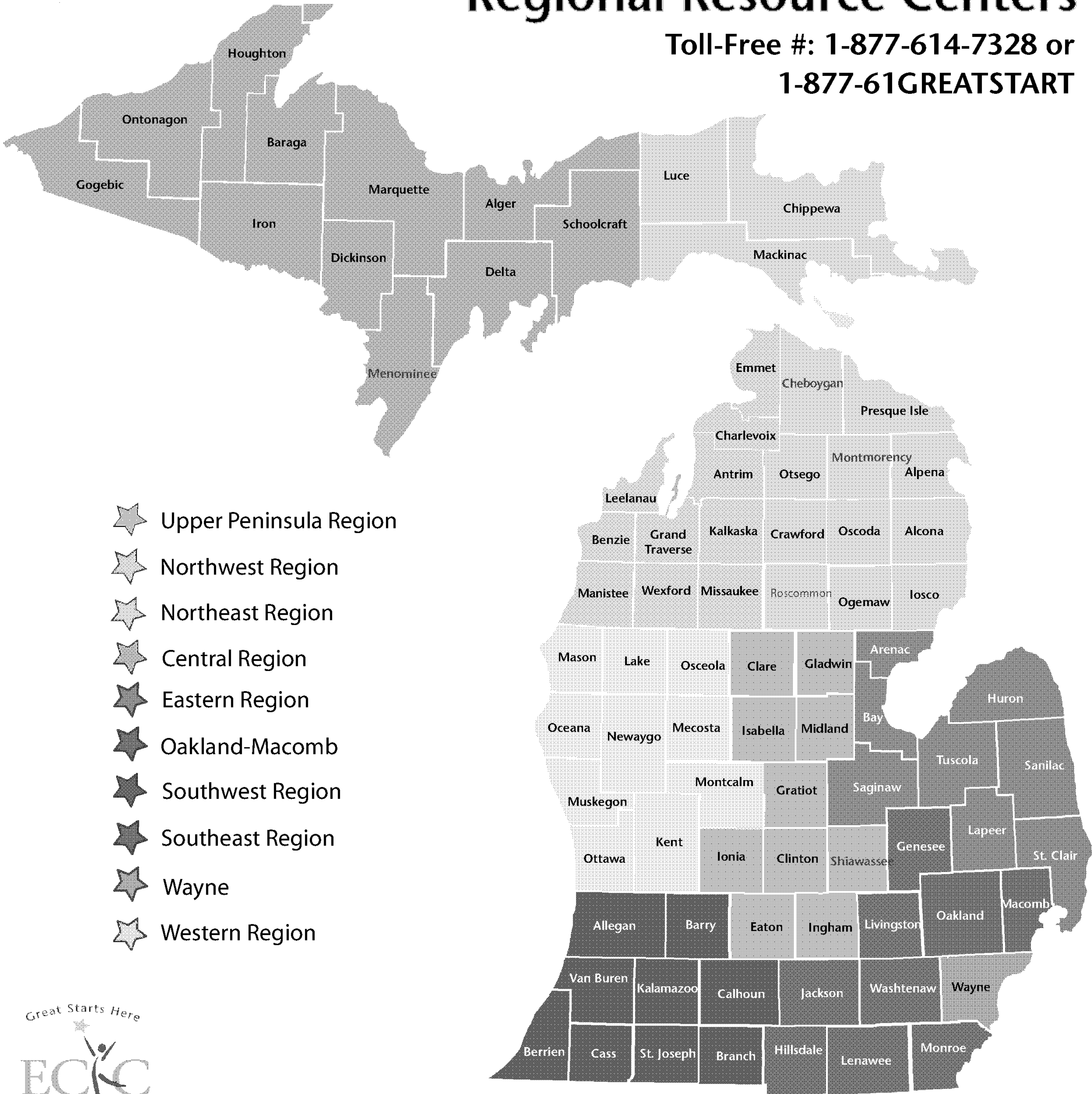
Child Care Quality Program

Early Learning Resources

GreatStartForKids.org

Regional Resource Centers

Toll-Free #: 1-877-614-7328 or
1-877-61GREATSTART



Michigan Race to the Top Early Learning Challenge

Appendix Section XII

Family Child Care Program Quality Assessment (FCCPQA) Summary Sheet

Program Information

Name of Family Child Care Home: _____

Street Address: _____

City, State, Zip: _____

Telephone: _____

Fax: _____

Email: _____

Family Child Care Provider or Contact Person
(if different from above): _____

Telephone: _____

Fax: _____

Rater Information

Name: _____

Position/Title: _____

Telephone: _____

Email: _____

Date/Time of Observation:

Date/Time of Observation: _____

I. Daily Schedule

- A. Consistent daily schedule
- B. Child-initiated activities
- C. Adult-initiated group activities
- D. Cleanup time with choices
- E. Snacks or meals
- F. Outside play
- G. Nap, rest, or quiet time
- H. Child planning
- Daily Schedule Sum
- Daily Schedule Average Score

II. Learning Environment

- A. Space for play
- B. Logically arranged interest areas, with easy access
- C. Outside space with equipment and materials
- D. Materials are systematically stored and labeled
- E. Materials are accessible to children
- F. Materials are varied, manipulative, open ended, and appeal to multiple senses
- G. Materials are plentiful
- H. Materials reflect human diversity and the positive aspects of children's lives
- I. Adult and child work is on display
- Learning Environment Sum
- Learning Environment Average Score

III. Provider-Child Interaction

- A. Supportive arrivals and departures
- B. Warm and caring atmosphere
- C. Encouragement and support for child language, verbal and nonverbal
- D. Support for non-English speakers
- E. Adults participate as partners in play
- F. Support for child learning during group activities
- G. Opportunities for child exploration at own pace
- H. Acknowledgement of child efforts
- I. Encouragement of peer interactions
- J. Opportunities for self-help and solving problems with materials
- K. Encouragement of conflict resolution
- L. Use of television and computers
- Provider-Child Interaction Sum
- Provider-Child Interaction

IV. Safe and Healthy Environment

- A. Spaces are free of physical hazards
- B. Healthy hand-washing routines are in place
- C. Safe and healthy toileting and diapering routines are in place
- D. Food preparation practices are healthy and safe
- E. Resting/naping equipment and routines are safe
- F. Animals and pets are healthy
- G. Emergency equipment and procedures are in place
- Safe and Healthy Environment Sum
- Safe and Healthy Environment Average Score

Infant-Toddler Program Quality Assessment (PQA): Summary Sheet

Form A: Observation Items

Caregiver's Name _____

Program Name _____

Rater's Name _____

Date of Assessment _____

Enter the numerical rating (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page xi. If an item was not rated, enter NR"

I. LEARNING ENVIRONMENT

- ___ A. Safe and healthy environment
- ___ B. Space for sleeping, eating, and bodily care
- ___ C. Space for play and movement
- ___ D. Accessible sensory materials
- ___ E. Children's photos, creations
- ___ F. Accessible, safe outdoor space

III. ADULT-CHILD INTERACTION

- ___ A. Long-term adult relationships
- ___ B. Child-adult trust
- ___ C. Child-adult partnerships
- ___ D. Children's intentions
- ___ E. Children's social relationships
- ___ F. Toddler conflict resolution

___ NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

___ NUMBER OF CLASSROOM ITEMS RATED
(39 minus the number not rated)

___ TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

___ AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)

II. SCHEDULES AND ROUTINES

- ___ A. Flexible, predictable schedule
- ___ B. Comfortable arrivals/departures
- ___ C. Child-initiated choice times
- ___ D. Bodily care choices
- ___ E. Smooth transitions
- ___ F. Child-centered feedings/meals
- ___ G. Fluid, dynamic group times
- ___ H. Nature-based outside times
- ___ I. Individualized naptimes

IV. CURRICULUM PLANNING AND CHILD

OBSERVATION

- ___ A. Comprehensive curriculum
- ___ B. Child observations
- ___ C. Interpreting/recording observations
- ___ D. Individualized planning by caregivers

PRESCHOOL PROGRAM QUALITY ASSESSMENT (PQA): SUMMARY SHEET
FORM A: CLASSROOM ITEMS (SECTIONS I-IV)

Teacher's Name: _____

Program Name _____

Rater's Name: _____

Date of Assessment: _____

Enter the numerical rating (1, 2, 3, 4, or 5) for each item. Refer to the Scoring Instructions on page 4. If an item was not rated, enter "NR."

I. LEARNING ENVIRONMENT

- ____ A. Safe and healthy environment
- ____ B. Defined interest areas
- ____ C. Logically located interest areas
- ____ D. Outdoor space, equipment, materials
- ____ E. Organization and labeling of materials
- ____ F. Varied and open-ended materials
- ____ G. Plentiful materials
- ____ H. Diversity-related materials
- ____ I. Displays of child-initiated work

____ L. Outside time

III. ADULT-CHILD INTERACTION

- ____ A. Meeting basic physical needs
- ____ B. Handling separation from home
- ____ C. Warm and caring atmosphere
- ____ D. Support for child communications
- ____ E. Support for non-English speakers
- ____ F. Adults as partners in play
- ____ G. Encouragement of child initiatives
- ____ H. Support for child learning at group times
- ____ I. Opportunities for child exploration
- ____ J. Acknowledgement of child efforts
- ____ K. Encouragement for peer interaction
- ____ L. Independent problem solving
- ____ M. Conflict resolution

II. DAILY ROUTINE

- ____ A. Consistent daily routine
- ____ B. Parts of the day
- ____ C. Appropriate time for each part of the day
- ____ D. Time for child planning
- ____ E. Time for child-initiated activities
- ____ F. Time for child recall
- ____ G. Small-group time
- ____ H. Large-group time
- ____ I. Choices during transition times
- ____ J. Cleanup time with reasonable choices
- ____ K. Snack or meal time

IV. CURRICULUM PLANNING AND ASSESSMENT

- ____ A. Curriculum model
- ____ B. Team teaching
- ____ C. Comprehensive child records
- ____ D. Anecdotal note taking by staff
- ____ E. Use of child observation measure

____ NUMBER OF CLASSROOM ITEMS NOT RATED
(Number of items marked "NR")

____ NUMBER OF CLASSROOM ITEMS RATED
(39 minus the number not rated)

____ TOTAL CLASSROOM SCORE
(Sum of scores on rated items)

____ AVERAGE CLASSROOM SCORE
(Total score ÷ Number of items rated)

Michigan Race to the Top Early Learning Challenge

Appendix

Section XIII

**Michigan Department of Community Health and the
Great Start System Team
Affordable Care Act:
Maternal, Infant and Early Childhood Home Visiting Program
UPDATE**

September 9, 2010

This is the sixth in a series of communications with individuals and organizations who are interested in Michigan's response to the *Affordable Care Act (ACA) Maternal, Infant and Early Childhood Home Visiting Program Funding Opportunity Announcement (FOA)* that was issued by HHS on June 10, 2010. For information about the requirements of this program, please go to <http://apply07.grants.gov/apply/UpdateOffer?id=19148> where you can view and download the FOA referenced above.

On August 19, 2010 the U.S. Department of Health and Human Services' (HHS) Health Resources and Services Administration (HRSA) and Administration for Children and Families (ACF) issued the Supplemental Information Request for the Submission of the Statewide Needs Assessment (Home Visiting Needs Assessment – OMB Control No. 0915-0333).

This guidance document describes the second step in a three-step process that States must complete in order to receive FY 2010 *ACA Maternal, Infant and Early Childhood Home Visiting Program* funding. The document is available at:

<http://www.hrsa.gov/grants/apply/assistance/homevisiting/homevisitingsupplemental.pdf>.

In response to the Supplemental Information Request (SIR), the Great Start System Team (GSST) Home Visiting Workgroup is assembling the required information for submission by the deadline of September 20, 2010. Michigan's response to the SIR will include:

1. a statewide data report describing Michigan's status on a specified set of indicators and metrics;
2. a state level table of state and/or federally funded home visiting programs;
3. a preliminary analysis to identify communities with the highest concentration of risk across the set of indicators specified in the SIR;
4. a description of the state and/or federally funded home visiting programs in the communities identified as having the highest concentration of risk based on our preliminary analysis.

At this point, the Home Visiting Workgroup has completed the statewide data table, and identified a preliminary list of communities with the highest concentration of risk across the indicators. The statewide data table will shortly be available for review at both websites listed at the end of this document.

Our daily experiences tell us that all communities in the state have families at risk, especially given our state's economic and budget crisis. However, the federal Home Visiting funds are focused on communities with the highest concentration of risk, as determined by indicators and metrics specified in the guidance.

In order to identify the communities with the highest concentration of risk, we analyzed data by county (e.g. community = county). When county data was not available for a particular indicator (for example, high school drop-out data), we looked at the closest approximation.

We used 13 indicators in our analysis; ten that were specified in the SIR, plus three additional indicators identified by the workgroup. We added the three additional indicators to our analysis to reflect what we have been learning about disparities that impact wellness, risk and needs. The 13 indicators include:

1. Premature birth
2. Low-birth weight infants
3. Infant mortality
4. Poverty
5. Crime
6. School drop-out rates
7. Substance abuse
8. Unemployment
9. Child maltreatment
10. Domestic violence
11. Presence of an urban center in that county
12. Proportion of the total population of American Indians living in each county compared to the total population of American Indians in the state
13. Proportion of the total population of African Americans living in each county compared to the total population of African Americans in the state.

Twenty-two of Michigan's 83 counties did not have complete data across the indicators, and could not be included in the final analysis. Incomplete data might be due to missing information, or because of such small values for one or more indicators that they are not reported, due to standards for reliability and precision.

For the remaining 61 counties, we determined the level of risk for each county on each indicator. The county was deemed 'at risk' if the county average was higher than the state average for that indicator. When the SIR requested multiple measures for an indicator (for example, Substance abuse has four measures), a composite score was developed. The county was deemed 'at risk' for the composite score if any of the individual measures were higher than the state average. Finally, the number of indicators for which the county was higher than the state average was totaled to calculate the concentration of risk.

Research by Barth, et al (2008), cited by the Harvard University Center on the Developing Child (http://developingchild.harvard.edu/index.php/library/briefs/inbrief_series/inbrief_the_impact)

of early adversity/), indicates that as the number of adverse early childhood experiences mount, so does the risk of developmental delays. Children with seven or more risk factors have a 100% chance of developmental delay. Using this research, a county was defined as having a high concentration of risk if they exceeded the state average on seven or more of the 13 indicators used in our analysis.

Our preliminary analysis identified 10 counties with the highest concentration of risk as compared to the statewide level of risk. The counties identified include:

County	Score
Genesee	13
Wayne	12
Saginaw	11
Calhoun	10
Ingham	10
Kalamazoo	9
Muskegon	9
Berrien	8
Kent	8
St. Clair	8

Note: there were no counties with a score of 7

We are currently in the process of contacting key stakeholders in each of these 10 counties to gather information to complete this Needs Assessment.

While we are collecting basic information about each of these 10 counties at this stage, determinations about how the home visiting funding will be spent (which of these 10 counties or areas within these counties, and on what models and target populations) will not be made until we receive the next round of guidance from the U.S. Department of Health and Human Services, sometime later this fall. At that time we will develop an Updated State Plan, including final designation of the targeted at-risk communities, along with a specified plan tailored to address the needs in the selected communities. The tailored plan will include identification of the home visiting program(s) to be implemented, as well as strategies to support effective implementation of those home visiting program(s).

Ongoing communications in this series of Updates about the Home Visiting program in Michigan will be distributed to interested stakeholders and posted on the following web sites:

Maternal Infant Health Program web site at www.michigan.gov/mihp
 ECIC web site at www.greatstartforkids.org

Contact person:

Beth Lounds (HomeVisitingProject@michigan.gov)

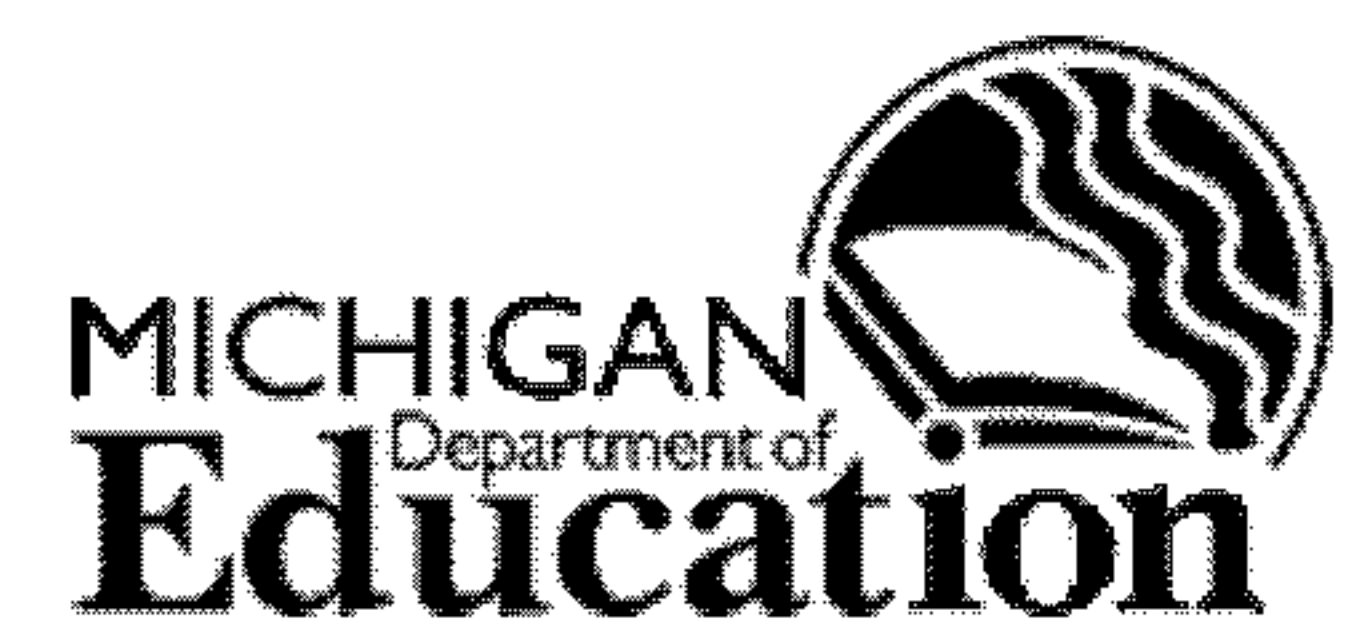
Michigan Race to the Top Early Learning Challenge

Appendix

Section XIV

**Model Standards for
Out-of-School Time/After-School Programs
in Michigan**

Michigan State Board of Education



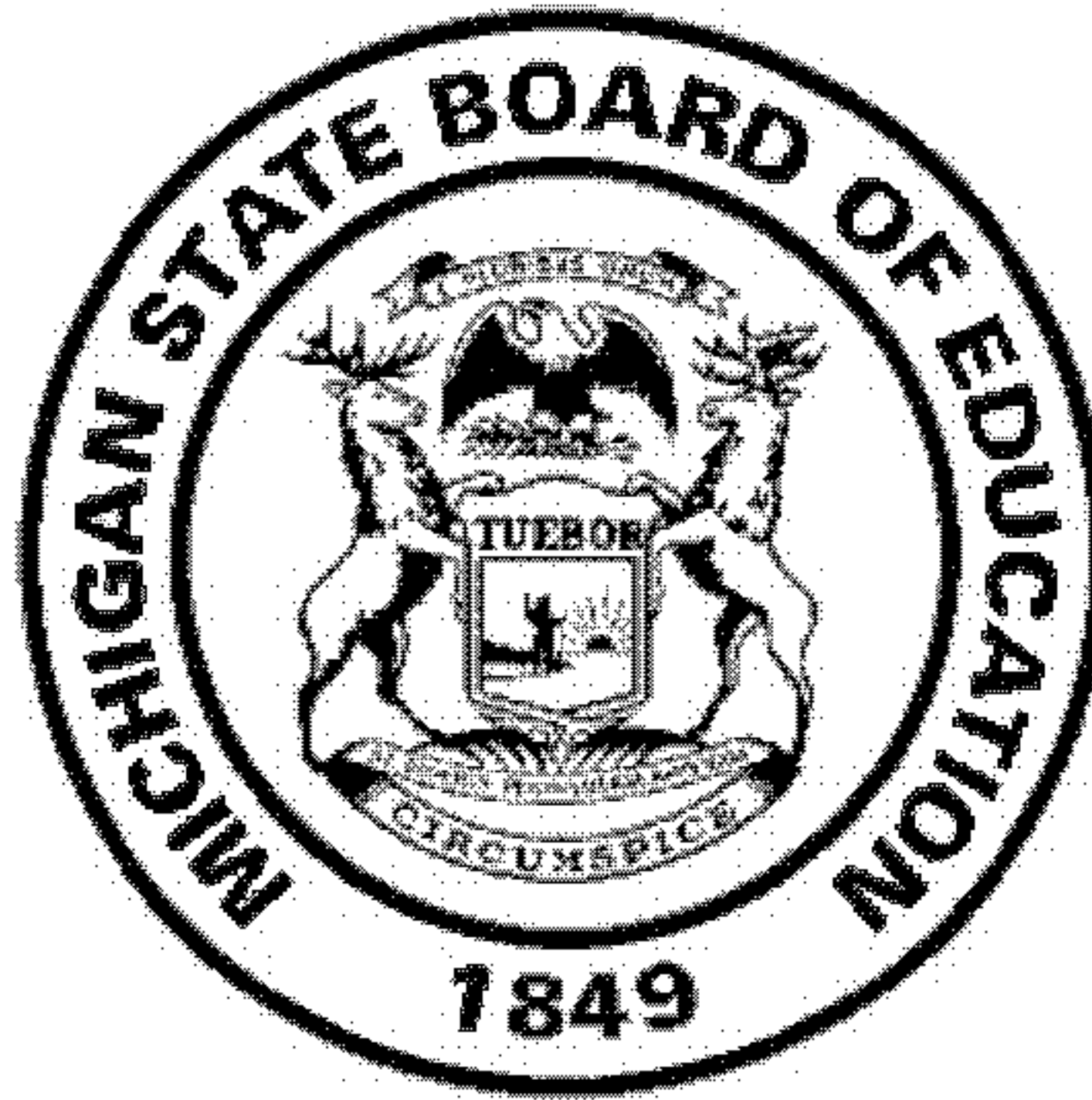
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INTRODUCTION

“Because young people spend only 20% of their time in school, how and where they spend the remaining 80% has profound implications for their well-being and their future. Quality afterschool (out-of-school time) programs provide engaging learning activities in a safe and supportive environment. These programs can meet students’ needs for personal attention from adults, inclusion in positive peer groups, and enjoyable experiential activities that build self-esteem. Afterschool (out-of-school time) programs are also uniquely positioned to encourage a more supportive bridge between home and school.”¹ In fiscal years 2000/2001 and 2001/2002, the Office of Early Childhood Education and Family Services, formerly the Early Childhood and Parenting Programs Unit, of the Michigan Department of Education (MDE), in collaboration with the Department of Human Services (DHS), formerly the Family Independence Agency, funded a Super Pilot Out-of-School Time (OST) project. The purpose of this project was to improve quality, increase sustainability, and evaluate the effectiveness of strategies utilized by OST programs to develop and enhance quality.

A committee was formed from MDE and three school districts representing geographically diverse urban, rural, and small town populations. The OST committee was charged with the task of writing model standards for quality OST programming that could be used as a framework for the design and implementation of high quality programs meeting the specific and different needs of children during the hours outside of the school day. This committee began its work in August 2001 and concluded it in June 2002. The committee’s extensive research and practical knowledge of a combined 95 years of experience in OST programs resulted in a draft of this document.

On June 13, 2002, the Michigan State Board of Education (SBE) adopted the recommendations of its Task Force on Integrating Communities and Schools. One of the recommendations was to develop and disseminate model standards for programs offered during out-of-school time. On February 27, 2003 the SBE adopted the first edition of the *Model Standards for Out-of-School Time Programs in Michigan*.

Subsequently, legislation was enacted to develop the Michigan After-School Partnership (MASP) to build the capacity for communities to provide high quality after-school programs. The MDE charged MASP with reviewing and updating the *Model Standards for Out-of-School Time Programs in Michigan* to reflect current research in the field and changes in Michigan Licensing Rules for Child Care Centers. “The pervasive afterschool research cited in the report [*A New Day for Learning*] is evidence of why high quality, engaging activities are invaluable to children’s success in life. These activities help students learn persistence and concentrate on tasks; develop better work habits and attendance in school; increase their physical activity; improve their grades; build self-confidence through service learning, team sports and performance; explore careers; and develop skills such as critical thinking and creativity. In addition, research indicates that afterschool programs keep children safe and help working families.”²

¹ Miller, B. *Critical Hours: Afterschool Programs and Educational Success*. May 2003

² C.S. Mott Foundation. *A New Day for Learning*. January 2006

“The field is also reaching consensus on a set of core practices (standards) and has developed instruments that measure these practices... Our advice is to focus on improving program quality, refining our tactics as we go.”³

This document is designed to assist schools and other organizations in developing high quality, comprehensive out-of-school time programs for students in elementary and middle schools. The standards are based on research concerning quality programs for school-age children. While not targeted for programs serving high school students, many of the standards may be applicable to these programs as well.

A set of critical components for out-of-school time programs is presented in this document as six distinct areas for which quality standards have been established.

These components are:

- Health, Safety, and Nutrition;
- Human Relationships and Staffing;
- Indoor and Outdoor Environment;
- Program and Activities;
- Administration; and
- Single-Purpose Programs.

These standards define the recognized indicators of OST program quality.

DEFINITIONS

This document uses the term “out-of-school” time (OST) to fully describe before school, after school, times and days when there is no school due to teacher training, snow days, vacations and summer vacation. Comprehensive out-of-school time programs ideally include both Extended Learning Opportunities (ELO) to support the school day and School-Age Child Care (SACC) to support working parents. Comprehensive programs provide safe places for students when their parents are not available, as well as academic support, enrichment activities, and youth development opportunities. While some stand-alone single-purpose extracurricular programs may serve children who do not need comprehensive services, some of the same guidelines and safeguards should be available for children at any time they are served by programs outside of school hours and not accompanied by their families.

HOW TO USE THIS DOCUMENT

This document may be used as a guide to developing and evaluating out-of-school time programs for children in kindergarten through eighth grade. While not targeted for programs serving high school students, many of these standards may be applicable to these programs as well. These standards are voluntary for all programs, except those programs specifically mandated by their funding to follow the standards. The standards indicate very high quality. The MDE and SBE recommend the use of this publication, along with other research based assessment tools for program monitoring and self-assessment [i.e., Youth Program Quality Assessment (YPQA), Afterschool Program Assessment System (APAS), Quality Assurance System (QAS)].

³ Granger, R., Dunrlak, J.A., Yohalem, N., & Reisner, E. (April, 2007). *Improving after-school program quality*. New York, N.Y.: William T. Grant Foundation

Model Standards for Out-of-School Time/After-School Programs in Michigan

I. Health, Safety, and Nutrition	
<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. The physical and emotional health, safety, and security of all children and youth are protected.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In school buildings, safety and health standards required during the school day are continued in the OST program. <input type="checkbox"/> Health and safety regulations follow those of Licensing Rules for Child Care Centers of school-age. <input type="checkbox"/> Children are supervised at all times, including arrival and departure. <input type="checkbox"/> A system is in place to prevent unauthorized individuals from taking children from the program. <input type="checkbox"/> Staff plan for different levels of supervision according to the level of risk involved in an activity. <input type="checkbox"/> Staff build trusting relationships with youth that provide physical and emotional security. <input type="checkbox"/> Equipment and facilities are checked daily and maintained in a safe fashion. <input type="checkbox"/> Programming facilitates a variety of physical and nutritional activities that meet the needs of all children/youth.
<p>B. Written policies and a training system are in place for emergencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted. <input type="checkbox"/> Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. <input type="checkbox"/> A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated. <input type="checkbox"/> A phone is available at all times. <input type="checkbox"/> Emergency family and medical contact information is maintained in the program and available to program staff at all times.
<p>C. Staff members are all trained to handle emergencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current. <input type="checkbox"/> There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.

I. Health, Safety, and Nutrition	
D. Positive policies and procedures ensure the health of all children and staff.	<ul style="list-style-type: none"> <input type="checkbox"/> The environment is clean, and appropriate sanitation, disinfecting, and maintenance procedures are followed. <input type="checkbox"/> Sick children and adults do not attend the program. <input type="checkbox"/> The spread of illness is contained by proper hand washing procedures and other hygiene practices.
E. Appropriate transportation rules are followed.	<ul style="list-style-type: none"> <input type="checkbox"/> Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school. <input type="checkbox"/> Field trip transportation is arranged with the knowledge and consent of parents, and follows transportation rules required for school field trips or as required by child day care licensing for licensed programs. <input type="checkbox"/> Public Transportation is utilized in the manner approved in the Revised School Code or in Licensing Rules for Child Care Centers.
F. Proper procedures for the administration and handling of medication and individual medical procedures are developed.	<ul style="list-style-type: none"> <input type="checkbox"/> Procedures are written, implemented and distributed in program handbooks to staff and parents.
G. The program serves foods and drinks that meet the needs of all children.	<ul style="list-style-type: none"> <input type="checkbox"/> After-school programs serve a minimum of one snack if children attend fewer than 2 ½ hours. Students who attend longer programs receive nutritional components commensurate with the time spent in the program, including either an additional snack or meal. <input type="checkbox"/> Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program. <input type="checkbox"/> Deprivation of food is never used as a punishment. <input type="checkbox"/> The program serves healthy foods and drinks. <input type="checkbox"/> The amount and type of food offered is appropriate for the ages and sizes of children. <input type="checkbox"/> Drinking water is readily available at all times. <input type="checkbox"/> Children's special nutritional needs are accommodated.
H. Food is stored and prepared safely.	<ul style="list-style-type: none"> <input type="checkbox"/> Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902. <input type="checkbox"/> Appliances for heating and cooling food are maintained in a safe manner.

II. Human Relationships and Staffing

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Adult/Child Relationships</p> <ol style="list-style-type: none"> 1. Are authentic, consistent and positive 2. Establish primary relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff treat all children respectfully, positively, and warmly. <input type="checkbox"/> Children appear to be comfortable and happy in the program. <input type="checkbox"/> Staff give attention to children and their individual needs, special interests, and abilities. <input type="checkbox"/> Availability and longevity with the organization supports youth/staff relationships.
<p>B. Child management is handled with care and respect, focusing on prevention and using methodology, which promotes positive self-esteem. Safeguards for children included in the Revised School Code pertain to out-of-school time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are kind, fair, and caring to all children. <input type="checkbox"/> Staff set appropriate, realistic limits that are consistently enforced. <input type="checkbox"/> Staff model and encourage communication, cooperation, and conflict resolution. <input type="checkbox"/> Corporal punishment is not allowed.
<p>C. Staff to child ratios and group size are established to insure that authentic, helpful, and caring relationships can be established and maintained between children in the program and the staff. Required minimum staff to child ratios are maintained consistently; high quality ratios are preferred.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate numbers of qualified staff are hired, trained, and on-site. <input type="checkbox"/> At least two adult staff members are present in the program at all times when children are present. Adult staff members are individuals who are 18 years of age or older. A high school student who is 17 and in the final year of a high school career preparation program in child care may count as an adult. <input type="checkbox"/> Groups of children do not exceed 30 in order to maintain a high quality program. A group consists of those children and their program staff members who function as a unit for activities. <input type="checkbox"/> Minimum ratios: <ul style="list-style-type: none"> • For children school-age up to 12 years of age, there shall be one caregiver to 18 children or a fraction thereof, including children who are related to the staff and licensee. <input type="checkbox"/> High quality ratios: <ul style="list-style-type: none"> • Grades K to 3—one adult for ten children. • Grades 4 to 8—one adult for 15 children. <input type="checkbox"/> Mixed-age groups follow the ratio requirement for the youngest children in the group. <input type="checkbox"/> Sufficient staffing is available to meet minimum ratios in all locations when groups are split between indoor and outdoor or separate activity areas.

II. Human Relationships and Staffing

<p>D. Staff (program staff and administrative staff) develop open and supportive relationships focused on the goals of the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members communicate and cooperate with each other consistently. <input type="checkbox"/> Staff members support each other through shared planning, coordination, and flexibility. <input type="checkbox"/> Staff members treat each other with respect and tolerance.
<p>E. Staff composition and relationships with each other and the children regularly reflect sensitivity to diversity and gender equity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The program policy prefers employment of staff members who reflect the languages, cultures, and genders of the children and families served. <input type="checkbox"/> Staff training is provided in diversity. <input type="checkbox"/> Staff members are sensitive to culture and gender. <input type="checkbox"/> Staff members are sensitive to individual children's special needs and abilities.
<p>F. Policies and standards are developed and written related to staff qualifications for each position, including written job descriptions used in recruiting and hiring staff.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written job description is available for each position in the OST program, which includes the title and qualifications needed, job duties, and salary/benefit range. <input type="checkbox"/> The plan for staff selection includes checking references.
<p>G. A written plan for recruitment, orientation, and retention of staff is developed and implemented.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The written plan for recruitment, orientation and retention of paid, volunteer, and community staff is consistent and used by administrators for implementation and decision-making. The plan is considered by board members and administrators in budget development. <input type="checkbox"/> New staff participate in eight or more hours of preservice orientation activities, and preservice orientation activities include elements of youth development.
<p>H. Each site has an adult site supervisor or director with decision-making responsibilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The site supervisor/director minimally must be 21 years of age; have earned a high school diploma or GED; have current certification in infant, child, and adult cardiopulmonary resuscitation (CPR) and first aid; and complete 12 clock hours of annual training on topics referenced in the Licensing Rules for Child Care Centers R 400.5102(3)(b), in addition to CPR, first aid, and blood borne pathogen training. <input type="checkbox"/> A high quality site supervisor/director is at least 21 years of age and has a bachelor's degree and experiential background including college-level work and/or experience in education, child development/child psychology, recreation, social work, youth development, community organization, or another field relevant to work with students during out-of-school times or possesses the Michigan School Age Youth Development Credential. <input type="checkbox"/> The site supervisor/director is available onsite when students are onsite.

II. Human Relationships and Staffing

<p>I. Program staff working directly with students will meet child care licensing rules for school-age programs.</p>	<ul style="list-style-type: none"> ❑ As a minimum, staff shall adhere to the Licensing Rules for Child Care Centers R400.5104. ❑ High quality staff will possess the Michigan School Age Youth Development Certification within one year of employment in an after-school program.
<p>J. A written plan for on-going staff development is implemented and budgeted. This plan must include:</p> <ul style="list-style-type: none"> • child/youth typical and atypical development; • curriculum; • behavior management/child discipline; • health/safety; • nutrition; • working with parents; • child/adult CPR/first aid/emergency procedures; • child abuse and neglect prevention and reporting; • record keeping; • appropriate activities; and • licensing rules for child care centers. 	<ul style="list-style-type: none"> ❑ The plan for staff development is incorporated into the overall staff development plan for the school or agency, is reflected in the budget, and is based on an assessment of the needs of the program and the staff. Staff qualifications, as well as program evaluations, are taken into consideration and are consistently implemented. ❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization.
<p>K. A written, board-approved compensation plan is developed to retain qualified staff and maintain quality programs.</p>	<ul style="list-style-type: none"> ❑ The written, board approved compensation plan is clearly related to the local market, staff qualifications, program quality, and staff retention. This plan is consistently implemented with short-term and long-term fiscal sustainability plans in place.
<p>L. All staff who work with children are physically/mentally able to perform outlined job duties and are free of criminal convictions.</p>	<ul style="list-style-type: none"> ❑ Staff physicals are required prior to employment, and are updated at least every three years. <ul style="list-style-type: none"> • Criminal background checks are required prior to employment as defined by Licensing Rules for Child Care Centers.
<p>M. Staff evaluation is established and used for ongoing professional development.</p>	<ul style="list-style-type: none"> ❑ Each staff member is evaluated semi-annually by the supervisor. Staff evaluations are used to guide decision-making about professional development activities connected to program goals and objectives.

III. Indoor and Outdoor Environment

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. The indoor environment is established to offer a safe, comfortable, age-appropriate, stable facility with adequate space in which to carry out the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is specific space that is safe, clean, and comfortable with enough room (a minimum of 35 square feet per child) for all program activities. <input type="checkbox"/> The facility is arranged and furnished for a variety of learning and recreational activities, including space for active and quiet play, homework, and spaces for groups of children, and privacy for individual children. <input type="checkbox"/> There is adequate space for storage of equipment and materials, as well as personal possessions of children and staff. <input type="checkbox"/> Physical environments can be modified to meet the needs of the program offerings and special needs of individuals. <input type="checkbox"/> Written guidelines are in place regarding the use and maintenance of program facilities. <input type="checkbox"/> The program is creative in meeting space constraints in shared spaces.
<p>B. The outdoor environment is established to offer a safe and age-appropriate area for daily outdoor play and sports.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is adequate outdoor space available for large motor and sports activities daily. <input type="checkbox"/> Children may choose to use a wide variety of outdoor equipment and games for active and quiet play. <input type="checkbox"/> The Public Playground Safety Handbook⁴ is recommended when applicable. <input type="checkbox"/> All outdoor equipment and spaces are suitable for the sizes and abilities of all children and are maintained in a safe manner.
<p>C. All materials and equipment, both indoor and outdoor, are purchased and maintained to provide learning and play experiences that are age-appropriate, individually supportive and regularly offer multiple choices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Enough materials and equipment are available to provide for at least three activity spaces per child. <input type="checkbox"/> There is a full range of learning and recreational equipment and materials (sensory, woodworking, art, literacy, recreational materials, technology, science, math, etc.). <input type="checkbox"/> Materials and equipment are available for a variety of choices, individual and group interests, and in good repair.
<p>D. The environment is accessible to children and families with disabilities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Program is barrier-free and complies with all Americans with Disabilities Act (ADA) regulations.⁵
<p>E. The environment reflects the diversity represented in the population of the community and gender equity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Décor, materials, and resources reflect family backgrounds and interests of children. <input type="checkbox"/> Materials, photographs, and equipment are representative of a variety of cultures/populations.
<p>F. The environment reflects various learning styles and abilities of all children.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is a variety of age-appropriate materials within active and quiet spaces to accommodate all children's learning styles and abilities.

⁴ Public Playground Safety Handbook – www.cpsc.gov/cpscpub/pubs/325.pdf

⁵ American with Disabilities Act regulations - www.ada.gov

IV. Program and Activities

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Activities are planned and supported through resources which reflect the interests and abilities of the children enrolled and provide support for the school-day activities, especially supplementing the areas of development not regularly provided during the school day.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Resources are available and utilized to provide a variety of child-centered activities that increase the opportunities for all children to develop in all areas (social, emotional, intellectual, academic, physical, and cultural).
<p>B. The comprehensive curriculum addresses the needs of the whole child, individual as well as group needs, and supports the school curriculum.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members demonstrate awareness of children's individual daily needs and learning styles and plan to accommodate them in daily programming. <input type="checkbox"/> There is a clear rationale for the activities chosen. <input type="checkbox"/> Formal processes or structures are in place linking the program to the school day. <input type="checkbox"/> Activities have educational, social-emotional, physical or life-skills outcomes.
<p>C. Materials are of sufficient quantity and type to support the curriculum for all ages.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A minimum of three developmentally appropriate activity choices are available for each child daily. The enriched environment includes a wide variety of multiple materials and equipment, which are available to children.
<p>D. Program development and implementation is carried out in such a way to include significant child choice and involvement in planning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff give children many opportunities to choose what they will do, how they will do it, and with whom. <input type="checkbox"/> Children are included in the planning process. <input type="checkbox"/> Children are encouraged to offer ideas, take the initiative, and make suggestions.
<p>E. Parents are appropriately involved in the planning, management, evaluation, implementation and improvement of the program.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple systems are in place for parents to be involved and to provide input regarding policies, procedures, curriculum, etc. <input type="checkbox"/> Multiple systems are in place for maintaining communication with parents. <input type="checkbox"/> Families and community members feel welcome, respected, and comfortable in the program. <input type="checkbox"/> Expectations for adult participation in the program are clearly communicated.
<p>F. School day and OST activities are linked in ways that support the academic development of each individual child.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> OST programming includes developmentally appropriate academic support and enrichment activities that complement the school curriculum. <input type="checkbox"/> OST staff members work with individual teachers and parents to support children's homework needs. <input type="checkbox"/> OST staff members participate in school-wide activities and goals.

IV. Program and Activities

<p>G. Program collaborates with other youth organizations, community resource agencies and schools to meet the needs of all participating children/youth.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Establish mechanisms for regular communication to better coordinate. <input type="checkbox"/> Support opportunities for youth.
<p>H. Staff are educated on the character education curriculum components and can demonstrate their presence in annual programming.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum planning includes annually at least two or more of the components of character education: <ul style="list-style-type: none"> • service learning; • conflict resolution; • asset building; • leadership; • decision making skills for healthy choices; • peer activities—older with younger; • intergenerational activities; and • peer mediation. <input type="checkbox"/> Character education opportunities are consistent with the Michigan State Board of Education Policy on Quality Character Education.⁶
<p>I. Computer technology experience, which helps children become comfortable with both skills and materials, should be available at all ages.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Computers and age-appropriate software (or access to) are present in the program and used regularly by all participants. <input type="checkbox"/> Computer and technology opportunities are consistent with the State of Michigan Educational Technology Plan.⁷
<p>J. The OST daily schedule provides for regular indoor/outdoor activities.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Each child has a chance for physical activity at least 30 minutes each three-hour block of time. <input type="checkbox"/> When weather does not permit outdoor participation, active indoor movement and games are offered.

⁶ Michigan State Board of Education Policy on Quality Character Education – http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf

⁷ State of Michigan Educational Technology Plan – www.michigan.gov/documents/STP2006_5-10-06c_158945_7.pdf

V. Administration

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Prior to developing a new program, a comprehensive needs assessment is conducted and the results are used in planning.</p>	<p><input type="checkbox"/> A needs assessment is administered to prospective parents, school staff, and when appropriate, to children. Program development and implementation is based on the data.</p>
<p>B. Stakeholders, including parents, guardians and family members, school personnel, businesses, service organizations, and others, in the school and community are identified and involved in and/or informed of the program.</p>	<p><input type="checkbox"/> OST staff, school staff, students, and members of the community conduct regular meetings to coordinate programming, curriculum, and goals.</p> <p><input type="checkbox"/> Ongoing communication and linkages, including formal advisory committees, between and among OST staff, school staff, community members, youth advisory councils, and families are established and encouraged.</p> <p><input type="checkbox"/> Community goals for children, as identified by the county multipurpose collaborative body, ISD, or municipal entities, are incorporated into the program.</p> <p><input type="checkbox"/> Youth and staff share responsibilities for community outreach efforts.</p>
<p>C. The established budget reflects input from appropriate stakeholders, utilizing a process that is inclusive and comprehensive.</p>	<p><input type="checkbox"/> The budget development process includes the program director, other school administrative staff, and the district/agency budget staff.</p>
<p>D. Fund development, revenue, and fiscal management systems are planned for and implemented to provide for a high quality, sustainable program supporting these standards.</p>	<p><input type="checkbox"/> Revenues and expenses are reported and monitored utilizing effective business office procedures. Fees are established to support quality programming. Grant funds, Department of Human Services subsidies, scholarships and donations are used to support program goals.</p>
<p>E. The program has developed a policies and procedures handbook for parents and staff.</p>	<p><input type="checkbox"/> Clear, concise, thorough handbooks are developed, updated regularly, and given to each parent and employee (one for parents and one for staff). The policies and procedures are administered in a consistent and equitable manner and include at least:</p> <ul style="list-style-type: none"> • enrollment policies; • adult behavior expectations; • attendance policies (including sign-in/sign-out procedures); • administration and handling of medications; • emergency contingency plans; and • behavior management procedures.
<p>F. A system of regular and comprehensive program evaluation is established and used for on-going program improvement.</p>	<p><input type="checkbox"/> At least twice a year, staff and parents are given the opportunity to evaluate the program and the results are used for systematic program improvements.</p>

V. Administration

<p>G. Program administration training is in place for site directors/supervisors.</p>	<p><input type="checkbox"/> Professional development is planned for and implemented to include:</p> <ul style="list-style-type: none">• program content;• program delivery system; and• methods for working effectively with all children, parents, and staff.
<p>H. Youth have an influence on the structure and policy of the organization.</p>	<p><input type="checkbox"/> Youth participate with program quality review and plans for improvement.</p> <p><input type="checkbox"/> Youth and staff share responsibility on program governing bodies (e.g., boards, advisory panels, standing committees, task forces).</p>

VI. Single-Purpose Programs

Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high quality OST activities. The following three standards should be followed by programs that are not designed to be comprehensive.

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>A. Programs that are established to provide one type of activity for a limited time period meet minimum requirements to ensure students' health and safety.</p>	<p><input type="checkbox"/> Standards I.A.-I.H. and II.A. and II.B. are met. These standards are reiterated below.</p>
<p>i. The physical and emotional health, safety, and security of all children and youth are protected.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In school buildings, safety and health standards required during the school day are continued in the OST program. <input type="checkbox"/> Health and safety regulations follow those of Licensing Rules for Child Care Centers of school-age. <input type="checkbox"/> Children are supervised at all times, including arrival and departure. <input type="checkbox"/> A system is in place to prevent unauthorized individuals from taking children from the program. <input type="checkbox"/> Staff plan for different levels of supervision according to the level of risk involved in an activity. <input type="checkbox"/> Staff build trusting relationships with youth that provide physical and emotional security. <input type="checkbox"/> Equipment and facilities are checked daily and maintained in a safe fashion. <input type="checkbox"/> Programming facilitates a variety of physical and nutritional activities that meet the needs of all children/youth.
<p>ii. Written policies and a training system are in place for emergencies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are trained in accident prevention and in plans for emergencies. Plans are written and posted prominently. Staff members are trained in emergency practices and regular reviews of emergency plans are conducted. <input type="checkbox"/> Contingency plans for emergencies, including closings, are communicated to families of students upon enrollment. <input type="checkbox"/> A procedure for emergency communication with families (e.g., phone trees, e-mail and web postings, cell phone usage) is established and communicated. <input type="checkbox"/> A phone is available at all times. <input type="checkbox"/> Emergency family and medical contact information is maintained in the program and available to program staff at all times.

VI. Single-Purpose Programs

Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high quality OST activities. The following three standards should be followed by programs that are not designed to be comprehensive.

<u>Standard:</u>	<u>Quality Indicators:</u>
iii. Staff members are all trained to handle emergencies.	<ul style="list-style-type: none"> ❑ Within three months of beginning to work in the program, each adult program staff member shall hold valid certification in CPR and basic first aid as issued by the American Red Cross, American Heart Association, or a comparable organization. Training is updated to remain current. ❑ There is always an individual onsite who has current first aid training, CPR, and blood borne pathogen training.
iv. Positive policies and procedures ensure the health of all children and staff.	<ul style="list-style-type: none"> ❑ Staff members communicate and cooperate with each other consistently. ❑ Staff members support each other through shared planning, coordination, and flexibility. ❑ Staff members treat each other with respect and tolerance.
v. Appropriate transportation rules are followed.	<ul style="list-style-type: none"> ❑ Transportation provided to students follows regulations in the Revised School Code for transporting students to and from school. ❑ Field trip transportation is arranged with the knowledge and consent of parents, and follows transportation rules required for school field trips or as required by child day care licensing for licensed programs. ❑ Public Transportation is utilized in the manner approved in the Revised School Code or in Licensing Rules for Child Care Centers.
vi. Proper procedures for the administration and handling of medication and individual medical procedures are developed.	<ul style="list-style-type: none"> ❑ Procedures are written, implemented and distributed in program handbooks to staff and parents.

VI. Single-Purpose Programs

Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high quality OST activities. The following three standards should be followed by programs that are not designed to be comprehensive.

<u>Standard:</u>	<u>Quality Indicators:</u>
<p>vii. The program serves foods and drinks that meet the needs of all children.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> After-school programs serve a minimum of one snack if children attend fewer than 2 ½ hours. Students who attend longer programs receive nutritional components commensurate with the time spent in the program, including either an additional snack or meal. <input type="checkbox"/> Nutrition requirements are the same as those that apply to the MDE, Child and Adult Care Food Program. <input type="checkbox"/> Deprivation of food is never used as a punishment. <input type="checkbox"/> The program serves healthy foods and drinks. <input type="checkbox"/> The amount and type of food offered is appropriate for the ages and sizes of children. <input type="checkbox"/> Drinking water is readily available at all times. <input type="checkbox"/> Children’s special nutritional needs are accommodated.
<p>viii. Food is stored and prepared safely.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Food storage and preparation standards are maintained as required by Child Care Licensing Rule R400.5902. <input type="checkbox"/> Appliances for heating and cooling food are maintained in a safe manner.
<p>ix. Adult/Child Relationships 1. Are authentic, consistent and positive 2. Establish primary relationships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff treat all children respectfully, positively, and warmly. <input type="checkbox"/> Children appear to be comfortable and happy in the program. <input type="checkbox"/> Staff give attention to children and their individual needs, special interests, and abilities. <input type="checkbox"/> Availability and longevity with the organization supports youth/staff relationships.
<p>x. Child management is handled with care and respect, focusing on prevention and using methodology, which promotes positive self-esteem. Safeguards for children included in the Revised School Code pertain to out-of-school time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members are kind, fair, and caring to all children. <input type="checkbox"/> Staff set appropriate, realistic limits that are consistently enforced. <input type="checkbox"/> Staff model and encourage communication, cooperation, and conflict resolution. <input type="checkbox"/> Corporal punishment is not allowed.

VI. Single-Purpose Programs

Note: Single-purpose programs may not find all standards applicable to their programs but are encouraged to review this document in its entirety. Many standards will be relevant to all high quality OST activities. The following three standards should be followed by programs that are not designed to be comprehensive.

<u>Standard:</u>	<u>Quality Indicators:</u>
B. Programs are appropriate for the students enrolled.	<input type="checkbox"/> Activities are age appropriate. <input type="checkbox"/> Activities meet the learning styles and interests of the enrolled students.
C. Appropriate staff members are present at all times.	<input type="checkbox"/> At least one adult is present at all times. <input type="checkbox"/> Staff members have specialty expertise relevant to the content/skill of the program being offered.

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GLOSSARY

<i>Activity</i>	A planned interaction led by staff.
<i>Cognitive/Cognition</i>	Both the knowledge possessed and the youth's ability to think, reason, learn, and understand. Younger school-age children usually think in concrete ways. Older school-age children (adolescents) begin to use more complex ways of thinking.
<i>Curriculum</i>	The program content and how it is delivered.
<i>Out-of-School Time (OST)</i>	Before school, after-school, times and days when there is no school due to teacher training, snow days, vacations, summer vacation, etc., which ideally includes both extended learning opportunities to support the school day and school-age child care.
<i>Program</i>	Refers to the organization and all of the activities, as a whole for children and youth during their out-of-school time.
<i>School Age Child Care</i>	Eligible to be enrolled in kindergarten, as defined by The Revised School Code, but less than 13 years of age.
<i>Single Purpose Program</i>	A program that is primarily supervised, school-age-child-focused training in a specific subject, including, but not limited to, dancing, drama, music, or religion. This exclusion applies only to the time a child is involved in supervised, school-age-child-focused training. A program that is primarily an incident of group athletic or social activities for school-age children sponsored by or under the supervision of an organized club or hobby group, including, but not limited to, youth clubs, scouting, and school-age recreational or supplementary education programs. This exclusion applies only to the time the school-age child is engaged in the group athletic or social activities and if the school-age child can come and go at will.
<i>Training, Other</i>	Training provided through workshops, seminars, conferences, college/university courses, on-line course work and training, and webinars.
<i>Youth</i>	Children and adolescents who are school-age through teen-age.
<i>Youth Development</i>	The support of the natural unfolding of the potential inherent in children and youth in relation to the challenges of their physical and social environment. Youth development encourages individuals to actively shape their own development through their choices and perceptions.

Endorsements

Michigan AfterSchool Association
P.O. Box 16128, Lansing MI 48901
www.misaca.org

Michigan After-School Partnership
1627 Lake Lansing Road, Lansing MI 48912
www.miafterschool.org

Michigan Race to the Top Early Learning Challenge

Appendix Section XV

Core Knowledge
and
Core Competencies
for
Early Childhood
Care and Education
Professionals

Revised January 8, 2003

Acknowledgements

The following Kent County Professional Development System Training Consortium Members are to be commended for the countless hours they put into this work..

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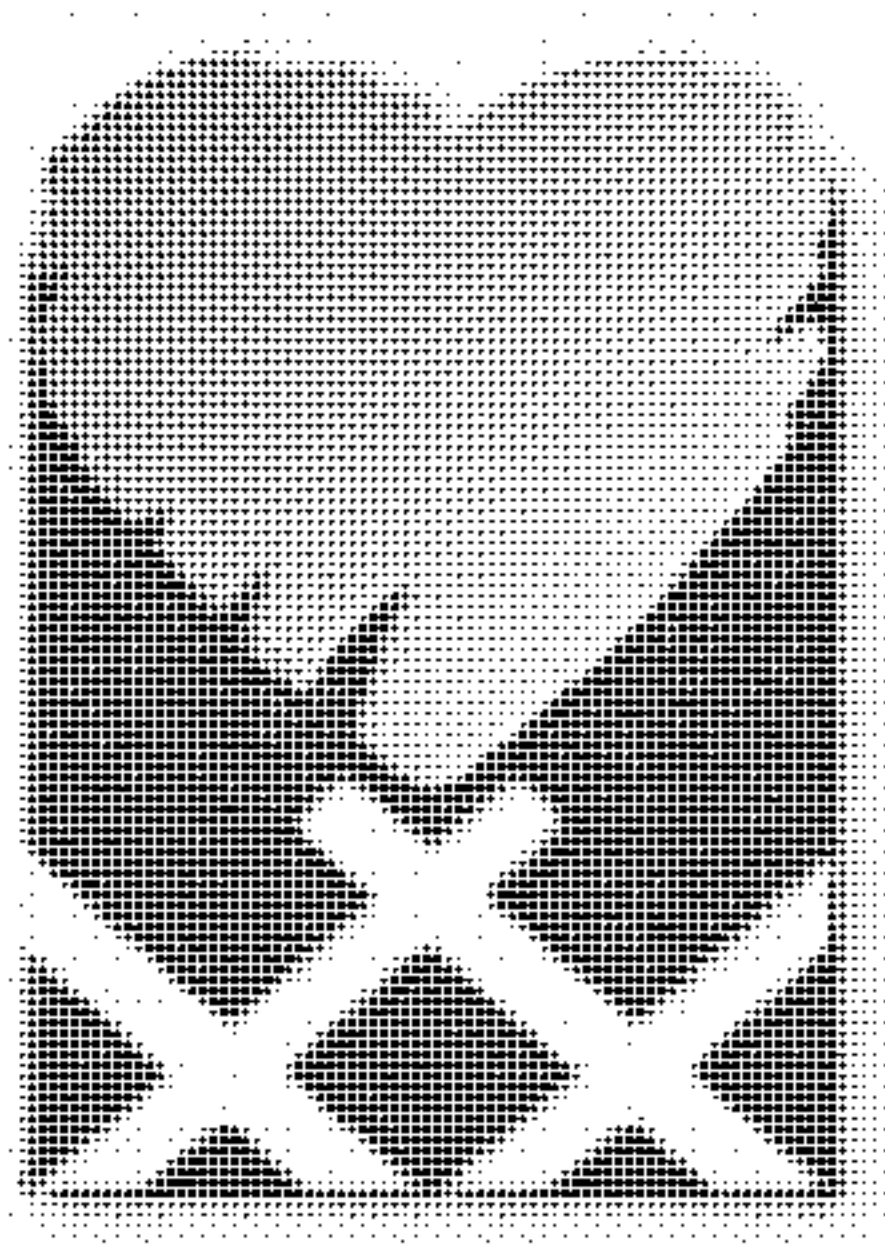
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Michigan Early Childhood Professionals Core Knowledge and Core Competencies

History and Process

This document was crafted by a subcommittee of the Early Childhood Care and Education Professional Development System, coordinated by Grand Rapids Community College and funded by the Frey Foundation. The Training Consortium members have been representatives from Child Day Care Licensing, 4C, Head Start, MSU Extension, and both public and private two and four year colleges and universities.

This group has met bi-monthly for two years to draft, research, debate and prepare this working document of Core Knowledge and Core Competencies. Primary resources have been the work done in New Mexico on the *Common Core Content*, NAEYC's *Guidelines for the Preparation of Early Childhood Professionals*, the *CDA Competency Manual*, and the State of Michigan *Early Childhood Endorsement Standards* as resources. Feedback has been received by the state subcommittee of Core Knowledge and Core Competencies, statewide conference attendees, a diverse group of early childhood professionals in Grand Rapids, and responses from individuals to the Core Knowledge and Core Competencies on the web site.

Content

The Core Knowledge Areas are:

1. Child Development and Learning
2. Health, Safety, and Nutrition
3. Family and Community Collaboration
4. Program management
5. Teaching and Learning
6. Observation, Documentation and Assessment
7. Interactions and Guidance
8. Professionalism

An overriding goal throughout the document is to thread diversity and special needs through all areas. When the phrase “developmentally appropriate” is used, it refers to the process of professionals making decisions based on:

1. Knowledge of age-related human characteristics that permit general predictions within an age range
2. Knowledge of the strengths, interests and needs of each individual child in the group
3. Knowledge of the social and cultural contexts in which children live

(Developmentally Appropriate Practice, Bredekamp, 1997)

Each Core Knowledge Area has five to eight Core Competency Areas. Each of these competency areas is divided into five levels that follow a progression of knowledge, skills and abilities. The levels build on one another, with the belief that a person working on competencies at Level III has already achieved the competencies at Level I and II. (See page, *Levels of Competence*.)

The levels of competence also relate to the Professional Development Steps that are based on education/training and experience. (See pages 4-5, *Professional Development Steps*.)

In developing the core competencies used at each level, the group used established standards for that level whenever possible. For example, Level II is based on the CDA competencies and Level IV is based on the new NAEYC standards adopted by NCATE in October of 2001. Some additions were made to provide consistency throughout the levels. For example, the NAEYC standards only minimally address Program Management. In general, the group also aligned the levels with Bloom's taxonomy as follows:

Levels of Competence

Levels of Competence refer to a progression of knowledge, skills, and abilities important to the provision of quality care for children. These levels of competence, however, are not necessarily aligned with the Professional Development Steps. Some of the competencies may not be addressed at all in the earlier steps. These levels of Competence have been aligned with Bloom's Taxonomy.

Awareness Level-~~KNOWLEDGE~~:

Professionals are developing an awareness of the Core Knowledge Areas. Competence may be reflected by knowledge, skills and abilities such as: recognizing, identifying, labeling and observing.

Developing Level-~~COMPREHENSION~~:

Professionals are able to articulate Core Knowledge Areas. Competence may be reflected by knowledge, skills and abilities such as: describing, discussing, explaining and paraphrasing.

Achieving Level-~~APPLICATION~~:

Professionals are able to apply Core Knowledge Areas. Competence may be reflected by knowledge, skills and abilities such as: demonstrating, illustrating, implementing and applying.

Extending Level-~~ANALYSIS and SYNTHESIS~~:

Professionals are able to analyze and create based upon Core Knowledge Areas. Competence may be reflected by knowledge, skills and abilities such as: comparing, contrasting, developing, relating, creating, constructing,, designing and modifying.

Advanced Level-~~EVALUATION~~:

Professionals are able to judge and advocate for Core Knowledge Areas. Competence may be reflected by knowledge, skills and abilities such as: critiquing, assessing, appraising, revising, justifying and advocating.

This document is being presented as a working document in December 2001 to the Michigan Early Childhood Professionals Consortium. It is expected that as the subgroups begin to work with it, further modification may need to be made.

Professional Development Steps

Professional Step	Education/Certification or Training	Recommended Roles and Responsibilities
I.	45 hours in Foundations of Early Childhood Education (Must cover all of the competencies listed in Level I) —or— Vocational Education Certificate	Entry Level – Works under direct supervision of a professional at a higher step. NOTE: For Family/Group Child Care Homes, supervision provided may be in the form of a licensing consultant, CACFP consulting or mentors.
II.	CDA	May work under direct supervision of a professional at a higher step. May plan and implement program with guidance.
III.	A.A.A.S. or A.A. in Early Childhood Care and Education, Special Education, or B.A. in unrelated field with 18 credit in Early Childhood Care and Education	Develops curriculum, responsible for classroom management, may include program administration.
IV.	B.A. with major or minor in Early Childhood Care and Education or ZA Endorsement, or related field conforming to NAEYC standards.	Develops curriculum, responsible for classroom management, administers program, and functions as a child and family advocate.
V.	M.A. or M.S. in Early Childhood Care and Education or related field conforming to NAEYC standards.	Develops curriculum, supervises program administration, and functions as child and family advocate. Provides training to other professionals.

The Kent County Professional Development System Training Consortium recognizes the importance of experience in the Professional Steps. The following chart is presented as a guide of recommended experience at each step in the Professional Development System. The number of hours for each level represent the 480 hours required by CDA, with an equal number of hours to represent a program year (based on a 9 month calendar).

Core Knowledge Area: Child Development and Learning

Related NAEYC Standard: Promoting child development and learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive and challenging for all children.

Competencies:

- A. Demonstrates understanding of development, maturation, learning and child development theories and how they connect to developmentally appropriate practice.
- B. Demonstrates knowledge of how young children differ in their development and learning styles and uses that knowledge to support the development and learning of individual children.
- C. Demonstrates knowledge of the interaction between maturation and environmental factors such as physical, social, psychological and cultural factors on the healthy growth and development of the child.
- D.
- E. Demonstrates knowledge of children with special needs including disabilities, developmental delays, emotional disorders and special abilities.
- F. Demonstrates knowledge of and sensitivity towards cultural/linguistic diversity.
- G. Demonstrates understanding that children are best understood in the contexts of family, community, culture and society.

Core Knowledge Area: Child Development and Learning

Competency A: Demonstrates understanding of development, maturation, learning and child development theories and how they connect to developmentally appropriate practice.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes how children develop including the roles of both maturation and learning. ➤ Observes children of various ages and describes general characteristics of their growth and development. ➤ Recognizes developmental domains: physical, social, emotional, language, cognitive and aesthetic development.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Observes and describes major milestones, typical behaviors and general learning processes for children birth through 8 years with respect for familial, cultural, linguistic, environmental and developmental variations. ➤ Provides opportunities to support the physical, social, emotional, language, cognitive and aesthetic development of all young children from birth through age eight. ➤ Reviews developmentally appropriate practices as illustrated by the National Association for the Education of Young Children.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Employs knowledge of developmental stages, processes and theories of development and learning as the basis of planning decisions and implementing practices. ➤ Explains the connection between theory and practice in early childhood care and education. ➤ Implements programs that are developmentally appropriate.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Creates programs that are developmentally appropriate for each child and family by utilizing personal observation of individual children and families, professional experiences and recognized theories of child growth and development as the basis for all planning decisions and implementation practices.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and revises programs and services that are optimally appropriate for all children and families by utilizing critical analysis of personal observations, experiences, learning and current research theories of child growth and development as the basis of all planning decisions and implementation practices.

Core Knowledge Area: Child Development and Learning

Competency B: Demonstrates knowledge of how young children differ in their development and learning styles and uses that knowledge to support the development and learning of individual children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes differences and similarities both in abilities and skills in developmental domains within each individual child and among children. ➤ Recognizes variability in learning styles and existence of multiple modes of intelligence.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Articulates the similarities and differences in abilities and skills in developmental domains within each individual child and among children. ➤ Interprets the differences in abilities and skills of children and recognizes the role of the caregiver in providing appropriately supportive learning environments. ➤ Describes and discusses how differences in abilities and skills require a variety of responses from caregivers and environments.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Structures learning experiences to accommodate the individual child's varying patterns of growth and development. ➤ Demonstrates understanding of children's varying patterns of growth and development by providing appropriately supportive learning environments. ➤ Implements learning environments and projects that support development of different learning styles and multiple modes of intelligence.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs learning experiences to enhance the development of the individual child's unique abilities. ➤ Creates learning environments based on observation and assessment, which stimulate the optimal development of children who display a wide range of abilities. ➤ Develops programs that encourage a holistic approach in supporting the development of all learning styles and multiple modes of intelligence in each child.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates the effectiveness of experiences intended to enhance the development of the individual child's unique abilities and recommends changes as needed. ➤ Assesses the effectiveness of learning environments in stimulating the optimal development of children who display a wide range of abilities. ➤ Advocates to the larger community implementation of programs that adopt a holistic approach in supporting the optimal development of all the learning styles and multiple modes of intelligence in each child.

Core Knowledge Area: Child Development and Learning

Competency C: Demonstrates knowledge of the interaction between maturation and environmental factors such as physical, social, psychological and cultural factors on the healthy growth and development of children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows that there are maturational and environmental factors that contribute to and influence the development of each child. ➤ Recognizes some specific environmental factors that support healthy growth and development of children.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes how various maturational and environmental factors might interact and influence children's healthy growth and development. ➤ Discusses ways to influence the effects of these factors to promote healthy growth and development of children. ➤ Utilizes knowledge of how maturational and environmental factors can reduce negative and support positive interactions and influences.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Transfers knowledge of maturational and environmental factors that contribute to and influence development of each child to the planning of programs and management of groups of children. ➤ Shares knowledge with families about the influence of maturational and environmental factors on healthy growth and development of children.
IV.	<p>At the EXTENDING LEVEL, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Modifies learning environments to reduce negative factors and support positive interactions and influences. ➤ Designs programs based on knowledge of maturational and environmental factors to support healthy growth and development of children. ➤ Supports the family through education and discussion to foster healthy growth and development of each child.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Informs the larger community about issues related to maturational and environmental factors that effect the healthy growth and development of children. ➤ Advocates for legislation and child education and care practices that promote positive interactions and influences from maturational and environmental factors. ➤ Researches and evaluates activities and practices that influence the interaction between maturational and environmental factors.

Core Knowledge Area: Child Development and Learning

Competency D: Demonstrates knowledge of children with special needs including disabilities, developmental delays, emotional disorders and special abilities.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes significant variations in development and learning. ➤ Knows there are similarities between children who are developing typically and those with special needs. ➤ Models acceptance of and respect for all children. ➤ Understands the importance of early intervention for children with significant variations in developing and learning.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Observes and describes significant variations in development and learning of an individual child. ➤ Communicates the need for early intervention and seeks appropriate support to begin the process. ➤ Implements activities designed by a professional at a higher step to meet an individual child's special needs.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes and describes specific disabilities, developmental delays and special abilities. ➤ Develops activities designed to meet an individual child's special needs. ➤ Participates in implementing Individual Educational Plans (IEP) and Individual Family Service Plans (IFSP). ➤ Learns and conducts basic medical procedures requested for specific children's needs such as tube feeding, administering prescribed breathing treatments, applying a brace, etc...
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops and articulates a personal philosophy of acceptance and respect for all children. ➤ Assesses the development of all children making referrals to appropriate resources. ➤ Participates in the planning, implementing and monitoring of Individual Educational Plans (IEP) and Individual Family Service Plans (IFSP). ➤ Creates and adapts strategies and learning environments to meet the special needs of children. ➤ Informs others about the importance of early identification and intervention.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and recommends changes to environments that will reduce risk factors and are likely to deter development. ➤ Designs and implements programs informing others about the importance of early identification and intervention. ➤ Advocates for programs and legislation that support children with special needs.

Core Knowledge Area: Child Development and Learning

Competency E: Demonstrates knowledge of and sensitivity towards cultural/linguistic diversity.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the role of home language (including first language, dialect and idiosyncratic language) and culture in children’s development. ➤ Models respect for cultural/linguistic diversity.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Articulates the role and importance of home language and culture. ➤ Describes how programs demonstrate recognition and understanding of children’s home language and culture in order to support the use and development of young children’s home language.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Fosters the development of the whole child during the formative years by supporting children and families’ use of home language and cultural practices. ➤ Implements curriculum to support cultural/linguistic diversity.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Relates the significance of cultural/linguistic influences to development of children. ➤ Creates learning environments that reflect these cultural/linguistic influences.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and revises learning environments to affirm and reflect cultural/linguistic influences. ➤ Assesses early childhood programs for their inclusion of cultural/linguistic diversity and makes recommendations as needed.

Core Knowledge Area: Child Development and Learning

Competency F: Demonstrates understanding that children are best understood in the contexts of family, community, culture and society.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the role of family and community contexts in influencing the child’s development and learning.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains the significance of family and community contexts in influencing the child’s development and learning. ➤ Recognizes the role of cultural and societal contexts in influencing the child’s development and learning.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Fosters the development of the whole child by supporting children and families’ cultural practices. ➤ Recognizes that politics influence family, community, culture and society.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Relates the significance of cultural and political influences in the child’s development and learning. ➤ Creates learning environments that reflect these influences. ➤ Educates families about how they can impact social institutions such as: educational programs and governmental entities.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and revises learning environments to affirm and reflect cultural and political influences. ➤ Assesses early childhood programs for responsiveness to family, community, cultural and societal changes and makes recommendations as needed. ➤ Advocates for systems changes and legislation that support families.

Core Knowledge Area: Health, Safety and Nutrition

Standard: Health, Safety and Nutrition

Candidates use their own knowledge and other resources to provide a safe environment, which promotes good health, safety and nutrition. Basic health and safety procedures aid in preventing childhood illness and communicable diseases and reducing injuries. Understanding nutritional needs and eating practices is important for promoting physical, social, language and cognitive development.

Competencies:

- A. Demonstrates knowledge of principles and environmental factors, which promote good health in young children.
- B. Demonstrates understanding of safety principles and environmental factors that prevent and reduce injuries.
- C. Demonstrates understanding of nutritional needs of young children and appropriate food practices relevant to caring for them.
- D. Demonstrates knowledge of health care and educational activities that reflect cultural variations in health and nutritional practices.
- E. Demonstrates knowledge of signs of emotional distress and child abuse and neglect in young children and follows appropriate procedures to report suspected abuse and neglect to designated authorities.

Core Knowledge Area: Health, Safety and Nutrition

Competency A: Demonstrates knowledge of principles and environmental factors, which promote good health in young children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Practices careful hand washing techniques and caregiving procedures in meeting the physical needs of young children. ➤ Follows specified Standard Precaution procedures. ➤ Follows the specified practices in dealing with common diseases. ➤ Recognizes and responds to individual children’s health needs. ➤ Recognizes the importance of rest and sleep in promoting good health. ➤ Practices basic first aid in emergency situations. ➤ Reports symptoms of illness or injury to supervisor. ➤ Follows specified guidelines in administering prescribed medications. ➤ Possesses current Red Cross or comparable age appropriate CPR and First Aid Certification.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes symptoms of common diseases and encourages parents to obtain appropriate treatment. ➤ Recognizes behavioral symptoms of stress in young children. ➤ Recognizes the relationship among stress, protective factors and resistance to disease. ➤ Initiates wellness activities that will promote good health and hygiene among children. ➤ Understands developmental rest and sleep requirements of individual children. ➤ Reviews health information and recommends referrals as necessary.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Understands the developmental consequences of stress and trauma. ➤ Designs schedules for children that allow for appropriate periods of rest and activity. ➤ Provides learning environments that will reduce stressors for children. ➤ Designs learning environments that will promote good health and hygiene practices. ➤ Assist young children in developing decision-making skills that enable them to make healthy choices.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches parents how to implement good health and hygiene practices and provide appropriate rest and sleep in their home environments. ➤ Educates parents and the larger community about the role of stress in the development of young children. ➤ Evaluates the effectiveness of health and hygiene practices in individual programs.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches others how to promote good health and hygiene practices and respond to the effects of stress on development. ➤ Advocates for children and their families in the area of programs and legislation that promote good health and hygiene practices.

Core Knowledge Area: Health, Safety and Nutrition

Competency B: Demonstrates understanding of safety principles and environmental factors that prevent and reduce injuries.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Follows established safety procedures.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains established safety procedures. ➤ Recognizes and identifies possible dangers and takes actions to ensure children’s safety. ➤ Describes toys and materials, which are developmentally appropriate for safe use by each age group of children.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Structures the environment so that equipment and space matches the developmental level of the children and is used safely. ➤ Establishes safety rules cooperatively with children when appropriate. ➤ Arranges and evaluates the learning environment to ensure that it is free of all possible risks and hazards.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes the appropriateness of all environments and activities based on professional knowledge, observation and assessment of individual children and groups of children, input from family and community members and policies and regulations. ➤ Adapts and modifies the learning environment to provide the greatest access, least restriction and greatest safety for all children.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates the appropriateness of all environments and activities, as well as the potential hazards and risks, and assures that actions are taken to ensure children’s safety. ➤ Critiques established safety procedures and makes recommendations for change, as necessary.

Core Knowledge Area: Health, Safety and Nutrition

Competency C: Demonstrates understanding of nutritional needs of young children and appropriate food practices relevant to caring for them.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Practices appropriate hand washing and food handling techniques. ➤ Recognizes that the nutritional needs of infants, toddlers and preschoolers are different. ➤ Prepares meals and snacks that reflect a nutritionally balanced diet, based on plans provided by professionals at a higher step. ➤ Follows instructions for providing appropriate meals for children with special dietary needs. ➤ Recognizes the need to serve food in a positive, relaxed and social atmosphere. ➤ Identifies spoiled and contaminated foods.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies foods that are appropriate and inappropriate for infants and toddlers. ➤ Describes the relationship between a nutritionally balanced diet and children’s physical and intellectual development. ➤ Recognizes some foods may be dangerous for children with certain physical conditions such as food allergies, PKU, or celiac sprue and follows parental guidelines. ➤ Teaches children the components of a nutritionally balanced diet. ➤ Serves food in a positive, relaxed and social atmosphere to promote positive self-esteem and attitudes.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Plans and prepares meals and snacks that reflect a nutritionally balanced diet based on the Child and Adult Care Food Program guidelines, including meeting the special dietary needs of individual children. ➤ Explains to parents and other caregivers the importance of good nutrition in optimizing healthy development, including meeting the special dietary needs of individual children. ➤ Discusses individual children’s food preferences with parents and accommodates when possible. ➤ Describes the relationship between food handling practices and prevention of food borne illness and food spoilage. ➤ Structures the environment to serve food in a positive, relaxed and social atmosphere.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches parents and other Early Childhood Professionals the components of a nutritionally balanced diet using the Child and Adult Care Food Program Guidelines. ➤ Teaches parents and other Early Childhood Professionals strategies for serving food in a positive, relaxed and social atmosphere. ➤ Recognizes physical indications of poor nutrition. ➤ Educates parents and other early childhood professionals about the causes of food spoilage and contamination and the conditions under which they occur. ➤ Formulates procedures for proper handling of foods to prevent food spoilage and contamination.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for public policies to ensure availability of a nutritionally balanced diet for all children, and in other areas related to their nutritional needs and food safety issues (e.g., advocating on behalf of food supplement programs such as WIC). ➤ Interprets research relating food intake to dietary diseases and conditions. ➤ Designs strategies to support parents and Early Childhood Professionals in serving food in a positive, relaxed and social atmosphere. ➤ Designs programs about young children’s nutritional needs and food safety issues. ➤ Evaluates individual program to determine how well the nutritional or special dietary needs of young children are being met.

Core Knowledge Area: Health, Safety and Nutrition

Competency D: Demonstrates knowledge of health care and educational activities that reflect cultural variations in health and nutritional practices.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies different cultures represented within an individual childcare program.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that variations of health and nutritional practices might be related to culture. ➤ Seeks out appropriate resources to develop knowledge of cultures found in an individual childcare program.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Utilizes appropriate resources to meet cultural needs of individuals in the program. ➤ Discusses health and nutritional practices of local cultures. ➤ Promotes children’s health and nutrition with activities that are individually and culturally relevant. ➤ Seeks and follows parental guidelines for meals and snacks related to different ethnic and religious backgrounds.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Adds to current health and nutritional practices by including known traditions from local cultures. ➤ Creates opportunities for children and their families to learn about practices from cultures found in Michigan.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Networks and collaborates with other community agencies that provide service to various cultural populations. ➤ Organizes health care and education activities for families and the community using local resources.

Core Knowledge Area: Health, Safety and Nutrition

Competency E: Demonstrates knowledge of signs of emotional distress and child abuse and neglect in young children and follows appropriate procedures to report suspected abuse and neglect to designated authorities.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes signs of abuse and neglect of children. ➤ Consults with more experienced program staff and protective services staff if there is a suspicion of child abuse and neglect. ➤ Knows and follows program and state guidelines for reporting child abuse and neglect to protective services.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies local resources available to children and families that deal with problems of ongoing emotional distress and abuse and neglect. ➤ Explains program and state guidelines for reporting child abuse and neglect.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes signs of emotional distress in children. ➤ Articulates the importance of recognizing and responding to signs of emotional distress. ➤ Explains the importance of recognizing, responding to and reporting suspected child abuse and neglect. ➤ Responds sensitively to children and families' needs and cooperates in carrying out treatment plans.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches others to recognize possible signs of abuse and neglect. ➤ Supports others in the reporting process. ➤ Provides staff, families and others with information on methods for relieving stress and aggression. ➤ Assists families in obtaining counseling and other services to alleviate stress and aggression and to deal with cases of abuse and neglect. ➤ Develops program policy and procedures for reporting child abuse and neglect.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates program policies and procedures for accurate reflection of state reporting guidelines. ➤ Functions in an advocacy role in cases of abuse and neglect. ➤ Advocates for the protection of children from abuse and neglect.

Core Knowledge Area: Family and Community Collaboration

Related NAEYC Standard: Building family and community relationships

Candidates know about, understand and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Competencies:

- A. Demonstrates an understanding of the influence of family relationships on the development of the child with an emphasis on the reciprocal nature of parent/child relationships.
- B. Demonstrates knowledge and respects variations across cultures in terms of family strengths, expectations and values.
- C. Seeks and maintains a collaborative relationship with parents, families, community agencies, educational institutions and other professionals to meet the needs of the child.
- D. Establishes and maintains frequent contact with parents/guardians through a variety of communication strategies, providing on-going, relevant information to families about child development, learning and family life.
- E. Demonstrates knowledge of community assets and resources, and actively assists family in seeking those resources.
- F. Demonstrates knowledge of effects of laws, media, societal values and technology on families.

Core Knowledge Area: Family and Community Collaboration

Competency A: Demonstrates an understanding of the influence of family relationships on the development of the child with an emphasis on the reciprocal nature of parent/child relationships.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes various types of families and how their members relate to one another. ➤ Identifies credible resources that families can access. ➤ Describes different parenting styles.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Discusses how family relationships affect the child in the family. ➤ Explains how parenting styles affect a child's behavior. ➤ Identifies how family relationships may be affected by and may affect a child with special needs. ➤ Recognizes influences and stressors affecting families, the relationships within the family and children's behaviors. ➤ Compiles resources, written and electronic materials, and lists of community agencies and organizations that families can access to maintain or improve healthy relationships.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes influences and stressors and how they affect families, the relationships within the family and children's behaviors. ➤ Explains the importance of social supports for families, especially families with special needs.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes children's behaviors as they relate to family stress and collaborates with parents to respond to the behaviors and reduce stress when possible. ➤ Educates families about the effects of family relationships, including the parental one, on children's development.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates programs and staff at early childhood facilities for effective environments and interactions that support appropriate parent/child relationships. ➤ Advises children and families when professional guidance is recommended for changing relationships and behaviors. ➤ Educates professionals and community members about the effects of family relationships on children's development. ➤ Advocates for societal changes that reduce stressors and improve family relationships.

Core Knowledge Area: Family and Community Collaboration

Competency B: Demonstrates knowledge and respects variations across cultures in terms of family strengths, expectations and values.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that the structure and form of family varies greatly. ➤ Respects diversity in family values and cultural backgrounds. ➤ Knows the importance of building trust in relationships between parents and staff.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Provides for the inclusion of a variety of beliefs and values in the curriculum and environment. ➤ Uses communication strategies to build relationships between parents and staff.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Offers parents' opportunities to identify their strengths, needs and interests. ➤ Explains the impact of family members values on the family functioning. ➤ Demonstrates knowledge of the criteria for judging a curriculum's anti-bias content. ➤ Designs a learning environment that reflects sensitivity and acceptance of cultural diversity and family strengths.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Demonstrates knowledge of theories of family systems and their application. ➤ Evaluates program sensitivity, acceptance and effectiveness in addressing issues of cultural diversity and family strengths. ➤ Implements needed changes for program to ensure respect for and acceptance of variation across culture and within families.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for the understanding and appreciation of cultural and individual variations in family systems. ➤ Designs professional development strategies and opportunities to ensure respect for and acceptance of variation across culture and within families.

Core Knowledge Area: Family and Community Collaboration

Competency C: Seeks and maintains a collaborative relationship with parents, families, community agencies, educational institutions and other professionals to meet the needs of the child.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows that many people are involved in the life of a child. ➤ Recognizes the need for collaborative relationships with families and community agencies. ➤ Initiates interactions leading to cooperative, trusting relationships with families from a variety of backgrounds. ➤ Respects parents and the choices they make for their children.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and discusses the role of parents, families, community agencies and other professionals in fully meeting the needs of young children. ➤ Builds cooperative, trusting relationships with families from a variety of backgrounds. ➤ Cooperates with a variety of agencies and professionals who enter the early childhood setting. ➤ Involves families in assessing and planning for individual children, including children with disabilities, developmental delays or special abilities. ➤ Communicates effectively with parents about curriculum and children's progress.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Communicates the value of collaborative relationships with parents, families, community agencies, educational institutions and their families. ➤ Supports parents in making decisions related to their child's development and their parenting. ➤ Links with community agencies to develop and maintain collaborative relationships to meet the needs of the child. ➤ Integrates family values and goals into the early childhood program to reflect the diversity of the family and community.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops policies designed to facilitate collaborative relationships with parents, families, community agencies, educational institutions and other professionals. ➤ Empower families to advocate for policies and agencies to support their children.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Educates others about the value of collaborative relationships with parents, families, community agencies, educational institutions and other professionals. ➤ Advocates for a comprehensive collaborative system of effective community agencies to support children and their families.

Core Knowledge Area: Family and Community Collaboration

Competency D: Establishes and maintains frequent contact with parents/guardians through a variety of communication strategies, providing on-going, relevant information to families about child development, learning and family life.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Greets parents/guardians and children and assists during arrival and departure transitions. ➤ Distributes developmentally appropriate materials and activities that families can use at home with their children. ➤ Answers or seeks out information to respond to parents' questions.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes child development information that is relevant to meeting parents' needs. ➤ Identifies developmentally appropriate materials and activities that families can use at home with their children. ➤ Relates why it is important for programs to provide information in the family's home language. ➤ Writes and distributes parent newsletters regularly. ➤ Conducts regularly scheduled parent conferences and home visits when possible.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Communicates effectively with parents from diverse backgrounds who have various levels of education by providing communication in various languages, formats (written, audio, video, personal), and contexts (school, home or other). ➤ Develops developmentally appropriate and culturally sensitive materials and activities that families can use at home with their children. ➤ Creates and maintains updated information in a parent resource area such as a bulletin board, library or lounge area.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Plans and implements parent meetings addressing relevant topics and incorporating community resource people. ➤ Ensures school to home communication is on going, appropriate for each individual family, relevant to the needs of the family and respectful of cultural/linguistic and familial diversity.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops materials for publication. ➤ Teaches other professionals strategies for communicating effectively with families.

Core Knowledge Area: Family and Community Collaboration

Competency E: Demonstrates knowledge of community assets and resources, and actively assists family in seeking those resources.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Seeks out available community resources. ➤ Compiles file or list of community resources.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes and expands file or list of community resources. ➤ Provides families with information to access appropriate community resources based on their self-identified concerns, priorities and needs. ➤ Assists families in contacting and reaching resources.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Communicates frequently with families to determine their need and desire for additional services, and provides them with relevant information. ➤ Assists families in reducing barriers to accessing needed resources and services. ➤ Recognizes gaps in available community resources.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Supports families as they seek, secure and use resources in a manner that is respectful of the family's culture, language and special needs. ➤ Assists families in coordinating direct services that address their concerns and needs.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes community assets, including resources available for families. ➤ Develops a plan to improve community assets to fill the gaps. ➤ Advocates for needed services and resources for families.

Core Knowledge Area: Family and Community Collaboration

Competency F: Demonstrates knowledge of effects of laws, media, societal values and technology on families.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Learns and follows the laws governing the protection of children such as abuse, neglect and exploitation, Americans with Disabilities Act and Early On mandates. ➤ Recognizes the negative and positive impacts of media and technology on children and their families.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Articulates the laws governing the protection of children. ➤ Describes the negative and positive impacts of media and technology on children and their families. ➤ Recognizes that there are negative and positive influences on children and families from societal values.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains how the laws governing the protection of children impact families. ➤ Models appropriate use of media and technology in the childcare environment to enhance the development of children (different forms of music, educational TV and plays). ➤ Educates children and families about the negative and positive impacts of media and technology. ➤ Uses media and technology to encourage family involvement in the childcare environment such as video tapes of activities, displays of photographs, email and voicemail communication, Internet, cameras etc. ➤ Describes how family and societal values may interact to influence and conflict with one another.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates laws at the local, state and national levels for their positive impact on children and families. ➤ Develops programs for the childcare environment that reflect the appropriate use of various media and technology. ➤ Plans educational opportunities to teach families the positive use of media and technology in the home. ➤ Teaches strategies to enable families to recognize and evaluate how family and societal values interact.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for laws at the local, state and national levels, which will have a positive impact on children and families. ➤ Evaluates the impact of media and technology. ➤ Advocates for appropriate content of media and technology and its use in the childcare setting and in families. ➤ Empowers families and communities to positively influence societal values.

Core Knowledge Area: Program Management

Standard: Program Management

Candidates use their own knowledge and other resources to effectively manage early care and education programs. Successful program management involves focusing on business practices such as operations, financial planning and staff management while meeting standards of quality as identified by national accreditation.

Competencies:

- A. Demonstrates knowledge of program organization including principles, policies and procedures.
- B. Demonstrates knowledge of licensing standards and components of quality identified by national accreditation.
- C. Demonstrates knowledge of program operations such as record keeping, scheduling facilities, equipment and communication.
- D. Demonstrates knowledge of financial planning and management.
- E. Demonstrates knowledge of staff management and professional development.

Core Knowledge Area: Program Management

Competency A: Demonstrates knowledge of program organization including principles, policies and procedures.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ States the mission of the program. ➤ Recognizes the need for basic program policies. ➤ Seeks out resources to aid in establishing policies and procedures. ➤ Follows program procedures.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains the mission statement and the philosophy of the program. ➤ Describes the program's policies and procedures.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops mission statement and philosophy reflecting a consistent theoretical knowledge base. ➤ Writes program policies consistent with the mission and philosophy statement. ➤ Participates in assessing policies and procedures to comply with local, state and federal regulations and to reflect program philosophy.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Integrates mission statement and philosophy according to national standards and current early childhood research on best practices. ➤ Evaluates how the mission and goals of the program are met. ➤ Assesses policies and procedures and makes recommendations as needed. ➤ Modifies procedures to accommodate cultural differences and special needs of children and families.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques mission statement and philosophy according to national standards and current early childhood research on best practices. ➤ Revises or validates mission statement and philosophy on a regular basis. ➤ Advocates for policies and procedures that support quality programming for children and families.

Core Knowledge Area: Program Management

Competency B: Demonstrates knowledge of licensing standards and components of quality identified by national accreditation.

Professional Step	Level of Competency
I.	At the AWARENESS level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Recognizes and complies with legal and regulatory program requirements.➤ Uses the expertise of licensing consultants to obtain clarification of the rules.➤ Observes the basic elements of quality program models.
II.	At the DEVELOPING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Understands and practices all legal and regulatory mandates related to program management.➤ Identifies components of quality and best practices in program models.➤ Participates in a program of self-study using accreditation criteria.
III.	At the ACHIEVING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Oversees and supports the staff in maintaining compliance with regulatory mandates for the program.➤ Describes and implements components of quality and best practice in program models.➤ Recommends program changes to meet the accreditation criteria.➤ Seeks and/or maintains the accreditation of a program.
IV.	At the EXTENDING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Critiques regulatory mandates as they relate to best practices.➤ Evaluates a program based on accreditation criteria and procedures.➤ Mentors other programs considering accreditation.➤ Networks and builds community support for quality programming.
V.	At the ADVANCED level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Advocates for changes in regulatory policies, when necessary, to promote high quality programs for children.➤ Advocates for high quality accredited programs for children and families at the local, state and national levels.

Core Knowledge Area: Program Management

Competency C: Demonstrates knowledge of program operations such as record keeping, scheduling, facilities, equipment and communication.

Professional Step:	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Records required information related to daily operations. ➤ Follows staffing schedule and works with others to meet legal ratios and children’s needs. ➤ Follows scheduling plan for classroom and playground use. ➤ Maintains facility to meet licensing requirements. ➤ Knows locations of child information cards with current emergency telephone numbers and medical providers. ➤ Communicates information to parents about the program in daily verbal interactions.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Locates appropriate record keeping forms for program use. ➤ Schedules classroom and playground use to make sure they meet children’s needs. ➤ Structures space to make best use of the facility and resources. ➤ Reviews children’s records to make sure information is complete and up to date. ➤ Provides written feedback about the program through newsletters and other appropriate forms of written communication.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops and adapts record keeping forms to meet program needs. ➤ Plans and analyzes children’s attendance patterns to make the best use of available staff and provide opportunities for planning time. ➤ Prepares staffing schedules and monitors to make sure they meet legal ratios and children’s needs. ➤ Monitors classroom and facility scheduling to make the best use of available space and resources. ➤ Communicates the factors and changes that influence the daily operation of the program to parents and staff.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and revises processes for record keeping to ensure effectiveness and accuracy. ➤ Identifies community, state and federal resources to enhance the program.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for licensing rules and accreditation standards that improve processes relating to the daily operation of program. ➤ Mentors other professionals in effective program operation.

Core Knowledge Area: Program Management

Competency D: Demonstrates knowledge of financial planning and management.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows that childcare and education is a business. ➤ Identifies income and expenses related to the childcare business. * ➤ Employs a basic record keeping system to track income and expenses. * ➤ Accurately records Child and Adult Care Food program information. *
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Selects, adapts or creates an easily accessed bookkeeping system. ➤ Reconciles incomes and expenses monthly. ➤ Writes policies related to financial matters, such as late payment fees, etc. ➤ Applies the Time-Space formula in a family/group childcare home setting in accordance with IRS standards to calculate accurate expenses. ➤ Uses knowledge of income and expenses to determine if business is breaking even.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes and selects a computer program to use for financial management. ➤ Explains bookkeeping practices to others. * ➤ Uses knowledge of income and expenses to predict a “break even” point and the cash flow for the coming year. ➤ Creates an annual budget.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes financial data to recommend purchasing efficiency. ➤ Calculates breakeven point when considering additional staff or children or making other changes. ➤ Proposes a three-or five-year financial plan.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and makes recommendations on fiscal management to childcare programs. ➤ Advocates for higher wages and benefits for the childcare and education industry. ➤ Advocates for creative and inclusive funding of childcare and education for all children and their families.

*These competencies are needed by owners/directors of all types of childcare facilities.

Core Knowledge Area: Program Management

Competency E: Demonstrates knowledge of staff management and professional development.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes he/she is a part of a professional childcare and educational team. ➤ Follows established lines of communication and the written personnel policies. ➤ Participates in professional development activities.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that staff roles, responsibilities and program functions are organized to meet specific standards, goals and the mission of the program. ➤ Understands the role of teamwork in effective staff relationships. ➤ Assists staff in understanding roles, responsibilities and program procedures. ➤ Offers input and ideas for staff professional development.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Assesses staff performance and provides guidance to ensure appropriate activities and interactions that support quality programming. ➤ Facilitates team building through participatory leadership techniques. ➤ Explains and implements all local, state and federal rules and regulations pertaining to employment. ➤ Identifies professional development opportunities that support staff's professional growth needs.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes and revises organizational structure, job descriptions and personnel policies and procedures. ➤ Responds appropriately to resolve staff conflicts and to improve team relationships. ➤ Develops strategies for professional development of staff to reflect the program mission and goals. ➤ Designs and implements a variety of learning opportunities for professional development and advancement of staff.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches early childhood professionals. ➤ Advocates for systems to support effective staff development and staff management skills for early childhood professionals with institutions for higher education, legislators and governmental organizations. ➤ Networks with other professional colleagues to share resources and current research to ensure quality programs for the development of early childhood professionals.

Core Knowledge Area: Teaching and Learning

Related NAEYC Standard: Teaching and learning

Candidates integrate their understanding of relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement and evaluate experiences that promote positive development and learning for all children.

Competencies:

- A. Demonstrates an understanding of the importance of play, exploration and social interactions in children's development focusing on providing experiences that emphasize the role of process as children construct knowledge.
- B. Demonstrates the ability to design and implement developmentally appropriate curriculum and a continuum of teaching strategies based on knowledge of child development and learning, strengths, interests and needs of individual children and the social and cultural contexts in which children live.
- C. Demonstrates the ability to provide meaningful, challenging integrated learning experiences within and across disciplines for all children.
- D. Demonstrates an understanding of the content of the various academic disciplines including the essential concepts and methods of investigation and expression, as well as the structures of content areas and resources to deepen their understanding
- E. Demonstrates an understanding of developmentally and culturally appropriate routines, materials, equipment, technology and environments for indoors.
- F. Demonstrates an understanding of developmentally and culturally appropriate routines, materials, equipment and environments for outdoors.
- G. Demonstrates and incorporates knowledge of strategies from multiple systems and environments to integrate goals from Individual Educational Plan (IEP) and Individual Family Support Plans (IFSP) into daily activities and routines that meet the specific needs of all children, including those with developmental delays or special abilities.
- H. Demonstrates knowledge and use of anti-bias materials, literature and experiences in all of the curriculum content areas focusing on children's needs and interests and reflective of the children's culture, language and the community.

Core Knowledge Area: Teaching and Learning

Competency A: Demonstrates an understanding of the importance of play, exploration and social interactions in children's development focusing on providing experiences that emphasize the role of process as children construct knowledge.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Provides uninterrupted playtime to encourage exploration. ➤ Describes in general terms that young children can learn through play and exploration. ➤ Identifies ways adults can facilitate play in early learning environments. ➤ Observes curriculum emphasizing play, active manipulation of concrete objects, child choice and decision-making, exploration of the environment and interaction with others. ➤ Discovers that young children, including infants, toddlers, preschoolers and school-age children learn, as they are actively involved in the process of creating. ➤ Recognizes teachable moments and follows the child's interests. ➤ Recognizes how children of various ages choose their own activities and toys.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains the role of play and exploration in young children's growth, development and learning in terms of developmental domains, multiple intelligences and learning styles. ➤ Fosters young children's play and exploration by interacting with them in a positive and responsive manner. ➤ Knows that children construct knowledge by interacting with the environment and others. ➤ Designs and implements a daily schedule including uninterrupted blocks of free play when children can persist at self-selected activities. ➤ Plans and implements activities, environments and interactions with young children, which encourage play, exploration and social interactions. ➤ Facilitates children's creative development by providing daily opportunities for children to be involved in the process of creating without expecting an end product.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Integrates play in the curriculum at all levels of early childhood programs/classrooms. ➤ Uses a variety of strategies to encourage children's growth, development and learning in terms of developmental domains, multiple intelligences and learning styles. ➤ Relates how children construct knowledge through play, exploration and social interactions. ➤ Evaluates daily schedules to ensure inclusion of uninterrupted blocks of free play that support persistence at self-selected activities. ➤ Supports children's creative development by interacting with children during play and exploration in a manner that enhances learning and validates the process of creating. ➤ Analyzes observations of children involved in play and exploration as valid measures of ability and development for the purpose of curriculum design.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques curriculum design to ensure an emphasis on play, exploration and social interactions. ➤ Informs families, colleagues, administrators and community members of the importance of play in children's development focusing on providing experiences that emphasize the role of process as children construct knowledge. ➤ Structures a collaborative planning process to ensure continuity of curriculum that supports children's construction of knowledge.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates at community, state and national levels for designing curriculum emphasizing the importance of play, exploration and social interactions in children's early development and early learning environments. ➤ Collaborates with other Early Childhood Professionals and community, state and national leaders to effect policies and mandates related to appropriate curriculum development. ➤ Advocates for resources for the development of curriculum that supports construction of knowledge.

Core Knowledge Area: Teaching and Learning

Competency B: Demonstrates the ability to design and implement developmentally appropriate curriculum and a continuum of teaching strategies based on knowledge of child development and learning, strengths, interests and needs of individual children and the social and cultural contexts in which children live.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the need to match curriculum to the developmental level of a particular age group. ➤ Understands the importance of planning daily activities for children ➤ Discovers that individual children have differing curricular needs.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Uses developmentally appropriate curriculum and teaching strategies based on knowledge of child development and learning, strengths, interest and needs of individual children and the social and cultural context in which children live. ➤ Recognizes the need for planning, experiencing and adapting curriculum based on the individual developmental needs of children. ➤ Uses curriculum to meet program goals and content.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Plans developmentally appropriate curriculum and teaching strategies based on knowledge of child development and learning, results of assessing children’s strengths, interests and needs and the social and cultural context in which they live. ➤ Designs and implements curriculum using program goals and content.
IV.	<p>At the EXTENDING level the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques and adapts the appropriateness of prepared curriculum for specific classroom use. ➤ Creates developmentally appropriate curriculum models and teaching strategies based on knowledge of child development and learning, strengths, interests and needs of individual children, and the social and cultural context in which children live.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and revises curriculum models and teaching strategies based on knowledge of child development and learning, strengths, interests and needs of individual children, and the social and cultural context in which children live. ➤ Advocates for developmentally appropriate curriculum and a continuum of teaching strategies.

Core Knowledge Area: Teaching and Learning

Competency C: Demonstrates the ability to provide meaningful, challenging integrated learning experiences within and across disciplines for all children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and uses activities that build on children’s natural curiosity and desire to explore. ➤ Identifies and uses integrated learning experiences that include language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement. ➤ Knows that children need a variety of opportunities and activities to encourage curiosity, exploration and problem solving appropriate to their developmental levels and learning styles.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that integrated learning experiences reflect the uniqueness of each child’s learning styles and patterns of growth and development. ➤ Plans integrated learning experiences that include language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains the inter-relatedness and mutually reinforcing nature of reading, writing, speaking and listening in emergent literacy skills. ➤ Designs and selects materials, assesses children’s progress, and individualizes children’s programming based on knowledge of how children develop cognitive concepts and thought processes. ➤ Educates families about play-based learning experiences and how to choose materials based on the developmental age of the child. ➤ Uses the systematic use of appropriate, responsible developmental assessment to drive meaningful, challenging integrated learning experiences within and across disciplines for all children.
IV.	<p>At the EXTENDING level the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops and selects learning experiences and strategies that affirm and respect family, cultural and societal diversity including language differences. ➤ Evaluates curriculum, activities and materials to ensure that they are integrated in approach and relevant to the children’s’ interests and abilities. ➤ Articulates an understanding of major theories of early childhood curriculum and related research, as well as the controversies about developmentally appropriate practices that impact early childhood programming. ➤ Develops the systematic use of appropriate, responsible developmental assessment to drive meaningful, challenging integrated learning experiences within and across disciplines for all children.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates integrated learning experiences that are developmentally appropriate for early childhood programming. ➤ Advocates for inclusiveness in learning experiences with the family and community. ➤ Analyzes the systematic use of appropriate, responsible development assessment to drive meaningful challenging integrated learning experiences within and across discipline for all children.

Core Knowledge Area: Teaching and Learning

Competency D: Demonstrates an understanding of the content of the various academic disciplines including the essential concepts and methods of investigation and expression, as well as the structures of content areas and resources to deepen their understanding.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that children need to have experiences in a variety of content areas. ➤ Identifies basic math and language/literacy experiences as essential in the daily routine.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies the academic disciplines and content areas: language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement. ➤ Locates resources to use to deepen their understanding of content areas. ➤ Provides basic math and language/literacy experiences in the daily routine. ➤ Employs methods of investigation and expression reflecting the various academic disciplines.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes reciprocal relationships between development and outcomes for children in all the academic disciplines. ➤ Uses integrated teaching and learning units, lessons and activities that reflect the essential foundational concepts of each discipline. ➤ Compares and contrasts resources and chooses appropriate content for their setting. ➤ Uses quality learning experiences in all the academic disciplines that lead to and the development of positive dispositions.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs, implements and evaluates learning experiences so that they reflect the reciprocal relationship between development and outcomes for children in all the academic disciplines. ➤ Designs, implements and evaluates learning experiences in all the academic disciplines that are developmentally appropriate, meaningful and challenging for all young children. ➤ Prepares quality learning experiences in all the academic disciplines that lead to the development of positive dispositions. ➤ Prepares quality learning experiences based on the recommended standards of the various academic disciplines. ➤ Skillfully designs integrated, interdisciplinary teaching and learning units, lessons, and activities.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques the standards of the various academic disciplines for developmental appropriateness. ➤ Justifies the essential content from the academic disciplines for developmental appropriateness. ➤ Advocates for the inclusion of thoughtful, essential content from the academic discipline in the interdisciplinary learning activities.

Core Knowledge Area: Teaching and Learning

Competency E: Demonstrates an understanding of developmentally and culturally appropriate routines, materials, equipment, technology and environments for indoors.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Observes how children interact with available materials indoors. ➤ Matches appropriate routines and materials to the developmental stages, abilities and interests of the children. ➤ Identifies equipment that is appropriate to the developmental stage of the children. ➤ Knows appropriate technology, including computer software, available for young children. ➤ Recognizes the need to plan the routines and environment for children considering factors such as age, stage of development and learning style.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and uses developmentally appropriate routines and materials for children that show awareness of each child's interest, language and culture. ➤ Demonstrates appropriate use of equipment to maximize children's development. ➤ Describes how the environment is arranged to allow for development in all domains by individual children. ➤ Applies knowledge and skills in using technology. ➤ Uses assistive technology to enhance the learning of all children including those with disabilities.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates routines and materials for their appropriateness for children based on age, stage of development and learning style. ➤ Creates arrangements of equipment to maximize children's development. ➤ Explains how the environment is being used and/or adapted to meet the developmental needs of individual children, including those with special needs. ➤ Expands young children's learning through the appropriate use of technology.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Creates materials that are developmentally and culturally appropriate for the children. ➤ Evaluates selection, use and arrangement of software technology and equipment for developmental appropriateness. ➤ Utilizes current research, observations of children and knowledge about specific disabilities and conditions to develop environments that are <u>least restrictive</u>. ➤ Combines appropriate software with other teaching tools to integrate and reinforce learning.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates a program for integration of materials, equipment and environment for developmentally and culturally appropriate practice. ➤ Influences policy for the selection and use of software and technology. ➤ Teaches others about the importance of routines, materials, equipment and environment for developmentally and culturally appropriate practice. ➤ Advocates for the licensure and use of appropriate environments for the care and education of children. ➤ Advocates for economic and gender equity in distribution of technology resources.

Core Knowledge Area: Teaching and Learning

Competency F: Demonstrates an understanding of developmentally and culturally appropriate routines, materials, equipment and environments for outdoors.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows of local, state and national standards for outdoor environment. ➤ Observes how children interact with natural materials in the outdoor setting. ➤ Matches outdoor equipment appropriately to children based on developmental stages, abilities and interests. ➤ Recognizes the importance of scheduling and providing outdoor time for all children.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes ways to use different materials outdoors to facilitate development in all domains. ➤ Explains the importance of appropriate-sized and safe equipment for young children. ➤ Identifies the need to plan the routines and outdoor environment for children considering the children’s developmental stages, abilities, culture and interests. ➤ Utilizes the outdoor environment so children can learn through both quiet and active play.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Creates new ways for all children, including those with special needs, to use materials in and from the outdoors. ➤ Analyzes equipment placement and use for safety and appropriateness reflecting compliance with local, state and national standards. ➤ Plans learning activities that utilize outdoor equipment and space to maximize children’s development in all domains.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Creates integrated learning activities using materials, equipment and other aspects of the outdoor environment. ➤ Recommends modifications to the routines and outdoor environment based on current research to make it accessible for all. ➤ Evaluates use of the outdoor environment for integration of materials and equipment and for developmental and cultural appropriateness.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches about the importance of integrating the outdoor environment as a part of the total program for young children. ➤ Advocates for resources to facilitate the development of high quality outdoor learning environments.

Core Knowledge Area: Teaching and Learning

Competency G: Demonstrates and incorporates knowledge of strategies from multiple systems and environments to integrate goals from Individual Educational Plans (IEP) and Individual Family Supportive Plans (IFSP) into daily activities and routines that meet the specific needs of all children, including those with developmental delays or special abilities.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that children are unique in their ability to learn and in their patterns of growth and development.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and matches materials appropriate to children with consideration given to developmental levels and special needs. ➤ Identifies ways to include all children in early childhood program curriculum activities.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Interprets why certain learning materials might be appropriate or inappropriate for children with special needs. ➤ Follows the IEP/IFSP to plan and implement educational curriculum to meet the needs of each child. ➤ Develops specific ways in which curriculum might be adapted to meet the needs of each child.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Analyzes goals from IEP/IFSP and writes plans for daily activities that incorporate these goals. ➤ Supports teachers in developing plans and obtaining materials and resources to meet IEP/IFSP goals.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Educates parents and other professionals of the importance of adapting curriculum to ensure the inclusion of all young children. ➤ Analyzes the selection, creation and use of learning materials in meeting all children's developmental needs.

Core Knowledge Area: Teaching and Learning

Competency H: Demonstrates knowledge and use of anti-bias materials, literature and experiences in all of the curriculum content areas focusing on children's needs and interests and reflective of the children's culture, language and the community.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that bias exists in various areas of society. ➤ Describes anti-bias materials, literature and experiences.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies the various areas and examples of bias such as cultural/ linguistic, gender and racial. ➤ Nurtures anti-bias views. ➤ Selects and utilizes curriculum that is anti-bias and reflective of children's culture, language and community. ➤ Values families as resources to enhance culturally integrated curriculum.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Discusses the effects of bias on children, families and communities. ➤ Identifies and utilizes programs and services that minimize the effects of bias on young children, families and communities. ➤ Surveys various early childhood materials, literature and experiences for possible bias. ➤ Provides anti-bias materials, literature and experiences in all of the curriculum content areas.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates programs and services that minimize the effects of bias on young children, families and communities. ➤ Evaluates materials and literature for possible bias and organizes the use of anti-bias materials. ➤ Designs and implements curriculum that reflects the child's culture, language and community.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops and designs programs and services that minimize the effects of bias on young children, families and communities. ➤ Designs and develops materials and literature that are bias free. ➤ Advocates for an anti-bias view in early care and education settings, schools and community. ➤ Teaches parents and other professionals to examine personal beliefs, feelings, attitudes and actions toward diversity and determine methods for reducing personal bias.

Core Knowledge Area: Observation, Documentation and Assessment

Related NAEYC Standard: Observing, documenting and assessing to support young children and families

Candidates know about and understand the goals, benefits and uses of assessment. They know about and use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

Competencies:

- A. Demonstrates the importance of observation, documentation and other appropriate assessment strategies to plan and individualize programming that meet the needs of children and ensures their continuous physical, social, emotional, aesthetic, language and cognitive development.
- B. Demonstrates knowledge in assessing developmental strengths and needs to set goals and determine outcomes for individual children and families.
- C. Demonstrates an understanding of family involvement in the assessment process for both individual children and the overall program.
- D. Demonstrates understanding and knowledge of cultural/linguistic influences, other environmental influences and varying learning styles on responsible assessment practices and results.
- E. Demonstrates the ability to utilize an assessment partnership in the evaluation of children.
- F. Demonstrates knowledge of responsible assessment including formal and informal tools and strategies and the role of standardized assessment.

Core Knowledge Area: Observation, Documentation and Assessment

Competency A: Demonstrates the importance of observation, documentation and other appropriate assessment strategies to plan and individualize programming that meet the needs of children and ensures their continuous physical, social, emotional, aesthetic, language and cognitive development.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the importance of observation, documentation and other appropriate assessment tools and strategies in early care and education programs. ➤ Recognizes that assessments are used for individualized program planning. ➤ Uses checklists to assess the health and safety components of the program. ➤ Observes and records children’s behavior in exploration and play in anecdotal form.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Uses assessment tools and strategies that address all domains of children’s development. ➤ Uses assessment results to individualize program planning. ➤ Evaluates current practice to determine if programming addresses all domains of children’s development.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Engages young children in self-assessment for the purpose of individualizing program planning. ➤ Identifies possible problems and/or barriers associated with specific methods of evaluating program goals. ➤ Describes possible ways to overcome problems and/or barriers to evaluating program goals. ➤ Selects and uses appropriate assessment tools and strategies based on goals and objectives of a specific program.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs and uses many appropriate assessment tools and strategies to evaluate the goals and objectives of the program. ➤ Creates program plans based on assessments made. ➤ Knows strengths and weaknesses of various assessment methodologies. ➤ Ensures participation of staff, family and community members in program evaluation.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates and modifies assessment tools and strategies used for determining program goals for validity and reliability. ➤ Advocates for developmentally appropriate responsible assessment tools and strategies. ➤ Designs and disseminates responsible assessment tools and strategies based on research.

Core Knowledge Area: Observation, Documentation and Assessment

Competency B: Demonstrates knowledge in assessing developmental strengths and needs to set goals and determine outcomes for individual children and families.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Understands that children’s assessments include determining children’s strengths, needs, interests, family systems and life situations. ➤ Recognizes that assessment for young children includes observation in the natural setting. ➤ Recognizes that children’s developmental stages are benchmarked and indicators of developmentally appropriate growth.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Understands that assessment is an on-going daily activity. ➤ Uses multiple sources to identify growth and development in physical, language, social, cognitive and emotional domains. ➤ Creates written records that indicate the growth and development of each child. ➤ Understands the intent and mandates of special education laws. ➤ Recognizes atypical variations in development and makes appropriate referrals.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Demonstrates ability to create a developmental profile for each child using observations, anecdotal notes, and formal and informal assessments. ➤ Relates children’s growth and development patterns to families in a clear, supportive manner. ➤ Uses appropriate assessment tools and strategies to collect data that will identify the strengths and needs of individual children.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows strengths and weaknesses of various assessment tools and strategies for evaluating the growth and development of children. ➤ Designs methods for improving assessment procedures based upon a review of information collected. ➤ Critiques learning environments to ensure alignment with developmental assessments of the strength and needs of each child.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for responsible assessment early childhood programming. ➤ Provides information to public sector for the strength and weaknesses of assessment methodologies for early childhood programming. ➤ Advocates for early identification and intervention for children with special needs.

Core Knowledge Area: Observation, Documentation and Assessment

Competency C: Demonstrates an understanding of family involvement in the assessment process for both individual children and the overall program.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Believes families are the “best experts on their child” during all assessment and goal setting procedures. ➤ Recognizes the importance of family input in determining the goals for the child. ➤ Understands the impact of parent involvement on the child. ➤ Demonstrates an awareness of legal and regulatory requirements for special education assessments. ➤ Understands the importance of following through with activities prescribed in the Individual Family Service Plans and Individual Educational Plans.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and discusses ways in which programs and professionals can involve families in assessing children’s developmental strengths and needs and in setting individual and program goals. ➤ Collaborates with families throughout the assessment and goal setting process. ➤ Describes the basic elements of an IEP and IFSP, highlighting parental rights and rationale of the special education assessment.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and discusses possible consideration and/or barriers for involving families in the assessment process. ➤ Works with families to identify children with special needs. ➤ Involves each family in assessing the child’s needs, setting individual goals and updating the child’s progress in an ongoing manner. ➤ Participates in the planning, implementation and monitoring of IEP’s and IFSP’s.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Includes family members in all procedures and respects their input for setting both program and individual goals. ➤ Interprets test results and relates information to families to formulate the individual child’s goals. ➤ Analyzes and evaluates the IEP’s and IFSP’s to ensure implementation and family involvement.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for the ongoing involvement of families in the assessment and goal setting process at the community and state level. ➤ Facilitates the involvement of families in advancing public policy in the assessment process.

Core Knowledge Area: Observation, Documentation and Assessment

Competency D: Demonstrates understanding and knowledge of cultural/linguistic influences, other environmental influences and varying learning styles on responsible assessment practices and results.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes his/her own personal bias. ➤ Recognizes that language and culture can influence the assessment process and results. ➤ Identifies environmental factors that influence assessment process and results.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Explains how personal biases influence the assessment process. ➤ Identifies ways in which a child’s language and culture can influence the assessment process and results. ➤ Discusses how general environmental factors can influence the assessment process and results. ➤ Recognizes that learning styles exist and may influence the assessment process and results.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Investigates ways to reduce and/or eliminate negative influences on the assessment process and results. ➤ Implements responsible assessment processes that reduce and/or eliminate negative influences. ➤ Describes learning styles and how they might influence the assessment process and results.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Ensures that consideration is given to cultural/linguistic and environmental influences during the planning, selecting, adapting, modifying and implementing of all assessment procedures. ➤ Creates models for implementing responsible assessment processes that reduce and/or eliminate negative influences on the assessment results.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for responsible assessment processes that reflect cultural/linguistic and environmental influences. ➤ Debates the use of inappropriate assessment processes. ➤ Advocates for the appropriate use of assessment results.

Core Knowledge Area: Observation, Documentation and Assessment

Competency E: Demonstrates the ability to utilize an assessment partnership in the evaluation of children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the importance of using an assessment partnership approach to evaluation. ➤ Understands that children with significant variations in development and learning require referrals for further assessment. ➤ Represents the interest of the child in the assessment partnership.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows the expectation of the teams' goals, purposes and outcomes. ➤ Actively participates in team functions as needed. ➤ Identifies specific resources to assist an assessment partnership, such as: licensing consultant, health care providers, childcare food program consultants, etc.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops the teams' goals, purposes and outcomes. ➤ Understands the components of the evaluation process. ➤ Contributes to the design of the evaluation process. ➤ Initiates the development of the assessment partnership and facilitates the evaluation process.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Monitors the implementation of the educational plan. ➤ Evaluates the design and the implementation of the evaluation process.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for an assessment partnership approach in the evaluation of children. ➤ Collaborates with community partners to initiate systems that support assessment partnerships in evaluations of children.

Core Knowledge Area: Observation, Documentation and Assessment

Competency F: Demonstrates knowledge of responsible assessment including formal and informal tools and strategies and the role of standardized assessment.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the importance of using responsible assessment in evaluating the development and needs of young children. ➤ Understands that children with significant variations in development and learning require an assessment partnership approach for responsible assessment.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Describes and uses a variety of informal assessment tools and strategies appropriate for use in evaluating young children's development and needs. ➤ Recognizes that some standardized assessment is important in evaluating the development and needs of young children.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Selects and uses a variety of informal assessment tools and strategies for evaluating the development and needs of young children ➤ Uses selected formal assessment tools and strategies in the evaluation process. ➤ Compares and contrasts selected standardized assessment tools and strategies.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs and uses a variety of informal assessment tools and strategies for evaluating the development and needs of young children. ➤ Relates information regarding the appropriate and inappropriate use of both informal and standardized assessment tools and strategies to parents, peers and community. ➤ Critiques the use of formal assessment tools and strategies.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques the design of informal and formal tools and strategies. ➤ Advocates for developmentally appropriate use of standardized assessment tools and strategies.

Core Knowledge Area: Interactions and Guidance

Related NAEYC Standard: Connecting with children and families

Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children.

*Note: This core knowledge area is embedded in the NAEYC Teaching and Learning standard

Competencies:

- A. Demonstrates the ability to understand and use positive relationships and supportive interactions with each child and helps all children to know, accept and take pride in themselves.
- B. Demonstrates knowledge and skill in using developmentally appropriate guidance approaches, such as redirection, positive reinforcement, effective praise and encouragement and problem solving.
- C. Demonstrates how positive guidance and for social skills opportunities assist children in the development of responsibility, autonomy and positive social skills.
- D. Demonstrates the ability to plan routines, transitions, room arrangement and activities to support social/emotional development and diminish challenging behaviors.
- E. Demonstrates knowledge of the relationship among emotions, actions and communication skills.
- F. Demonstrates effective communication techniques between and among children, adults and adults and children, from varied cultural, socio-economic and educational backgrounds.

Core Knowledge Area: Interactions and Guidance

Competency A: Demonstrates the ability to understand and use positive relationships and supportive interactions with each child and helps all children to know, accept and take pride in themselves.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the need to be respectful, nurturing and show mutual consideration with each child. ➤ Shows warmth and respect toward children in all interactions ➤ Recognizes that adult interactions influence children’s perceptions of self. ➤ Recognizes that each child has a unique social/emotional development pattern. ➤ Demonstrates physical attentiveness toward children in distress, such as making eye contact and moving to the child’s physical level. ➤ Recognizes cultural and ethnic differences in children and their families.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Uses courteous, supportive and attentive interactions with children. ➤ Relates to each child matching his/her temperament, personality and social/emotional development pattern. ➤ Describes how adult interactions influence children’s perceptions of self and their learning disposition. ➤ Shows sensitivity to the diversity of children’s ethnic and cultural backgrounds, disabilities or other learning challenges.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Uses reflective communication techniques to identify children’s emotions. ➤ Teaches individual children coping skills for dealing with their own emotions and feelings. ➤ Provides an emotionally safe environment that celebrates diversity.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches staff and parents reflective communication techniques and how to help individual children develop coping skills. ➤ Identifies situations in which comprehensive assessment and intervention strategies are required for dealing with children’s emotions or feelings.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for community, state and national policies that recognize the importance of supporting children’s emotional development. ➤ Teaches others how to develop programs that support the emotional needs of a diverse population of children and families.

Core Knowledge Area: Interactions and Guidance

Competency B: Demonstrates knowledge and skill in using developmentally appropriate guidance approaches, such as redirection, positive reinforcement, effective praise and encouragement and problem solving.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Defines the term “guidance”. ➤ Observes and identifies developmentally appropriate and inappropriate guidance approaches with children from infancy through school age. ➤ Knows realistic expectations of behavior for children. ➤ Establishes and communicates limits for acceptable behavior. ➤ Uses redirection and positive reinforcement.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Applies realistic expectations for each child. ➤ Discusses how guidance approaches affect the child’s self-concept and ability to learn self-control. ➤ Explains and practices additional developmentally appropriate guidance approaches such as, effective praise, encouragement and problem solving. ➤ Addresses the problem behavior or situation, rather than labeling the child. ➤ Communicates with parents regarding areas of concern and develops cooperative strategies to manage the problem.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches children problem-solving techniques appropriate for their developmental stage, so they can resolve conflicts on their own. ➤ Involves the children, as appropriate, in decision making about facility/program rules and consequences of behavior. ➤ Models appropriate guidance approaches and mentors others in their practice. ➤ Ensures the use of positive guidance approaches by other staff in the early childhood program.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches staff, parents and community members about positive guidance approaches and the effective use of praise and encouragement. ➤ Applies theories of child development to improve positive guidance approaches. ➤ Uses observations and assessments to individualize and improve child guidance. ➤ Ensures that children of all abilities are guided in positive ways.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs written policies for effective child guidance to be used by others. ➤ Articulates, evaluates and applies current theory and research to create guidance strategies for individual children.

Core Knowledge Area: Interactions and Guidance

Competency C: Demonstrates how positive guidance and for social skills opportunities assist children in the development of responsibility, autonomy and positive social skills.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that children develop a positive sense of self through simple accomplishments and responsibilities. ➤ Accepts children’s need for autonomy and reacts appropriately. ➤ Knows that it is important for children to develop a sense of responsibility over time.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Encourages children to practice simple tasks appropriate to their developmental age, including self-help skills. ➤ Offers guidelines for children to use that promote positive social interactions. ➤ Knows that children’s active participation in their environment leads to an increased sense of responsibility. ➤ Provides a child-centered environment that will encourage autonomy.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Implements developmentally appropriate tasks that lead to children’s development of autonomy. ➤ Models appropriate behavior for resolving conflict. ➤ Designs activities within the program that specifically teach responsibility.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches staff, parents and community members ways in which they can encourage children to practice responsibility, autonomy and positive social skills. ➤ Uses knowledge from current research about early childhood development to assess and nurture each child’s level of autonomy.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs a program that supports children’s development of responsibility, autonomy and positive social skills. ➤ Advocates for local, state and national policies that support the development of responsibility, autonomy and positive social skills.

Core Knowledge Area: Interactions and Guidance

Competency D: Demonstrates the ability to plan routines, transitions, room arrangement and activities to support social/emotional development and diminish challenging behaviors.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Provides appropriate supervision. ➤ Identifies interventions to keep children safe. ➤ Adheres to basic licensing regulations to keep children physically safe. ➤ Establishes daily routines and transitions for the children. ➤ Offers children choices among appropriate activities, materials and food, whenever possible.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes the need for flexibility when following the daily routine. ➤ Plans and implements transitions that alert children to changes in activities or routines well in advance. ➤ Supports children's emotional needs through routine daily transitions such as entering and leaving the classroom and moving from one activity to another. ➤ Explains the importance of including young children in the establishment of program rules, routines and activities. ➤ Discusses boundaries, limits and safety concerns and consistently involves children in a variety of appropriate ways to address these issues.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Follows children's cues and adapts the daily routine when appropriate. ➤ Creates room arrangements and guides activities to promote cooperative play and the development of problem solving skills. ➤ Develops and employs a plan to help children cope with major transitions such as, moving to a new environment or a change in teaching staff. ➤ Facilitates children's involvement in developing boundaries, limits and routines by using a variety of methods such as modeling and respecting children's ideas and suggestions. ➤ Ensures the appropriateness of classroom rules, routines and activities by observing how children function within the room and modifying rules, routines and activities accordingly.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Coordinates schedules and routines throughout the program to support the need for flexibility in individual classrooms. ➤ Creates staffing plans to provide consistency in each classroom and supports the social/emotional needs of children and families. ➤ Works with staff to support children and families during major transitions.
V.	<p>At the Advanced level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches professional best practices related to environment and scheduling. ➤ Evaluates current practices related to environment and scheduling in light of current research. ➤ Advocates for licensing regulations and quality standards as they relate to an environment that supports social/emotional development and diminishes challenging behaviors.

Core Knowledge Area: Interactions & Guidance

Competency E: Demonstrates knowledge of the relationship among emotions, actions and communication skills.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that young children experience a variety of emotional states beginning in infancy. ➤ Labels the basic emotional states expressed by young children. ➤ Recognizes the need for appropriate expression of all emotions.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies and accurately labels all the emotional states that young children experience. ➤ Identifies the various ways young children express and communicate emotions, both verbally and nonverbally. ➤ Changes the environment and/or the situation when inappropriate emotional expressions occur. ➤ Uses strategies such as: listening, labeling, drawing pictures and role-playing with children for appropriate expression of emotions.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Demonstrates appropriate interactions when young children display emotions. ➤ Develops and designs an environment that supports the positive, constructive expression of emotions. ➤ Teaches and implements a wide range of strategies for children to appropriately express and communicate their emotions. ➤ Recognizes behaviors that may indicate emotional disorder and require additional resources and/or referrals.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Assists families in recognizing behaviors associated with typical emotional development. ➤ Works with families to assist them in understanding the range and impact of emotions on learning and behavior. ➤ Critiques environmental design for developmental appropriateness in supporting the constructive expression of emotions. ➤ Communicates information to parents, staff and other community members related to interactions and strategies for working with young children to help them express their emotions appropriately.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Produces and disseminates information to parents, staff and other community members to help them identify the wide range of children's emotional expressions. ➤ Advocates for appropriate and accessible services to support healthy emotional development of young children. ➤ Evaluates the effectiveness of information and strategies related to the expression and communication of children's emotions.

Core Knowledge Area: Interactions and Guidance

Competency F: Demonstrates effective communication techniques between and among children, adults and adults and children, from varied cultural, socio-economic and educational backgrounds.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Models appropriate use of oral and written language. ➤ Builds upon the child’s home language and shows respect for the values, attitudes, expectations and culture of the individual. ➤ Engages in conversations with children that are developmentally appropriate and understood by the participants.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Understands that communication includes speaking, signing, listening, reading, writing, body language, personal appearance and the use of additional devices such as drawings, photos, videos and computer related images. ➤ Creates secure and predictable environments that support opportunities for children to communicate with one another and with adults. ➤ Uses a variety of language strategies during adult-child interactions and facilitates dialogue between and among children to develop expressive language and thought. ➤ Communicates effectively using oral and written language. ➤ Demonstrates the use of active listening skills.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates the learning environment to ensure that communication is age appropriate, on-going between the adults and children and is responsive to the children’s strengths and needs as a group and as individuals. ➤ Identifies resources that assist staff in eliminating any barriers to communication.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Designs enriched programming with daily opportunities to converse and communicate ideas in large and small groups and in a variety of informal and formal activities. ➤ Incorporates opportunities to develop communication skills for problem solving and resolving conflicts. ➤ Organizes professional development opportunities to enhance communication skills.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches families and professionals about age appropriate communication development. ➤ Advocates for programs that support the development of communication skills in young children.

Core Knowledge Area: Professionalism

Related NAEYC Standard: Becoming a professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies

Competencies:

- A. Demonstrates professional behaviors and adherence to the Code of Ethical Conduct as defined by National Association for the Education of Young Children (NAEYC).
- B. Demonstrates knowledge of federal, state and local regulations and public policy regarding programs and services for young children.
- C. Demonstrates continuous learning to inform practice by locating and using appropriate professional organizations, resources, literature and professional development experiences.
- D. Demonstrates a personal philosophy of developmentally appropriate early care and education that responds to practices that support inclusion and cultural/linguistic diversity through actions and attitudes.
- E. Demonstrates decision-making based on knowledge of central issues, reflective approaches and critical perspectives.
- F. Demonstrates an understanding of the Early Childhood Profession including the influence of historical perspectives, current issues and trends on thought and practices.
- G. Demonstrates a commitment to advocacy on behalf of young children and their families, improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood educators.

Core Knowledge Area: Professionalism

Competency A: Demonstrates professional behaviors and adherence to the Code of Ethical Conduct as defined by National Association for the Education of Young Children (NAEYC).

Professional Step	Level of Competency
I.	At the AWARENESS level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Employs professional work habits such as dependability and time management.➤ Recognizes that the Code of Ethical Conduct developed by NAEYC guides professionalism in the Early Childhood Field.➤ Agrees to abide by the Code of Ethical Conduct.
II.	At the DEVELOPING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Creates and maintains professional behavior and attitudes.➤ Reviews the Code of Ethical Conduct with others.➤ Signs the statement of commitment as set forth by the Code of Ethical Conduct.
III.	At the ACHIEVING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Applies the principles of the Code of Ethical Conduct to his/her practices.➤ Collaborates with colleagues in applying the Code of Ethical Conduct in incidents that arise in early care and educational practices.
IV.	At the EXTENDING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Teaches early childhood professionals how to use the Code of Ethical Conduct.➤ Analyzes situations and determines applications for using the Code of Ethical Conduct.➤ Models the principles of the Code of Ethical Conduct in his/her professional practice.
V.	At the ADVANCED level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Advocates for the ethical treatment of young children, their families and early childhood professionals; and for the use of ethics in the early childhood care and education system.➤ Integrates the Code of Ethical Conduct into teaching and practice.

Core Knowledge Area: Professionalism

Competency B: Demonstrates knowledge of federal, state and local regulations and public policy regarding programs and services for young children.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows basic child daycare licensing rules and the Americans With Disabilities Act (ADA), pertaining to his/her facility. ➤ Has access to regulations such as, Child and Adult Care Food Program (CACFP), fire safety, local zoning and others, which impact programming for young children.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Educates and trains staff about all regulations governing programs and services for young children. ➤ Follows policies and procedures to ensure compliance with federal, state and local regulations.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies federal and state programs such as Head Start, Title I, Michigan School Readiness Programs and Early On. ➤ Develops and implements policies and procedures to ensure compliance with federal, state and local regulations. ➤ Describes how public policies can influence programming and services for young children.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Reviews current and pending regulations and policies that affect the well being of young children. ➤ Educates policy makers, parents and community members on the impact of rules, regulations and policy decisions and advocates for change when appropriate.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for rules, regulations and policies that promote high standards of quality in programs and services for young children. ➤ Critiques and monitors regulations and policies for impact on programs and services for young children.

Core Knowledge Area: Professionalism

Competency C: Demonstrates continuous learning to inform practice by locating and using appropriate professional organizations, resources, literature and professional development experiences.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies professional organizations and publications. ➤ Understands professional growth is a continuous process.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Joins a professional organization and attends conferences. ➤ Reads and responds to professional journals and publications. ➤ Seeks opportunities and experiences to promote professional growth.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Maintains a membership in a professional organization and regularly attends conferences. ➤ Discusses professional journals and publications. ➤ Develops a plan for professional growth.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Assists local professional organizations through conference presentations, holding office or carrying out other duties associated with the organization's mission. ➤ Applies research findings and practices presented in professional publications. ➤ Organizes and facilitates professional growth opportunities and experiences for others.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Assists state and national professional organizations through conference attendance and presentations, holding office or carrying out other duties associated with the organization's mission. ➤ Researches, writes and critiques material for professional publications. ➤ Guides and mentors others in their professional growth. ➤ Advocates for the development of recognized professional development systems.

Core Knowledge Area: Professionalism

Competency D: Demonstrates a personal philosophy of developmentally appropriate early care and education that responds to practices that support inclusion and cultural/linguistic diversity through actions and attitudes.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Participates in developmentally appropriate activities for interacting with children and families. ➤ Recognizes that there are differences in culture and language among children. ➤ Examines own belief system related to inclusion and cultural/linguistic diversity.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Develops a personal philosophy resulting from an interaction of classroom experience and education. ➤ Discusses ways, including both actions and attitudes, in which early childhood professionals support inclusion and cultural/linguistic diversity. ➤ Articulates personal philosophy of early care and education.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Seeks out knowledge of diverse families and communities and formulates developmentally appropriate curriculum and programs. ➤ Embraces a personal philosophy that supports inclusion and cultural/linguistic diversity. ➤ Explains the rationale for supporting inclusion and cultural/linguistic diversity in early childhood settings ➤ Applies personal philosophy of early care and education to practice with young children.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Evaluates early care and education program(s) and practices for consistency with personal philosophy and accepted standards of quality. ➤ Compares and contrasts own belief systems and those of other cultures to understand similarities and differences. ➤ Promotes practices that support inclusion and cultural/linguistic diversity.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Teaches other professionals techniques for developing and reflecting on their own personal philosophy of early care and education. ➤ Advocates for early care and education that is respectful of cultural/ linguistic diversity and individual differences.

Core Knowledge Area: Professionalism

Competency E: Demonstrates decision-making based on knowledge of central issues, reflective approaches and critical perspectives.

Professional Step	Level of Competency
I.	At the AWARENESS level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Realizes professionals are continually learning.➤ Questions own practices and seeks input from supervisors and colleagues.
II.	At the DEVELOPING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Discusses experiences and practices with colleagues identifying areas of strength and weakness.➤ Uses reflective approaches such as journaling to begin to analyze own practices.
III.	At the ACHIEVING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Uses reflections to modify and improve work with young children, families and colleagues.➤ Develops personal goals based on reflections on current practices.
IV.	At the EXTENDING level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Supports colleagues' reflective approaches by identifying resources, helping to provide time to think and facilitating a questioning attitude.➤ Encourages the expression of multiple perspectives recognizing shared values and existing differences.
V.	At the ADVANCED level, the Early Childhood Professional: <ul style="list-style-type: none">➤ Teaches reflective approaches to early care and education teachers.➤ Dialogues about the Early Childhood field's central questions, recognizing that multiple perspectives exist and must be continually examined.

Core Knowledge Area: Professionalism

Competency F: Demonstrates an understanding of the Early Childhood Profession including the influence of historical perspectives, current issues and trends on thought and practices.

Professional Step	Level of Competency
I	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recognizes that current issues and trends exist in the profession and may impact programming and interactions with children.
II	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Discusses current trends and issues with colleagues. ➤ Relates current issues and trends to personal thinking and practice.
III	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows the historical development of the Early Childhood Profession and its influence on thought and practice. ➤ Explains the influence of current trends and issues on thought and practices. ➤ Integrates knowledge of historical perspectives, current issues and trends into personal thinking and practice.
IV	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Reflects on personal understanding of the influence of historical perspective and current trends and issues. ➤ Designs practices to reflect and incorporate the appropriate elements of historical perspective, current trends and issues.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Critiques the various historical perspectives noting the influence on both historical as well as current thought and practice. ➤ Evaluates the validity of current trends and issues and their impact on practice. ➤ Advocates for practices that reflect appropriate elements of historical perspective and valid trends and issues.

Core Knowledge Area: Professionalism

Competency G: Demonstrates a commitment to advocacy on behalf of young children and their families, improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood educators.

Professional Step	Level of Competency
I.	<p>At the AWARENESS level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Knows the importance of supporting young children and their families. ➤ Identifies how early care and education programs differ from care and education programs for older children. ➤ Observes a quality childcare program. ➤ Recognizes that early care and education is a profession. ➤ Knows that there are a variety of early care and education settings such as part-day, full-day, integrated and bilingual programs in centers, homes and hospitals; kindergarten and primary schools; and recreational programs.
II.	<p>At the DEVELOPING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Participates in concrete advocacy activities on behalf of young children and families such as letter writing, speaking with parents or contacting policy makers. ➤ Describes how caring for and educating young children differs from caring for and educating older children. ➤ Discusses why quality in early care and education programs is crucial. ➤ Understands the importance of both education and field experience to enhance the professional status and working conditions for early childhood educators. ➤ Identifies careers and professions in fields related to early childhood.
III.	<p>At the ACHIEVING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Identifies gaps in services for young children and families. ➤ Creates and maintains high quality programs or services which serve as a model for other programs. ➤ Provides others (including families, colleagues, administrators and the community) with information regarding the characteristics of and need for quality programs for young children. ➤ Promotes recognition of professional levels in the early childhood field, and advocates for appropriate compensation and benefits. ➤ Investigates connections between and among careers and professionals in early childhood and related fields.
IV.	<p>At the EXTENDING level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Recommends strategies to fill gaps and improve services for young children and families. ➤ Evaluates early childhood programs and implements findings to improve the quality of programs and services to young children and families. ➤ Informs others about research and personal findings on the effects of high quality programs for young children and families to ensure support for such programs. ➤ Examines current research and national and state models of career lattices for professional development. ➤ Integrates an understanding of the broader context and challenges within which early childhood professionals work, have worked and might work in the future.
V.	<p>At the ADVANCED level, the Early Childhood Professional:</p> <ul style="list-style-type: none"> ➤ Advocates for legislation on behalf of young children and families. ➤ Encourages legislators to use current research in creating legislation that will positively affect early care and education. ➤ Creates a career lattice that incorporates education and field experience in determining professional steps. ➤ Advocates for recognition of early care and education as a profession.

Glossary

TERM	DEFINITION
Aesthetic Development	The changes over time in one's ability to appreciate and be sensitive to the arts.
Americans With Disabilities Act (ADA)	A federal law that prohibits public accommodations, including early childhood programs, from discriminating against anyone who is disabled.
Anti-bias	An activist approach to valuing diversity and promoting equity by teaching children to accept, respect and celebrate diversity as it relates to such things as: gender, race, culture, language and ability.
Assessment Partnership	Collaborative team made up of families and professionals that is involved in assessing children's development, strengths and needs.
Autonomy	Emotional state in which children strive to be independent.
Best practices	The standards for high-quality, developmentally appropriate, early childhood programs that are based on current knowledge and shared beliefs.
Caregiving Procedures	Refers to how the child is handled such as: never leaving a baby alone on a diaper changing table; holding the baby while bottle feeding; assisting with toileting and dressing and others.
Celiac Sprue	A chronic nutritional disturbance, usually of young children, caused by the inability to metabolize gluten, which results in malnutrition, a distended abdomen, muscle wasting and the passage of stools having a high fat content. The disorder can be controlled by a special diet that emphasizes the elimination of all foods containing gluten.
Child and Adult Care Food Program (CACFP)	A federally funded program that assists early childhood programs in planning and paying for nutritious meals and snacks served to children in care from 0-12 years of age.
Childcare facilities	All businesses that care for and educate young children: family childcare homes, group childcare homes, childcare or development centers, part-day preschool programs, and school-age programs.
Code of Ethical Conduct	A document created by the National Association for the Education of Young Children that provides guidelines for responsible behaviors and decision making in early childhood education and care based on core values of the field.
Cognitive Development	The gradual orderly changes by which mental processes become more complex and sophisticated.
Collaborative	All members of a group working toward a common goal.
Community	A body of individuals often sharing common goals and interests.
Community assets	Resources within the community such as extended family member, friends, social workers, health care providers, schools, neighborhood associations, employers, government agencies, etc.
Construct Knowledge	Developing an understanding of the world through active exploration of the environment.
Critical Perspectives	A stance based on examinations of own work, sources of professional knowledge and the early childhood field.
Cultural Variations	Those practices and traditions that reflect the specific cultures of children in the early childhood program, community or state.
Cultural/linguistic	The unique identities of people based on the influence of family language, stories, values and spiritual life, as well as those of neighborhoods and schools.
Culture	The customary beliefs, social forms and material traits of a racial, religious or social group.
Development	The orderly, adaptive changes in humans that occur from conception to death.
Developmental delays	The classification for children with or without established diagnosis that perform significantly behind developmental norms.

Developmental Domain	Areas of developments including: cognitive development, physical development, social development, emotional development, language development and aesthetic development.
Dialect	A variation in language that is characteristic of a particular social or geographical group such as Southern Dialect or Black English.
Disabilities	The inability to do something specific such as see, walk or learn.
Disposition	A prevailing tendency, mood or inclination; a temperamental makeup; and the tendency to act in a certain manner under given circumstances.
Early On	A non-profit network, which coordinates services for families with children under three years of age who have special needs.
Effective praise/Encouragement	Group or individually focused acknowledgement by an adult that recognizes progress and efforts and supports children's further efforts.
Emergent Literacy	Young children's language, concepts, behavior, and skills, which precede and can develop into reading, conventional writing and a body of literacy knowledge.
Emotional Development	The changes over time in the physical sensations, thoughts, interpretations and response expressions one has to the people and events around him/her.
Emotional Disorder (ED)	Behavior in children that is, cultural, and/or situational inappropriate and interferes with the child's education and/or that of other children. (Individual's With Disabilities Act)
Emotional Distress	Emotional distress can be exhibited by many different behaviors such as: habit disorders (biting, rocking, head banging), regression (thumb sucking, wetting or soiling by older children), behavioral extremes (overly compliant or very demanding), self-destructive behavior, irrational and persistent fears and sleep or speech disorders
Environmental Influences	The people, procedures, habits, routines and things that affect the child.
Family	Group bound by each individual's perception.
Family strengths	Characteristics that create fulfillment and contribute to a family's satisfaction and it's perceived success such as: rituals, traditions, respect, commitment, strong value system, effective crisis management, etc.
Guidance Approach	An approach aimed at reducing the need for and resolve the occurrence of inappropriate behavior in a way that are non-punitive and teach democratic life skills.
Head Start	A federally funded comprehensive child development programs serving children from 0-5 years of age, pregnant women, and their families. It is a child-focused program with the goal of increasing the school readiness of young children in low-income families.
Holistic Approach	An approach to understanding the developing child that considers the complete system or all areas of development.
Idiosyncratic language	The verbal expressions of the 2-7 year old based on personal experiences and over generalized to other situations or concepts.
Inclusion	The practice of including all children regardless of their abilities in regular early childhood care and education programs.
Individual Educational Plans (IEP)	An annually revised program for an exceptional student, detailing present achievement level, goals and strategies, drawn up by teachers, parents, specialists and when appropriate, the student.
Individual Family Service Plans (IFSP)	The written document specified in the Individuals with Disabilities Education Act (IDEA) to guide the implementation of early intervention services for children from birth to age three and their families. It is to be developed through collaborative interchanges between families and the professionals involved in assessment and service delivery.
Integrated Learning Experiences	Experiences that bring together, in varying combinations, language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama and movement.

Language Development	The changes over time in one's ability to understand and use the system of oral and written symbols used for communication.
Learning styles	The varying environmental factors and personal preferences that affect approaches to, and the processing of, learning.
Least restrictive	The educational setting in which a child with special needs can learn that is as close as possible to the general education classroom.
Maturation	The genetically determined, naturally unfolding course of growth.
Michigan School Readiness Program (MSRP)	MSRP serves children who are the appropriate age, live in the district in which they are enrolling, and have two qualifying factors as listed. The goal is to increase the school readiness of young children who may be at risk for not succeeding in school.
Mission	The purpose or reason for being; the result at which the entire organization is aimed.
Multiple Modes of Intelligence	The varying human mental abilities to acquire and use knowledge to solve problem, to generate new problems, adapt to the world and to make a product or offer a service. Included are: Logical-Mathematical, Linguistic, Musical, Spatial, Bodily Kinesthetic, Interpersonal, Interpersonal and Naturalistic.
Participatory leadership	The practice of delegating responsibilities and authority across the team.
Philosophy	A clear statement of what the program is trying to accomplish in terms of: attitudes about the needs of children, process of education, the needs of families and the program's role in terms of the families and communities served.
Physical Development	The changes over time in body structure and function.
PKU	An abbreviation for phenylketonuria, a genetic disorder in which the body lacks the enzyme necessary to metabolize phenylalanine to tyrosine. Left untreated, the disorder can cause brain damage and progressive mental retardation as a result of the accumulation of phenylalanine and its breakdown products.
Positive reinforcement	A method used to shape behaviors by using praise, encouragement or a reward following a desirable behavior.
Problem solving	Finding an appropriate way to attain a goal.
Protective Services	In Michigan, Protective Services refers to the Family Independence Agency's Children's Protective Service Department. Staff receives phone calls and written reports of suspected child abuse and neglect and investigates them.
Reciprocal	Mutual, give and take, shared.
Redirection	A guidance strategy that diverts a child from unacceptable behavior to acceptable behavior without stopping the energy flow. Ideally, it involves giving the child a choice to lean toward a constructive behavior or activity.
Reflective approaches	Examining one's own experiences, both past and present, in order to learn from it and grow. Often used to examine personal reactions to certain situations, or to develop and maintain relationships or facilitate the teaching-learning process.
Reflective communication techniques	A communication technique in which an adult repeats back or supportively acknowledges a remark, action or implied emotion of a child.
Responsible Assessment	Ethically grounded, guided by sound professional standards, it is collaborative and open and is used to support children rather than exclude them or deny them services.
Self-Concept	The thoughts and feelings that an individual has at any point in time about who he/she is.
Social Atmosphere	Planning meal times so all children and adults are sitting at the table together, food is served family style and people engage in pleasant conversation.
Social Development	The changes over time in the ways we relate to each other.
Society	The wider community, nation or grouping of people having common traditions, institutions and collective activities and interests.

Special abilities	Children who have diverse needs due to abilities above or below the normal range.
Standard Precautions	(Also Called Universal Health Precautions) An approach to infection control wherein all bodily fluids are treated as if they are infectious. People take proper precautions to avoid contaminations, such as wearing latex gloves, whenever there is a chance of contact with bodily fluids.
Temperament	An individual's behavioral style and characteristic emotional response.
Theories of family systems	Hypothesis or sets of general principles, concepts or assumptions used to explain family such as: Family Systems Theory, Family Development Theory, Conflict Theory, Structural Functionalism, Symbolic Interaction, Social Exchange Theory, etc.
Time-Space formula	A Formula used by family and group home childcare providers to calculate the allocated house-related expenses for their record keeping of business expenses.
Title I	A federally funded, poverty-driven program designed to provide extra help to students who are having difficulty in reading and/or math. Title I teachers and paraprofessionals work with classroom teachers to reinforce the student's reading and/or math programs.
Wellness Activities	Behaviors and opportunities that promote good health, nutrition and physical well-being.

Michigan Race to the Top Early Learning Challenge

Appendix

Section XVI

Michigan Race to the Top – Early Learning Challenge Grant

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Michigan Department of Education (MDE) (“Lead Agency”) and the Michigan Department of Community Health (DCH), the Michigan Department of Human Services (DHS), and the Early Childhood Investment Corporation (ECIC) (“Participating State Agencies”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of Michigan in the implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

DHS, DCH and ECIC hereby certify and represent that they:

- 1) Agree to be a Participating State Agency and will implement those portions of the Michigan State Plan indicated in Exhibit I, if the state’s application is funded;
- 2) Agree to use, to the extent applicable and consistent with Michigan’s State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards for Michigan;
 - (b) A set of statewide Early Learning and Development Program Standard for Michigan;
 - (c) A statewide Tiered Quality Rating and Improvement System for Michigan; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials for Michigan.
- 3) Have all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Are familiar with Michigan’s Race to the Top-Early Learning Challenge grant application and are supportive of and committed to working on all applicable portions of Michigan’s State Plan;
- 5) Will work diligently to ameliorate agency specific policy concerns and operations barriers that may arise during the implementation of Michigan’s State Plan;
- 6) Will provide a Final Scope of Work, only if the Michigan’s application is funded, and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel

("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

7) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING AGENCY RESPONSIBILITIES – Michigan Department of Human Services (DHS), Michigan Department of Community Health (DCH), and the Early Childhood Investment Corporation (ECIC)

In assisting MDE in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agencies – DHS, DCH and ECIC will:

- 1) Implement their respective Scopes of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by their respective Participating State Agency Budgets included in section VIII of Michigan's State Plan (including the existing funds from Federal, State, private and local sources, if any, that a Participating State Agency is using to achieve the outcomes in Michigan's RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by MDE, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by MDE, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Share within their organizations information that is relevant to keep internal and external stakeholders informed of the implementation of the Michigan State Plan;
- 7) Participate, as requested, in any evaluations of this grant conducted by MDE, ED, or HHS;

8) Be responsive to MDE, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. Lead Agency Responsibilities - Michigan Department of Education (MDE)

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, MDE – the Lead Agency - will:

- 1) Work collaboratively with, and support the Participating State Agencies in carrying out their respective Participating State Agency Scopes of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for a Participating State Agency in the State Plan during the course of the project period and in accordance with each Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with a Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on a Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep each Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from each Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan;
- 6) Will work diligently to ameliorate agency specific policy concerns and operations barriers that may arise during the implementation of Michigan's State Plan; and
- 7) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The MDE and DHS, DCH and ECIC will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

- 2) These key contacts will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) MDE, DHS, DCH and ECIC will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) MDE, ECIC, DHS and DCH personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affects a Participating State Agency, or when a Participating State Agency's Scope of Work requires modifications.

D. RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If MDE determines that a Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDE will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between MDE and a Participating State Agency, or initiating such enforcement measures as are available to MDE, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

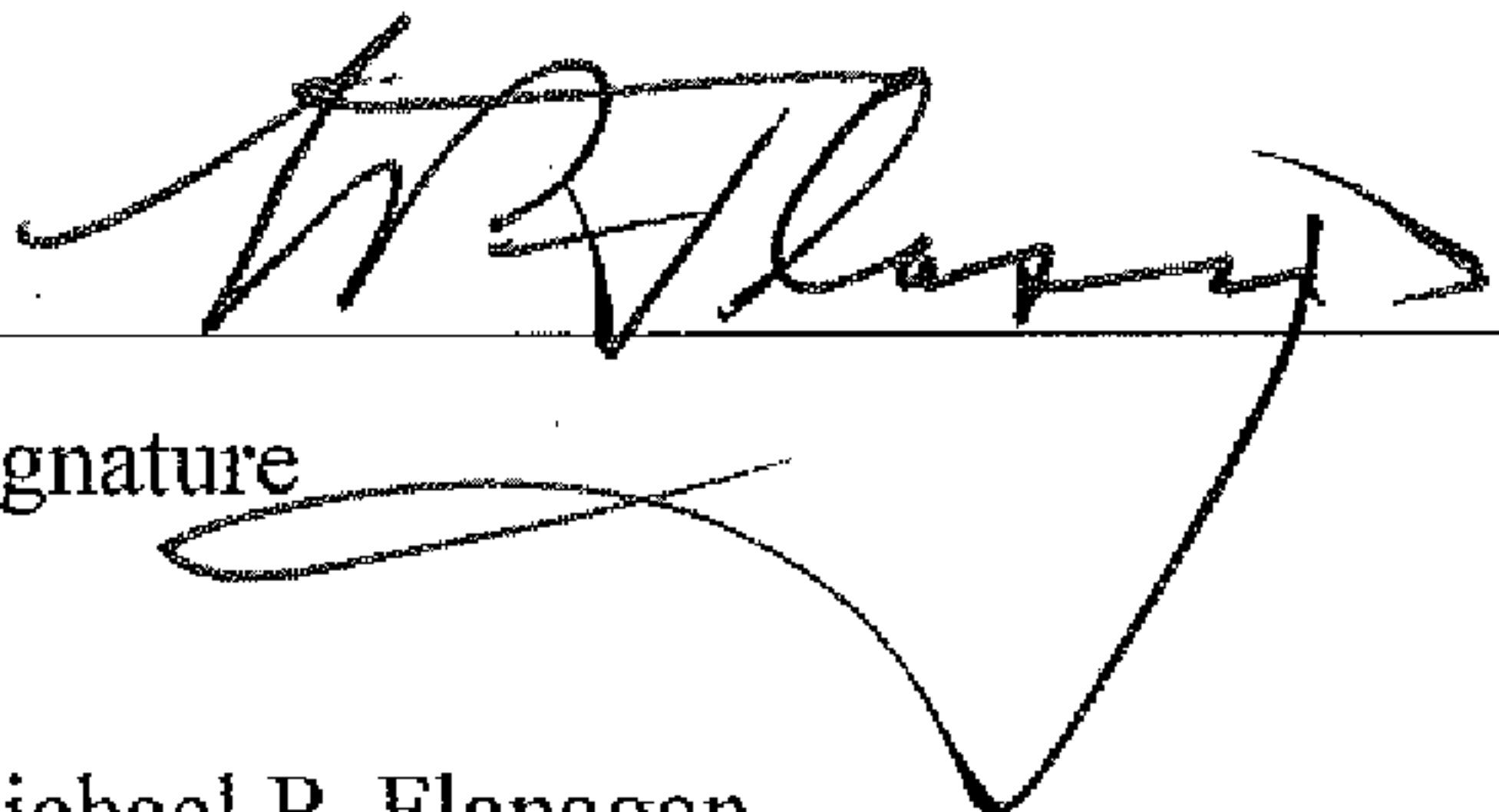
IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**Michigan Race to the Top – Early Learning Challenge Grant
MEMORANDUM OF UNDERSTANDING**

V. SIGNATURES

Authorized Representative of the Michigan Department of Education – the Lead Agency:

	<u>10-12-2011</u>
Signature	Date
Michael P. Flanagan	Superintendent of Public Instruction
Print Name	Title

Michigan Race to the Top – Early Learning Challenge Grant

MEMORANDUM OF UNDERSTANDING

V. SIGNATURES (CONT).



Authorized Representative of the Michigan Department of Human Services – a
Participating State Agency:

<u>Maura D. Corrigan</u>	<u>10/14/11</u>
Signature	Date
Maura D. Corrigan	Director
_____	_____
Print Name	Title

Michigan Race to the Top – Early Learning Challenge Grant
MEMORANDUM OF UNDERSTANDING

V. SIGNATURES (CONT.)

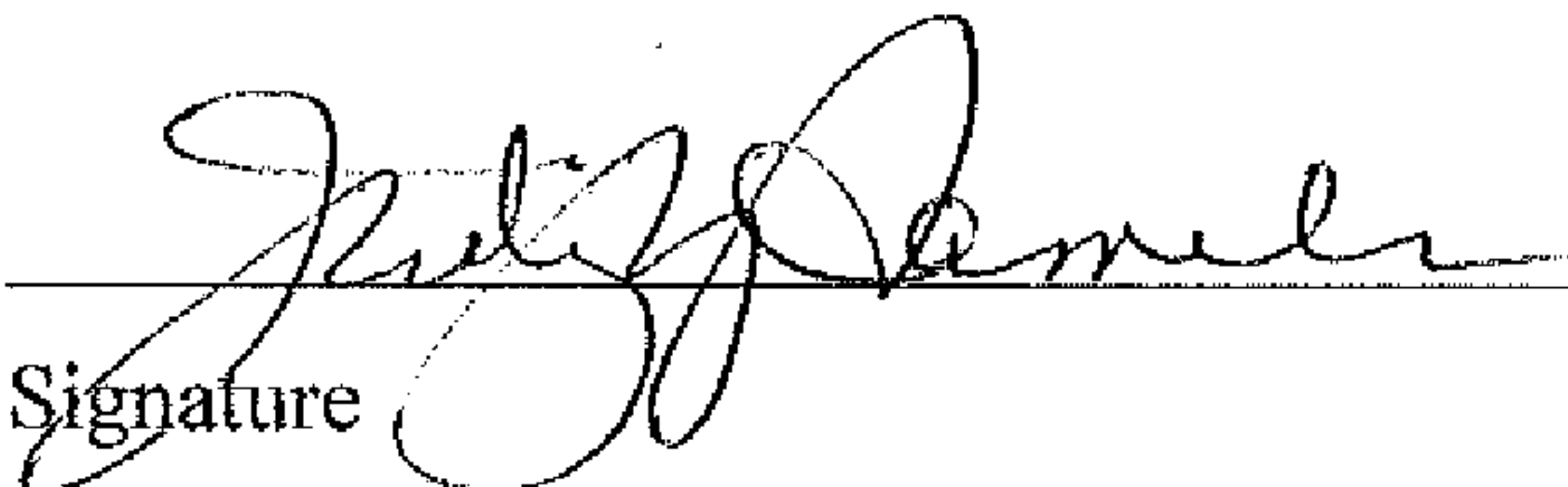
**Authorized Representative of the Michigan Department of Community Health – a
Participating State Agency:**

	
_____ Signature	_____ Date
Olga Dazzo	Director
_____ Print Name	_____ Title

Michigan Race to the Top – Early Learning Challenge Grant
MEMORANDUM OF UNDERSTANDING

V. SIGNATURES

**Authorized Representative of the Early Childhood Investment Corporation (ECIC),
Convenor; Great Start Learning Advisory Council – a Participating State Agency:**

	<u>10.13.11</u>
Signature	Date
Judy Y. Samelson	Chief Executive Officer
Print Name	Title

Michigan Race to the Top – Early Learning Challenge Grant

LEAD STATE AGENCY SCOPE OF WORK

Michigan Department of Education – Office of Great Start

The Michigan Department of Education, Office of Great Start (MDE-OGS), has responsibility for the following functions and programs: all early learning standards, including both expectations for children and quality program standards, birth through age 8 (third grade); assessments; program accountability; early childhood data collection; child care subsidy (Child Care and Development Fund), child care quality (Child Care and Development Fund); Head Start collaboration; state prekindergarten (Great Start Readiness Program) Early Childhood Special Education (Part B, Section 619 of IDEA); early intervention (Part C of IDEA); Great Parents Great Start; Even Start; and ongoing collaboration with Title I, 31a At-Risk, and 21st Century Community Learning Centers. MDE-OGS will be the office responsible for coordinating appropriate program participation for activities outlined in the state plan to achieve optimal outcomes.

Selection Criterion	Participating Program	Type of Participation
(B)(1)	MDE-OGS: Child Care and Development Fund (CCDF)	Manage transfer of CCDF Quality funds to Early Childhood Investment Corporation (ECIC) for Regional Resource Centers, CONNECT, T.E.A.C.H. scholarship program which are all embedded in the high quality plan to promote access for children with high needs.
	MDE-OGS: Child Care and Development Fund (CCDF) Part B, Section 619 of IDEA (ECSE) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Serve in a leadership role with ECIC in ensuring the goals are met in the plan to align the Tiered Quality Rating and Improvement System - <i>Great Start to Quality</i> standards with national standards and assure sufficient attention to specific populations of children, inform the expansion of the <i>Great Start to Quality</i> platform to achieve greater integration with licensing and other data functions.

Selection Criterion	Participating Program	Type of Participation
(B)(2)	MDE-OGS: Child Care and Development Fund (CCDF) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Manage CCDF subsidy and RTT-ELC funds to pilot test and prototype new CCDF subsidy policies and practices; manage RTT-ELC scholarships to increase access to high quality settings for CCDF-eligible children.
	MDE-OGS: Child Care and Development Fund (CCDF) Part B, Section 619 of IDEA (ECSE) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Lead effort in collaboration with the Office of Special Education to revise any Administrative Rules related to Early Childhood Special Education Programs that will be impacted by licensing the classrooms and integrating them into <i>Great Start to Quality</i> . Serve on Child Care Licensing rule revision committee and workgroups convened by the Department of Human Services, Bureau of Children and Adult Licensing.
	MDE-OGS: Child Care and Development Fund (CCDF) State Prekindergarten (GSRP) Great Parents, Great Start (GPGS) Head Start Collaboration Office (HSCO)	Examine policies and practices designed to help working families afford high-quality child care and maintain the supply of care in areas with high concentrations of children with high needs, including leading implementation of state school aid early learning block grant legislation.
(B)(3)	MDE-OGS: Child Care and Development Fund (CCDF)	Manage transfer of CCDF Quality funds to ECIC for Regional Resource Centers, CONNECT, T.E.A.C.H. scholarship program which are all embedded in the high quality plan to promote access for children with high needs.
	MDE-OGS: Child Care and Development Fund (CCDF) Part B, Section 619 of IDEA (ECSE) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Inform the expansion of the <i>Great Start to Quality</i> accountability and monitoring system as outlined in the plan.

Selection Criterion	Participating Program	Type of Participation
(B)(4)	MDE-OGS: Child Development and Care (CDC)	Manage transfer of CCDF Quality funds to ECIC for Regional Resource Centers, CONNECT, T.E.A.C.H. scholarship program which are all embedded in the high quality plan to promote access for children with high needs.
	MDE-OGS: Child Care and Development Fund (CCDF) Part B, Section 619 of IDEA (ECSE) Great Parents Great Start (GPGS) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Inform the process and procedures developed for further incentivizing the <i>Great Start to Quality</i> system. Lead effort to integrate goals for the (B)(4) plan into the implementation the state school aid early learning block grant legislation.
(B)(5)	MDE-OGS: Child Care and Development Fund (CCDF) Head Start Collaboration Office (HSCO) State Prekindergarten (GSRP) Part B, Section 619 of IDEA (ECSE)	Serve in advisory capacity to the Evaluation Team as the plan for TQRIS validation is implemented. Participate in dissemination of evaluation results.
(C)(1)	MDE-OGS: All office activity	Hire staff to manage contracts and assure deliverables are met to: --create an aligned set of birth-grade 3 early learning standards by leading the revisions, convening groups, managing contractors, editing and routing for approval by the State Board of Education; --transform the content of the standards into web-based learning modules and other accessible materials for early childhood educators and parents through managing contractors, engaging advisory committees, reviewing and approving products. --incorporate learning materials into effective, coaching-based professional development.

Selection Criterion	Participating Program	Type of Participation
	MDE-OGS: Child Care and Development Fund (CCDF) Office of ECE & FS: <ul style="list-style-type: none"> • State Prekindergarten (GSRP) • Part B, Section 619 of IDEA (ECSE) • Part C of IDEA • Great Parents, Great Start • Even Start 	Serve on the Curriculum Review Advisory Committee (CRAC) to ensure standards are embedded in professional development and workforce activities.
(C)(2)	Not Addressing	
(C)(3)	MDE-OGS: Child Care and Development Fund (CCDF) Part B, Section 619 of IDEA (ECSE) Part C of IDEA Great Parents, Great Start (GPGS) State Prekindergarten (GSRP) Head Start Collaboration Office (HSCO)	Participate in licensing revision committee to ensure health literacy standards are updated; lead review and revisions to the early childhood standards to ensure that health literacy standard and other current health-related issues are embedded; participate in plans for professional development and workforce development through advisory group and the Great Start System Operations Team.
(C)(4)	MDE-OGS: All office activity	Oversee contract to translate early learning standards into useful and family-friendly language and create materials and learning modules. Coordinate with ECIC to ensure programming updates to the web-based, professional development registry in order to collect and generate reports on parent engagement training for early childhood educators. Convene stakeholders to explore avenues for data tracking of early educators not typically recorded in the CONNECT system. Collaborate with ECIC and its contractors to design and launch family engagement professional development for early learning and development program staff, as well as to pilot and evaluate the

Selection Criterion	Participating Program	Type of Participation
		use of Parent Cafés to engage parents of high needs children in early learning and development system.
(D)(1)	MDE-OGS: All office activity	Finalize and disseminate MI Core Knowledge and Core Competencies (CKCC) Framework; align professional development with CKCC; create needed credentials, minimally Infant/Toddler Credential; complete programming and launch web-based professional development registry for early care and education professionals; Formalize the relationship between OGS and the state's postsecondary institutions to align degrees with the CKCC Framework.
	MDE-OGS: All office activity	MI Workforce Knowledge and Competency Framework is endorsed by the State Board of Education, ECIC Executive Committee, and the Office of Great Start.
(D)(2)	Not Addressing	
(E)(1)	MDE-OGS: All office activity	Direct work of contractor to customize the Work Sampling System to align with MI early learning standards; collaborate with Michigan Association of Intermediate School Administrators Early Childhood Committee to message and implement pilot and eventual statewide roll- out as provided in the plan.
	MDE-DTMB/CEPI	Develop integration of KEA results into MSDS, and link data to Statewide Longitudinal Data System.
(E)(2)	MDE-OGS: All office activity MDE-DTMB/CEPI	Provide leadership to assure that project management plan is implemented for the early learning data system.

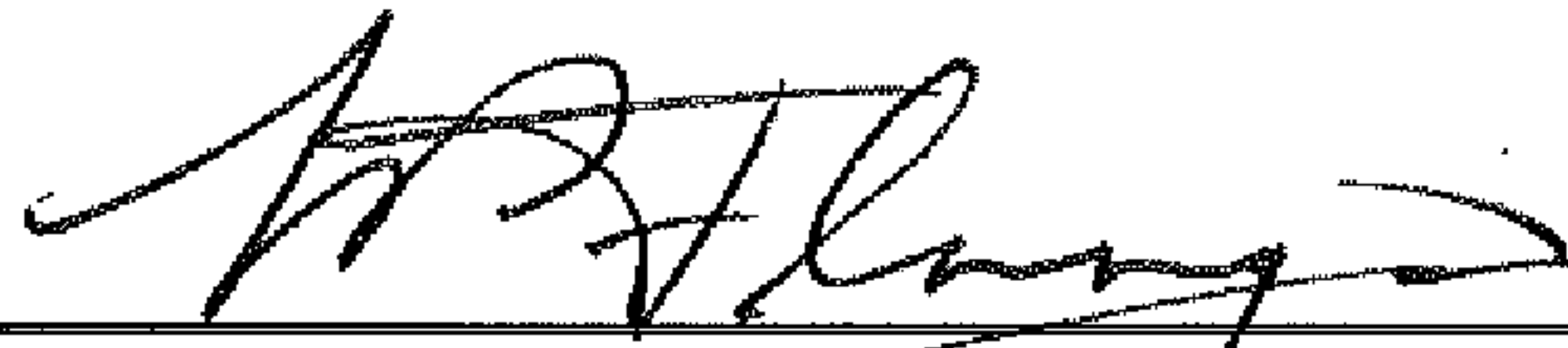
Michigan Race to the Top – Early Learning Challenge Grant

LEAD STATE AGENCY SCOPE OF WORK

Michigan Department of Education – Office of Great Start

MICHIGAN DEPARTMENT OF EDUCATION

Michael P. Flanagan, Superintendent of Public Instruction



10-12-2011

Signature (*Authorized Representative of Lead Agency*)

Date

**Michigan Race to the Top – Early Learning Challenge Grant
PARTICIPATING STATE AGENCY SCOPE OF WORK**

Department of Human Services – Bureau of Children and Adult Licensing (DHS-BCAL)

The Michigan Department of Human Service hereby agrees to participate in Michigan’s State Plan, as described in this application, and more specifically commits to undertake the tasks and activities described in detail below. The Michigan Department of Human Services –Bureau of Children and Adult Licensing is the child care licensing agency.

Selection Criterion	Participating Program	Type of Participation
(B)(1)	DHS-BCAL	Serve in a leadership role with ECIC in ensuring the goals are met in the plan to align the Tiered Quality Rating and Improvement System - <i>Great Start to Quality</i> standards with national standards and assure sufficient attention to specific populations of children, inform the expansion of the <i>Great Start to Quality</i> platform to achieve greater integration with licensing and other data functions.
(B)(2)	DHS-BCAL	Lead effort in collaboration with the Michigan Department of Education -Office of Great Start (OGS) to revise any Administrative Rules related to Early Childhood Special Education Programs that will be impacted by licensing the classrooms and integrating them into <i>Great Start to Quality</i> .
	DHS-BCAL	Participate in the Michigan Department of Education - Office of Great Start review of policies and practices designed to help working families afford high-quality child care and maintain the supply of care in areas with high concentrations of children with high needs, including leading implementation of state school aid early learning block grant legislation.
	DHS-BCAL	Collaborate with OGS and the Early Childhood Investment Corporation (ECIC) to support outreach and engagement of

Selection Criterion	Participating Program	Type of Participation
		early learning and development programs to participate in <i>Great Start to Quality</i> .
(B)(3)	DHS-BCAL	Inform the expansion of the <i>Great Start to Quality</i> accountability and monitoring system as outlined in the plan.
(B)(4)	DHS-BCAL	Inform the process and procedures developed for further incentivizing the <i>Great Start to Quality</i> system. Participate in effort to integrate goals for the (B)(4) plan into the implementation the state school aid early learning block grant legislation.
(B)(5)	DHS-BCAL	Serve in advisory capacity to the Evaluation Team as the plan for <i>Great Start to Quality</i> validation is implemented. Participate in dissemination of evaluation results.
(C)(1)	DHS-BCAL	Partner with the OGS on standards development to meet the following OGS goals: --create an aligned set of birth-grade 3 early learning standards by leading the revisions, convening groups, managing contractors, editing and routing for approval by the State Board of Education; --transform the content of the standards into web-based learning modules and other accessible materials for early childhood educators and parents through managing contractors, engaging advisory committees, reviewing and approving products. --incorporate learning materials into effective, coaching-based professional development.
	DHS-BCAL	Serve on the Curriculum Review Advisory Committee (CRAC) to ensure standards are embedded in professional development and workforce activities.
(C)(2)	Not Addressing	

Selection Criterion	Participating Program	Type of Participation
(C)(3)	DHS-BCAL	Lead the licensing revision committee to ensure health literacy standards are updated; participate in review and revisions to the early childhood standards to ensure that health literacy standards and other current health-related issues are embedded; participate in plans for professional development and workforce development through advisory group.
(C)(4)	DHS-BCAL	Coordinate with ECIC to ensure programming updates to the web-based, professional development registry in order to collect and generate reports on parent engagement training for early childhood educators. Engage with stakeholders to explore avenues for data tracking of early educators not typically recorded in the Great Start CONNECT system. Collaborate with ECIC and its contractors to design and launch family engagement professional development for early learning and development program staff.
(D)(1)	DHS-BCAL	Support dissemination of the Michigan Core Knowledge and Core Competencies (CKCC) Framework; align professional development with CKCC; support development of needed credentials, minimally Infant/Toddler Credential.
(D)(2)	Not Addressing	
(E)(1)	DHS-BCAL	Will not have a role in these projects.
(E)(2)	DHS-BCAL	Will not have a role in these projects

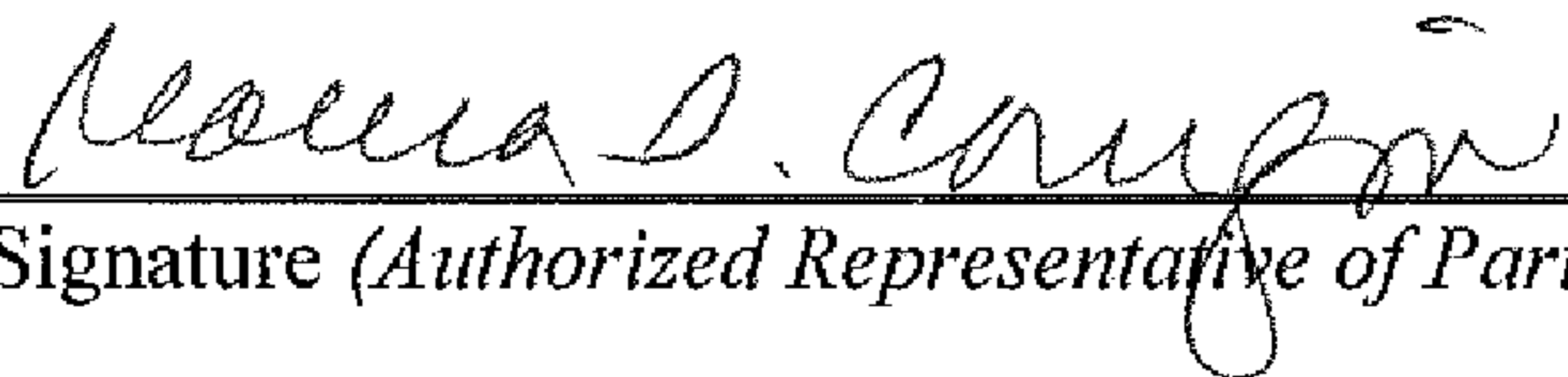
Michigan Race to the Top – Early Learning Challenge Grant

PARTICIPATING STATE AGENCY SCOPE OF WORK

Department of Human Services – Bureau of Children and Adult Licensing (DHS-BCAL)


MICHIGAN DEPARTMENT OF HUMAN SERVICES

Maura D. Corrigan, Director


Signature (Authorized Representative of Participating State Agency) 10/14/11
Date

MICHIGAN DEPARTMENT OF EDUCATION

Michael P. Flanagan, Superintendent of Public Instruction


Signature (Authorized Representative of Lead Agency) 10-12-2011
Date

Michigan Race to the Top – Early Learning Challenge Grant
PARTICIPATING STATE AGENCY SCOPE OF WORK
Michigan Department of Community Health

The Michigan Department of Community Health hereby agrees to participate in Michigan’s State Plan, as described in this application, and more specifically commits to undertake the tasks and activities described in detail below. The Michigan Department of Community Health is responsible for the administration of Title V and the Maternal, Infant, and Early Childhood Home Visitation Program of the Affordable Care Act of 2010.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan’s Early Learning Advisory Council (ELAC) activities as they relate to the implementation of <i>Great Start to Quality</i> – Michigan’s tiered quality rating and improvement system. • Provide information and support related to health, nutrition, safety, and behavioral health components of the <i>Great Start to Quality</i>. • Ensure the Child Care Health Consultants are contributing to activities <i>Great Start to Quality</i>.
(B)(2)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan’s Early Learning Advisory Council (ELAC) activities as they related to outreach and engagement of community stakeholders regarding state’s <i>Great Start to Quality</i>. • Ensure the Child Care Health Consultants are supporting participation in <i>Great Start to Quality</i>.
(B)(3)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan’s Early Learning Advisory Council (ELAC) activities as they relate to rating and monitoring early learning programs. • Ensure the Child Care Health Consultants are contributing to <i>Great Start to Quality</i> monitoring and ratings.
(B)(4)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan’s Early Learning Advisory Council (ELAC) activities as they relate to improving access to high quality early learning programs and services.

Selection Criterion	Participating Party	Type of Participation
		<ul style="list-style-type: none"> • Implement Child Care Health Consultation as a means for improving the quality of and improving access to high quality early learning programs for children with special needs/health care needs. • Work with Early Childhood Investment Corporation to fully implement use of Center on the Social Emotional Foundations of Early Learning (CSEFEL) to improve the quality of and support children with behavioral challenges to retain access to high quality early learning programs.
(B)(5)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan's Early Learning Advisory Council (ELAC) activities as they relate to validating the effectiveness of <i>Great Start to Quality</i>.
(C)(1)	MDCH	<ul style="list-style-type: none"> • Participate in the review and alignment of the state's early learning standards.
(C)(2)	Not addressing.	
(C)(3)	MDCH	<ul style="list-style-type: none"> • Establish the position of MDCH Project Manager for RTT-ELC (C)(3) Project. • Participate in the review of child care licensing rules related to health, nutrition, safety, and behavioral health. • Lead the review of the Early Childhood Standards related to health, nutrition, safety, and behavioral health. • Lead the implementation of Child Care Health Consultation in association with Local Public Health agencies and Great Start Regional Resource Centers (RRC). • Lead, in conjunction with ECIC, CSEFEL train the trainer and coaching opportunities for RRC quality improvement staff and appropriate community members. • Convene stakeholder committee to review and update trainings and materials for early learning programs to promote health and wellness and health literacy. • Work with RRCs to develop appropriate coding to document receipt of training related to health, nutrition, safety, and behavioral health. • Lead implementation of training to physicians to implement developmental screening in their

Selection Criterion	Participating Party	Type of Participation
		<p>practices.</p> <ul style="list-style-type: none"> • Lead analysis of data to assess and improve delivery of well child care and other preventive services (screening). • Lead development of Application to conduct 'events' analysis to understand screening, referral, and follow-up. • Facilitate dissemination of health literacy materials through existing messaging initiatives.
(C)(4)	MDCH	<ul style="list-style-type: none"> • Participate in review of family engagement standards. • Support access to and delivery of workforce development to enhance implementation of family engagement standards.
(D)(1)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan's Early Learning Advisory Council (ELAC) activities as they relate to comprehensive workforce development. • Link MDCH work on home visitor core competencies to review and revision of Michigan Core Knowledge and Core Competencies framework. • Provide input to framework as it relates to health, nutrition, safety, and behavioral health.
(D)(2)	Not addressed.	<ul style="list-style-type: none"> •
(E)(1)	MDCH	<ul style="list-style-type: none"> • Continue to participate in the Michigan's Early Learning Advisory Council (ELAC) activities as they relate to understanding children's status at kindergarten entry.
(E)(2)	MDCH	<ul style="list-style-type: none"> • Participate in the ELAC data systems inventory and gap analysis. • Participate as a member of the Governance committee. • Help design the system architecture to appropriately link with and enhance existing MDCH MIS efforts. • Utilize existing funding and expertise to help effectively and efficiently build the system infrastructure. • Support flow of data from and to MDCH, and participate in analytics that measure the effectiveness of the early childhood system.

**Michigan Race to the Top – Early Learning Challenge Grant
PARTICIPATING STATE AGENCY SCOPE OF WORK
Michigan Department of Community Health**

MICHIGAN DEPARTMENT OF COMMUNITY HEALTH

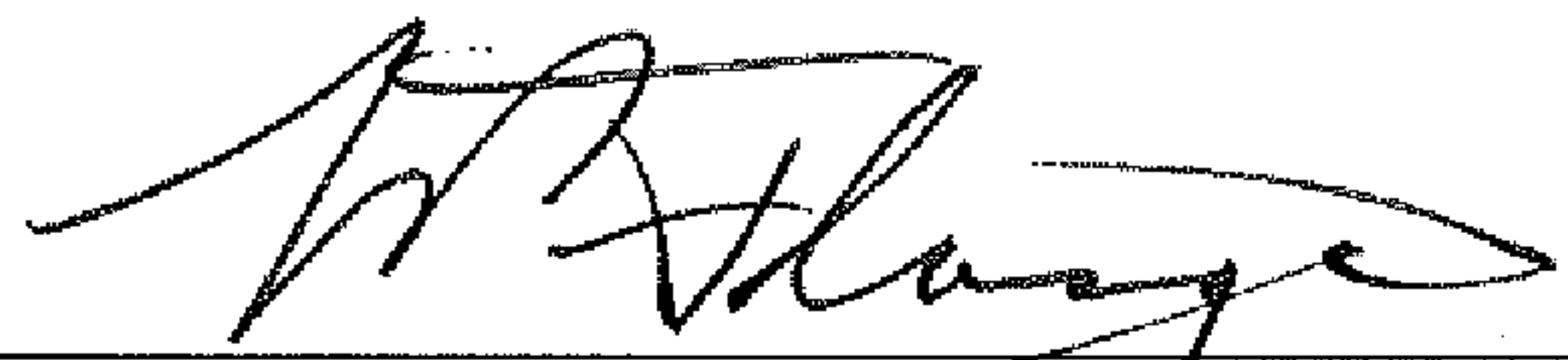
Olga Dazzo, Director



Signature (*Authorized Representative of Participating State Agency*) Date 10/13/11

MICHIGAN DEPARTMENT OF EDUCATION

Michael P. Flanagan, Superintendent of Public Instruction



Signature (*Authorized Representative of Lead Agency*) Date 10-12-2011

Michigan Race to the Top – Early Learning Challenge Grant
PARTICIPATING STATE AGENCY SCOPE OF WORK
Early Childhood Investment Corporation (ECIC)

The Early Childhood Investment Corporation (ECIC) hereby agrees to participate in Michigan’s State Plan, as described in this application, and more specifically commits to undertake the tasks and activities described in detail below. ECIC is responsible for the management of the state’s CCDF Quality Set-Aside and is the convener and fiduciary for the Great Start Early Learning Advisory Council – Michigan’s early childhood advisory council.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for leading the <i>Great Start to Quality</i> (Tiered Quality Rating and Improvement System) implementation, including: <ul style="list-style-type: none"> - Ensuring the <i>Great Start to Quality</i> standards are comprehensive and support early learning and development programs to improve and maintain high quality levels. - Maintain and increase linkages between <i>Great Start to Quality</i> and licensing. - Responsible for implementing the projects identified in Michigan’s Early Learning Advisory Council (ELAC) work plan, including a review and revision of the early learning standards.
(B)(2)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for outreach and engagement of early learning and development programs to participate in <i>Great Start to Quality</i>, through the statewide network of Great Start Regional Resource Centers (RRCs). - Responsible for outreach and engagement of subsidized FFN providers to participate in <i>Great Start to Quality</i>, through the statewide network of Great Start Regional Resource Centers (RRCs). - Lead, in conjunction with the Michigan Department of Education - Office of Great Start, the revision of policies to include


Selection Criterion	Participating Party	Type of Participation
		early learning and development programs serving children under IDEA in licensing, and therefore in <i>Great Start to Quality</i> .
(B)(3)	-Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for maintaining and enhancing the <i>Great Start to Quality</i> online platform for review of self-assessments, quality improvement plans, and ratings by <i>Great Start to Quality</i> staff and state level partners. - Ensure inter-rater reliability across the Program Quality Assessment® raters. - Responsible for maintaining and enhancing Great Start CONNECT to post early learning and development program quality level ratings on public profiles.
(B)(4)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for leading the <i>Great Start to Quality</i> implementation, including: <ul style="list-style-type: none"> - Providing workforce development opportunities, and intensive supports, services, and incentives for early learning and development programs serving children with high needs to improve quality, through the Great Start Regional Resource Centers.(RRCs)
(B)(5)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for the <i>Great Start to Quality</i> evaluation that includes validation of its effectiveness. - Provide support for early learning and development programs to participate in the evaluation, through the Great Start Regional Resource Centers. (RRCs)
(C)(1)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Responsible for implementing the projects identified in the Early Learning Advisory Council (ELAC) work plan, including a review and revision of the state's early learning standards, and dissemination of the revised standards for stakeholders.
(C)(2)	Not addressing	
(C)(3)	- Early Childhood Investment Corporation	<ul style="list-style-type: none"> - Lead, in conjunction with the Michigan Department of Community Health (MDCH), Center for EFSEL train the trainer, and coaching opportunities for Great Start Regional Resource Centers

Selection Criterion	Participating Party	Type of Participation
(C)(4)	-Early Childhood Investment Corporation	(RRCs) quality improvement specialists. - Responsible for leading the <i>Great Start to Quality</i> implementation, including: - Ensuring family engagement standards are culturally and linguistically appropriate. - Providing workforce development opportunities focused on implementing family engagement standards. -Pilot testing and prototyping Parent Café model with families of children with high needs.
(D)(1)	- Early Childhood Investment Corporation	- Responsible for implementing the projects identified in the Early Learning Advisory Council (ELAC) work plan, including refining the comprehensive workforce development system. - Lead the review and revision of the Michigan <i>Core Knowledge and Core Competencies</i> framework.
(D)(2)	Not addressing	
(E)(1)	- Early Childhood Investment Corporation	- Responsible for implementing the projects identified in the Early Learning Advisory Council (ELAC) work plan, partnering with the Michigan Department of Education – Office of Great Start in the implementation of the Michigan Model for School Readiness.
(E)(2)	- Early Childhood Investment Corporation	- Responsible for leading the <i>Great Start to Quality</i> implementation, including sharing data as appropriate to populate an early learning data system. - Support early learning and development programs and early childhood educators to access relevant information that informs quality improvement.

**Michigan Race to the Top – Early Learning Challenge Grant
PARTICIPATING STATE AGENCY SCOPE OF WORK
Early Childhood Investment Corporation (ECIC)**

EARLY CHILDHOOD INVESTMENT CORPORATION (ECIC)

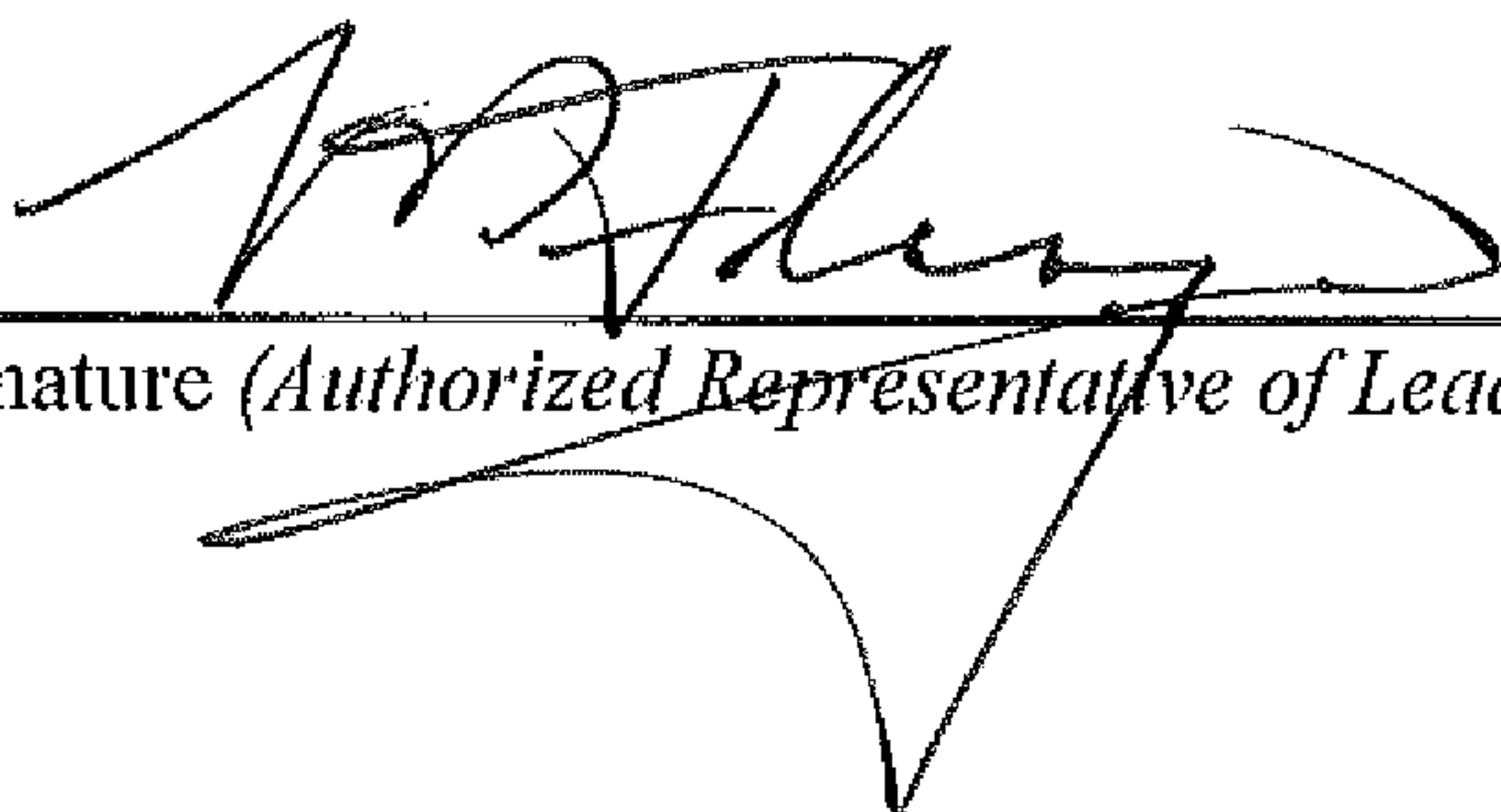
Judy Y. Samelson, Chief Executive Officer



Signature (Authorized Representative of Participating State Agency) Date 10.13.11

MICHIGAN DEPARTMENT OF EDUCATION

Michael P. Flanagan, Superintendent of Public Instruction



Signature (Authorized Representative of Lead Agency) Date 10-12-2011

Michigan Race to the Top Early Learning Challenge

Appendix

Section XVII

APPENDIX XVII

Evidence for (A)(3)-2: Early Learning Intermediary Organizations and Local Early Learning Councils

Page #	Attachment Title
521	Early Childhood Investment Corporation (ECIC)
522	Knowledge University, Inc.
524	Learning Care Group
525	Michigan ACCESS (American Associate Degree Early Childhood Educators (ACCESS) – MI Chapter)
526	Michigan Association for The Education Of Young Children (MiAEYC)
527	Michigan Association of Early Childhood Teacher Educators (MiAECTE)
528	Michigan Association of Intermediate School Administrators (MAISA)
530	Michigan Association of School Administrators (MASA)
531	Michigan Association of School Boards (MASB)
532	Michigan Division for Early Childhood (MiDEC)
533	Michigan Education Association (MEA)
534	Michigan’s Great Start Collaboratives
539	Michigan’s Great Start Parent Coalitions
544	Michigan Head Start Association
546	Michigan Parent Teacher Association (PTA)
547	Rainbow Centers
548	Secondary Educators for Early Childhood (SEEC)
549	Telamon (Migrant Head Start)

Evidence for (A)(3)-2: Letters of Intent or Support from Other Stakeholders

Page #	Attachment Title
550	4C of the Upper Peninsula – Regional Resource Center
552	American Federation of State, County, and Municipal Employees (AFSCME)
553	American Federation of Teachers – Michigan
554	Child and Family Services of Northeast Michigan, Inc. – Regional Resource Center
555	Child Care Connections of Northwest Michigan – Regional Resource Center
557	Child Care Network – Regional Resource Center
558	Child Care Resources-Southwest Michigan 4C - Regional Resource Center
560	Children’s Leadership Council
562	Children’s Trust Fund
563	Council of Michigan Foundations
564	Detroit Parent Network
565	Fight Crime, Invest in Kids – MI
566	First Children’s Finance

Page #	Attachment Title
568	Former Governor of the State of Michigan, Jennifer M. Granholm
569	Great Start Early Learning Advisory Council (ELAC)
570	Great Start Regional Child Care Resource Center - Central/Eastern Region
572	Healthy Kids Healthy Michigan
573	High/Scope Educational Research Foundation
574	Kresge Foundation
575	Lansing Area Hispanic Business Association – John J. Castillo
576	Legislative Leadership
578	Michigan Academy of Family Physicians (MAFP)
579	Michigan After School Association (MAA)
580	Michigan After-School Partnership
581	Michigan Alliance for Families (MA-PTI)
582	Michigan Association for Infant Mental Health
583	Michigan Association of United Ways
584	Michigan Chamber of Commerce
585	Michigan Chapter of the American Academy of Pediatrics (MIAAP)
586	Michigan Child Care Task Force
587	Michigan Community College Association (MCCA)
588	Michigan Council for Maternal and Child Health
589	Michigan Department of Technology, Management & Budget (DTMB)
590	Michigan Elementary and Middle School Principals Association (MEMSPA)
591	Michigan Family-To-Family Health Information & Education Center
592	Michigan Interagency Coordinating Council (MICC) for Infants and Toddlers with Developmental Disabilities
593	Michigan League For Human Services
594	Michigan Primary Care Association (MPCA)
595	Michigan Special Education Advisory Committee (SEAC)
596	Michigan's Children
597	National Association of Social Workers (NASW) – MI
598	Parent Leadership In State Government Advisory Board
599	Parenting Awareness Michigan
600	PNC Foundation
601	Presidents Council State Universities of Michigan (PCSUM)
602	Reach Out and Read Michigan
603	Sault Ste. Marie Tribe of Chippewa Indians
604	School-Community Health Alliance of Michigan (SCHA-MI)
605	Spartan Child Development Center
606	St. Clair County Regional Educational Service Agency
607	State of Michigan, Office of Children's Ombudsman
608	Steelcase Foundation
609	Traverse City Area Chamber of Commerce
610	United Auto Workers (UAW)
611	United States Representative Dale Kildee

Page #	Attachment Title
613	United States Senator Carl Levin
614	United States Senator Debbie Stabenow
615	United Way for Southeastern Michigan – Regional Resource Center
616	W.K. Kellogg Foundation
617	Wayne State University
618	Western Great Start Regional Child Care Resource Center - Pathways, MI



October 10, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

In the work of the Early Childhood Investment Corporation (ECIC) over the past five years to build a *Great Start* system for Michigan aimed at getting children ready for school and life success, there have been a few seminal moments. Chief among them: your Executive Order creating the Office of Great Start, and now the Race to the Top – Early Learning Challenge.

I write this letter to express our unqualified support for Michigan's grant application and to tell you that Michigan should rise in deafening protest if bypassed for this critical opportunity to serve its young children at high risk of school and life failure.

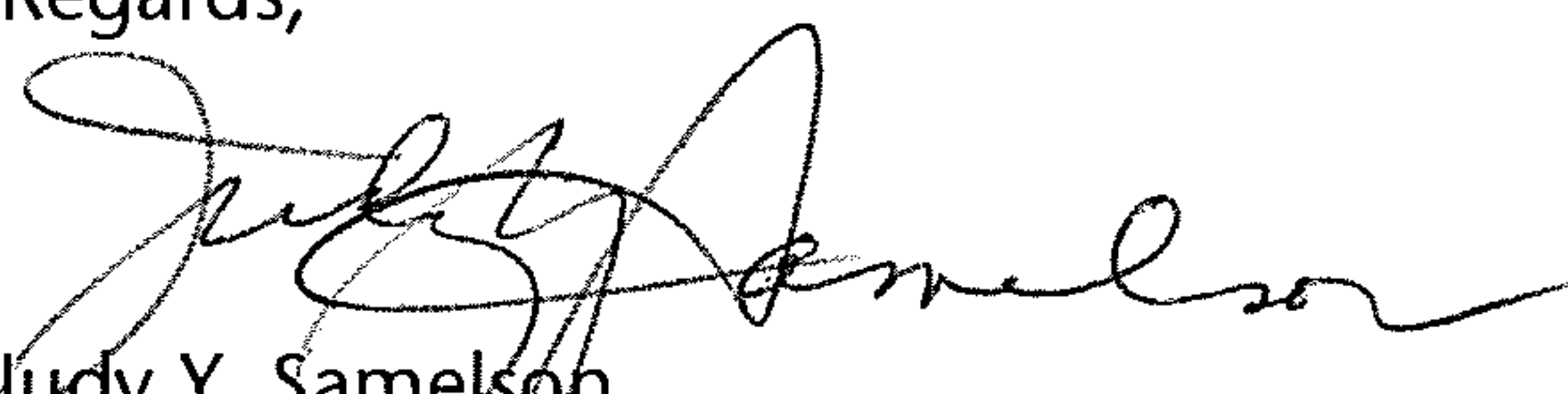
The reality is, Governor, that Michigan is more than ready for this work, more than positioned to make a lasting difference as a result of these resources, and more than ready for the Office of Great Start to fulfill its promise by shedding the status quo and making investments in children based upon return on the most critical investment any state can and must seek -- better child outcomes.

An amazing and unified group of people brought this application together under the leadership of Joan Bough, ECIC's Vice President for Great Start System Development and Evaluation, who is also leading the development of the Office of Great Start. I am reminded of Margaret Mead's well-travelled truism: ***Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.***

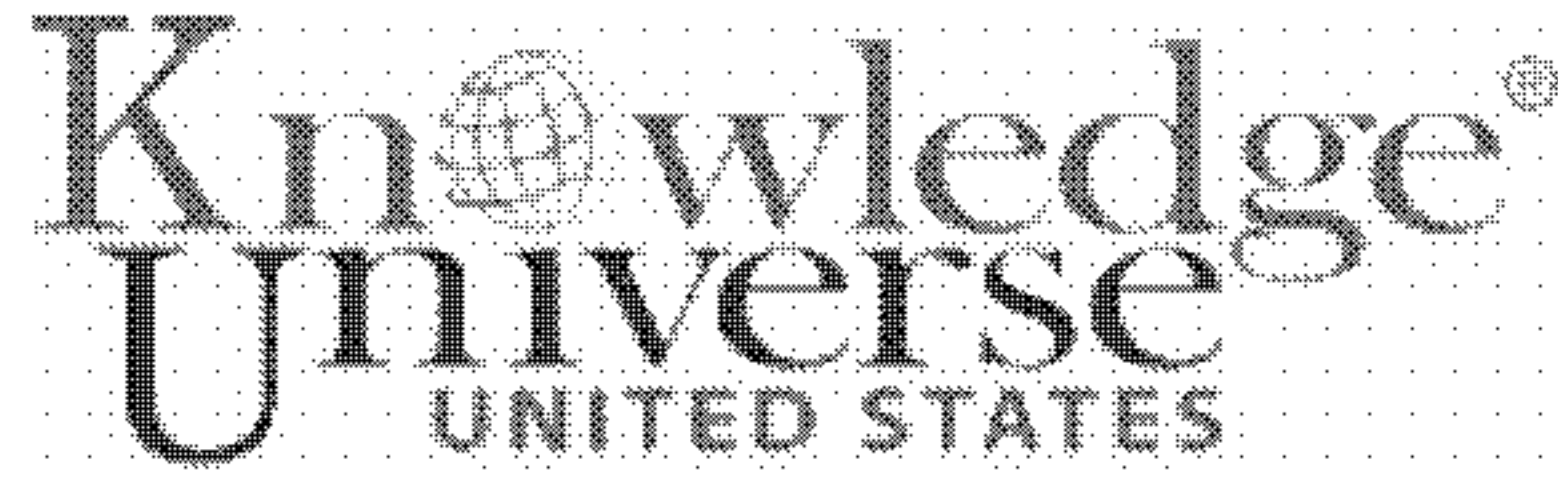
Right now in Michigan, a not-so-small group of thoughtful and committed citizens is changing the world for young children through *Great Start*. Their success can only be accelerated through this grant. Given their history and passion for this work along with your leadership, Michigan *will* lead the nation in results for this grant.

It is my profound hope that you will fight for these resources to come to our great state. Thank you for your continued belief that smart investment starts at birth and your insistence that an education system must be about results.

Regards,


Judy Y. Samelson
Chief Executive Officer

112 E. Allegan Street
Lansing, MI 48933
517.371.9000 PH
517-371-9080 FX
www.ecic4kids.org



October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

Knowledge Universe, the nation's largest private provider of high quality early childhood education, is pleased to support and partner with the State of Michigan on its Early Learning Challenge grant application. Knowledge Universe educates and cares for more than 200,000 children at approximately 2,000 early learning centers in 39 states and five nations. Knowledge Universe has more than four decades of experience operating early childhood programs and has expert staff who support our centers, develop our proprietary curricula, and oversee the largest private early childhood professional development program in the U.S. We are proud to operate more high quality, nationally-accredited, early learning centers than any other private provider.

Approximately one-third of the children we serve in the U.S. are from low-income families who are supported through public-private partnerships with more than 700 federal, state, county, and local agencies, and Head Start grantees. Attached please find a fact sheet with more detailed information on our programs in Michigan. We are also the largest private participant in the USDA's Child and Adult Care Food Program and serve more than 27 million nutritious meals and snacks every year to children from disadvantaged families.

Under your leadership, and with our strong support, Michigan now has an Office of Great Start to align, integrate and coordinate the state's early childhood investments from birth to third grade, which will facilitate implementation of the Race to the Top - Early Learning Challenge priorities. As the nation's largest private provider of early childhood education, we are in a unique position to partner with the state by offering the expertise of our early childhood education professionals as well as early learning centers in which to test, refine, and validate new programs. Our extensive experience operating high quality early learning programs and providing comprehensive professional development for our nearly 30,000 educators enables us to offer a wealth of expertise on best practices and the very important challenge of bringing quality to scale. We also offer expertise in innovative parent and public communications strategies, including use of social media.

The state's goals are well aligned with the federal government's goals: creating successful state systems with high quality, accountable, programs that promote early learning and development, outcomes that can be measured, and exceptional early childhood teachers. We look forward to partnering with you as Michigan develops, tests, and implements its new early learning initiatives.

Very truly yours,

A handwritten signature in black ink that reads "Elanna S. Yalow".

Elanna S. Yalow, Ph.D., M.B.A.
Chief Academic Officer, Global Early Learning Programs



Company Profile

- World's largest private early childhood education through 12th grade company with approximately 2,500 locations in the United States, Singapore, United Kingdom, Malaysia, and India
- More than 30,000 teachers, serving more than 150,000 children
- The largest private provider in the US with more than 1,600 centers in 39 states and DC
- Learning Centers under the KinderCare, Knowledge Beginnings®, Cambridge Schools®, and The Grove School® brands
- Leading provider for businesses, universities, hospitals, and government agencies through Knowledge Universe Work-Life Solutions (CCLC in the US). Clients include World Bank, AOL, and Stanford University
- Approximately 500 innovative before- and after-school programs customized to fit the needs of traditional school districts and charter schools through our Champions® brand
- Approximately 50,000 of the children we serve receive third-party tuition assistance in partnership with 700 federal, state, county, and local agencies
- Partner with the Department of Defense and the National Association of Child Care Resource & Referral Agencies (NACCRRA) to provide care to the dependents of approximately 2,000 active duty and national guard troops deployed overseas

Commitment to Quality

- Comprehensive proprietary curriculum for children from 6 weeks – 12 years including science based camp themes that is aligned with state early learning standards and K-12 program expectations to ensure that students are prepared for success in school
- Enrichment programs, which complement our core curriculum with coursework in phonics, reading, math, Spanish, fitness, music, science, and cooking
- Honor outstanding early childhood education teachers in Knowledge Universe with a \$10,000 cash award
- More nationally accredited early learning centers than any other private provider. Approximately 33% of our centers are accredited compared to the national average of 9.8%
- Support development of Quality Rating and Improvement Systems across the states in which we operate

Knowledge Universe in Michigan

- The 2nd largest private provider with 40 KinderCare and Knowledge Beginnings centers and 1 CCLC center serving Jackson National Life
- We serve more than 3,000 children
- Approximately 14% of the students we serve are from low-income families who receive third party assistance
- We partner with the Macomb County Head Start Program to provide four infant/toddler classrooms (32 children) in three KinderCare Learning Centers
- We provide half day care for 14 Head Start children who lost care when public schools eliminated their wrap around programs
- We employ more than 700 staff
- 38% of our centers in the market have national accreditation through NAEYC or NAC compared to 3% in the state
- Approximately 50 Champions programs serving nearly 2,300 children

For more information visit our website at www.kueducation.com



Friday, October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder,

Learning Care Group, headquartered in Novi, Michigan, is the nation's second largest child care provider in North America. As an international leader in child education and family solutions, we provide early education and care services to children ages six weeks to thirteen years. We operate under our five unique brands, two of which have a strong presence in Michigan: Childtime and Tutor Time. Nationally, we operate a total of 1,049 schools across the country and around the world. We have the capacity to serve approximately 156,000 children with a dedicated staff of 17,000 directors and teachers who provide safe and stimulating environments that inspire a lifelong love of learning in children.

At our Childtime childcare schools, we believe that secure relationships with responsive and respectful adults provide the basis for all learning. With these relationships in place, young children develop a capacity for trust, competence, and independence that will help them grow as students and people.

At our Tutor Time Learning Centers we are dedicated to fostering educational development, building self-esteem, and sparking imagination in a safe and caring environment. We focus on the whole child, which means going beyond reading, writing and math skills. We cultivate a child's entire being by teaching teamwork, citizenship and respect.

We applaud your move to create the Office of Great Start, which provides Michigan the opportunity to strategically coordinate funding sources for early childhood programs. The coordination of investments in children from birth to eight years will ensure children are developmentally on track, improve alignment of goals in creating a high quality system of care, and result in a more efficient use of funds.

We enthusiastically support the state's efforts in applying for Race to the Top funding. We offer our knowledge and expertise in implementing a high quality comprehensive early childhood system in Michigan.

Sincerely,

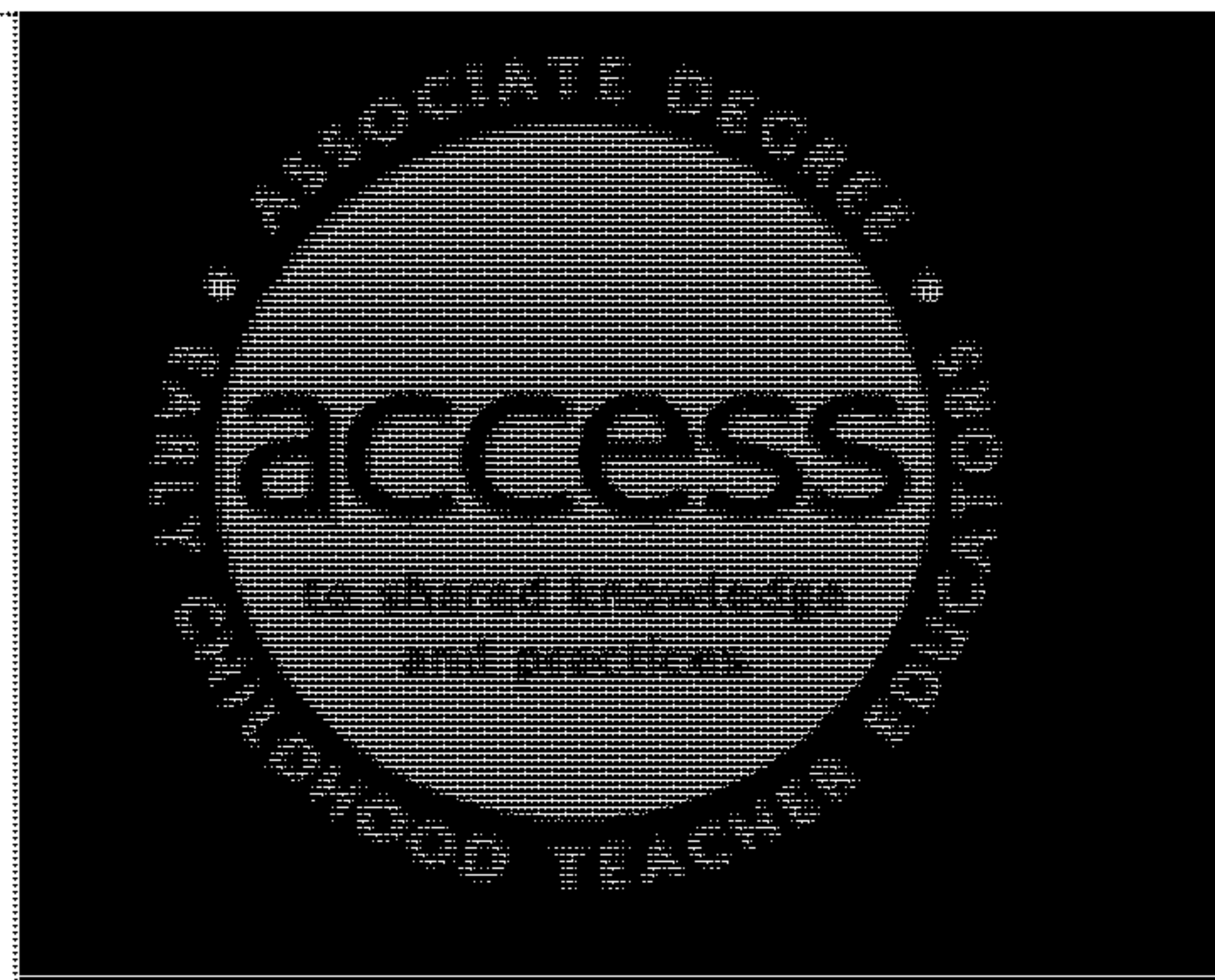
Barbara Beck, CEO
Learning Care Group

Michigan ACCESS

3000 North Stiles Road
P.O. Box 277
Scottville, MI 49645

231-843-5901
800-848-9722

Immorley@westshore.edu



10/4/2011

The Honorable Rick Snyder, Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder,

I am writing on behalf of the Michigan chapter that represents twenty-six higher educational institutes of the Associate Degree- Early Childhood Teacher Educators (MI-ACCESS) in support of Michigan's application for the Race to the Top- Early Learning Challenge (RTT-ELC) grant.

MI-ACCESS is founded on the belief that learning is a lifelong process. MI-ACCESS supports the vision that quality care and educational services should be available to all children and their families. The mission of MI-ACCESS is to foster the acquisition of a core body of knowledge in the interrelated continuum of professional growth and education for families and children, while promoting and advocating for quality in early childhood care and education, and has been very active in developing the document of Core knowledge and Competencies adopted by the state. Most colleges in the state of Michigan use this document to align their college program and course outcomes.

Thank you for your strong support and attention towards the education of Michigan's children and their families. We look forward to partnering with you and other organizations to implement this initiative.

Lisa Morley
President- MI-ACCESS



Michigan Council for Maternal and Child Health

MEMBER ORGANIZATIONS

SUSTAINING

William Beaumont Hospitals

Detroit Medical Center,
Children's Hospital of
Michigan

Henry Ford Health System

Hurley Medical Center

University of Michigan C.S.
Mott Children's Hospital and
Von Voigtlander Women's
Hospital

CONTRIBUTING

Michigan Chapter, American
Congress of Obstetrics and
Gynecology

Mott Children's Health
Center

PARTNER ORGANIZATIONS

Comprehensive School
Health Coordinators'
Association

College of Health & Human
Services, Eastern Michigan
University

Detroit Department of
Health and Wellness
Promotion

Genesee County Health
Department

Healthy Mothers Healthy
Babies of Michigan

Inter-Tribal Council of
Michigan

Michigan Association for
Infant Mental Health

Northwest Michigan
Community Health Agency

School-Community Health
Alliance of Michigan

The Arc Michigan

Tomorrow's Child/Michigan
SIDS

Executive Director

Amy Zaagman
azaagman@mcmch.org

October 5, 2011

The Honorable Rick Snyder
Governor
State of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

The Michigan Council for Maternal and Child Health wholeheartedly supports the state's commitment to building an early learning system and the pursuit of Race to the Top Early Learning Challenge (RTT-ELC) grant funding.

The Michigan Council for Maternal and Child Health advocates for public policy promoting the health and well-being of women, infants and children. Volumes of research tell us that only children who are healthy – physically, mentally and emotionally -- and developmentally equipped can learn and become the future leaders of our state.

We are anxious to build on the critical work that is occurring in Michigan to connect our systems of care from prenatal through school age. The ability to advance our system with access to high-quality early learning environments means that children in Michigan's highest risk communities will have opportunities they would not have otherwise. We are particularly impressed with the commitment to:

- develop and adopt a common, statewide tiered Quality Rating and Improvement System;
- adopt and use statewide, high-quality early learning and developmental standards; and
- create a workforce knowledge and competency framework and a progression of credentials.

We stand ready to help you move Michigan forward by building a quality early learning system to support and grow Michigan's future leaders.

Sincerely,

Amy U. Zaagman
Executive Director

221 N. Walnut Street - Lansing, MI 48933
phone 517 482-5807 fax 517 372-3002 <http://www.mcmch.org>

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

This letter is on behalf of the Michigan Association of Early Childhood Teacher Educators (MiAECTE), the affiliate Michigan state chapter of the National Association of Early Childhood Teacher Educators (NAECTE). Our association of college and university faculty prepare teachers in the certification specialty area of early childhood education, Michigan's youngest learners who are infants and toddlers, preschool-age, and early elementary. Over the years we have worked closely with the Michigan Department of Education (MDE) on the continuous improvement of early childhood education programs across Michigan to strengthen quality and consistency. Most recently we collaborated with MDE on the development and implementation of the new Early Childhood ZS (General and Special Education) Standards and the ZS endorsement programs now offered at our institutions of higher education. We strongly support Michigan's application for the Race To The Top-Early Learning Challenge Grant (RTT-ECL) as part of this continuous improvement collaboration with MDE with the focus on giving families information and supports to encourage their child's development and learning and to select the best program for their child.

The MiAECTE membership collaborated with MDE on the development of Michigan early childhood standards of quality for both curricula and programs for infant, toddlers, and preschool-age children. The information in these standards is a metric to evaluate high-quality early learning and development programs. Given these standards, we believe Michigan's application clearly addresses the priorities of the RTT-ECL Challenge Grant:

1. Aligning and coordinating early learning and development across the state;
2. Developing and adopting a common, statewide tiered Quality Rating and Improvement System;
3. Developing and using statewide high-quality early learning and development standards; and,
4. Developing a workforce knowledge and competency framework and a progression of credentials.

Thank you for your attention and commitment to Michigan's youngest learners and their families. The Michigan application will strengthen our system of information and supports for families, as well as the consistency, equity, and choices to select high quality programs for their child.

Sincerely,



Mark J. Larson, Ph.D.
President, Michigan Association of Early Childhood Teacher Educators (MiAECTE)
Early Childhood Education Coordinator, College of Education, Wayne State University

1001 Centennial Way, Ste 300
Lansing, MI 48917-9279
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www.gomaisa.org

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Mandy Diroff
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Appendix Page 528

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of the Michigan Association of Intermediate School Administrators representing the 57 Intermediate School Districts, we are pleased to continue our partnership in pursuit of the Race to the Top Early Learning Challenge Grant.

Intermediate School Districts have played a key role in the Great Start system, including being responsible for overseeing Early On (birth to 3), early childhood special education, Great Parents/Great Start, and the Great Start Readiness Program for at-risk four year olds. We know the importance of ensuring that each child is prepared to succeed upon entry into kindergarten and have worked diligently to ensure that those with the greatest needs are provided the services and supports they need in order to succeed in school and in life.

As a key partner working with the Michigan Department of Education and the Early Childhood Investment Corporation, MAISA developed a recommendation for implementation of a statewide kindergarten entry assessment. The Early Learning Challenge Grant will help launch this important initiative and ensure we have the necessary data to inform instruction as well as to ensure that the early learning environments leading up to kindergarten entry are meeting the needs of our students who are most at-risk. We anticipate the following outcomes in relation to the development of a comprehensive early learning system in Michigan:

- A significant increase in the number of young children, especially those from underrepresented and special populations, who have the opportunity to participate in high quality early learning programs.
- Development of the information technology and data collection systems needed to effectively implement a statewide quality rating and improvement system.
- Stronger, more efficient coordination and collaboration among federal and state programs for early learning.
- Finalization of an evidence-based system of professional development to prepare an effective and well qualified workforce of early educators, including appropriate levels of training, education, and credentials.

Leaders for Educational Excellence

1001 Centennial Way, Ste 300
Lansing, MI 48917-9279
Telephone 5170327-9260
Fax 517-327-0779
www.gomaisa.org

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- Aligned early learning expectations and standards that lead to school readiness, are integrated with state and local quality improvement efforts, and serve to guide curriculum and program development PK-3.
- Established infrastructure for an early childhood data system that collects essential information on where young children spend their time and the effectiveness of programs that serve them.

Thank you for supporting the education of Michigan's youngest learners.

Sincerely,



William C. Miller, Ph.D.

Executive Director, MAISA

MICHIGAN ASSOCIATION *of* SCHOOL ADMINISTRATORS

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

The Michigan Association of School Administrators is pleased to collaborate in pursuit of the Race to the Top Early Learning Challenge Grant. Our members have shown commitment, both collectively and individually, to participate in a broader dialogue that causes Michigan's public education system to evolve in ways that increase service to Michigan's children.

MASA's Lead Forward initiative, launched in 2009, offers insights, propositions and recommendations for a comprehensive redesign of Michigan's Pre-K through Grade 12 public education system. Within the nine imperatives for Michigan's K-12 public education system, MASA members called for a world-class education at school, reinforced with a **Child Investment Strategy** that ensures that every student:

1. Enters school healthy and ready to learn having received proper health care, nutrition, and shelter from birth to adulthood.
2. Is raised in a safe, loving, and nurturing environment.
3. Lives in a safe and supportive community.
4. Sees a future of opportunity and possibility.

Such a Child Investment Strategy, reinforced through the programs made possible by a RTTT Early Learning Challenge Grant, will allow Michigan to build stronger communities and provide children with better odds of success in a world class educational program.

Education, alone, will not guarantee full resurgence for the State of Michigan; but a dynamically redesigned public education system, supported by a broader commitment to an early start and healthy communities, will maximize Michigan's educational investment and build capacity for full economic and social revitalization. To this end, we enthusiastically support Michigan's application for an Early Learning Challenge Grant and commit to collaborate on resulting efforts to ensure that Michigan's early learning environments are conducive to the success of each Michigan child.

Thank you for your continued support of Michigan's children and their academic success.

Sincerely,


William H. Mayes
Executive Director, MASA



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The mission of MASA is to develop leadership and unity within its membership to achieve the continuous improvement of public education in Michigan.

*YOUR SUCCESS,
OUR PASSION*

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~~MASB Lead Strong~~

Michigan Association of School Boards

Sept. 29, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Gov. Snyder,

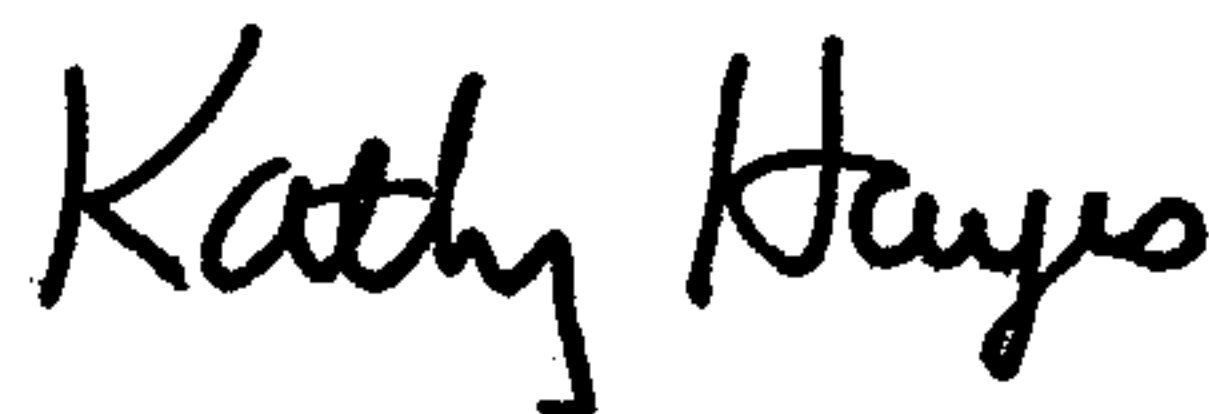
I would like to express the Michigan Association of School Boards support of Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant. MASB provides quality educational leadership services to all Michigan boards of education, and advocates for public education and student achievement. We represent the collective voice of more than 4,000 school board members.

We understand that the state seeks a grant from the U.S. Department of Education to build an accountable and sustainable early learning system to challenge and dramatically improve K-12 education. We support these efforts of improving the quality of Michigan's early learning programs, tracking progress and increasing school readiness for young children.

MASB has been a long-time advocate of early education programs and actively engages our members in dialogue and policy that supports efforts to improve opportunities at the local level. We're committed to continue our work with local boards of education and other stakeholders to help foster understanding of the critical importance of early education.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,



Kathy Hayes
Executive Director

1001 Centennial Way, Suite 400
Lansing, MI 48917-8249
P: 517.327.5900
F: 517.327.0775
www.masb.org



The Michigan Division for Early Childhood (MiDEC)

Your Michigan source for information, resources, and guidance related to young children with special needs and their families.

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

On behalf of the Michigan Division for Early Childhood (MiDEC) Executive Board, I would like to express our strong support for Michigan's application for the Race to the Top – Early Learning Challenge grant.

MiDEC promotes policies and evidence-based practices that support families and professionals to enhance the optimal growth, welfare and development of young children, birth through age eight, who have or are at risk for developmental delays and disabilities. Through our mission, we support the primary goals of the Early Learning Challenge Grant by offering quality training and professional development, supporting high-quality services and supports for young children with special needs and supporting parents as partners in their children's learning.

Michigan has been bringing its early childhood systems into alignment through the Great Start Collaborative infrastructure for nearly a decade. Early Childhood is a priority among the state's elected and administrative leaders, as demonstrated by the creation of a bureau level Office of Great Start within the Michigan Department of Education that brings together child care, Head Start, and early childhood education programs in one agency; initiatives originally housed in separate state agencies. The developers of the proposal have worked collaboratively with a broad base of stakeholders for a number of years, allowing the development of this proposal to be a continuation of that good work. The state is in a unique position to advance the objectives of the Early Learning Challenge Grant, should we receive funding.

MiDEC is prepared to support the primary work of the Early Learning Challenge Grant through continued collaboration with state and local systems, emphasizing quality professional development for those working with young children with special needs and bringing early childhood special education programs into the TQRIS system.

MiDEC is committed to improving the early learning and development of young children who have or are at risk for developmental delays and disabilities. We are committed to continued leadership in those initiatives stated in Michigan's application to promote the future success of Michigan's youngest learners.

Sincerely,

Noel E. Cole
President

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

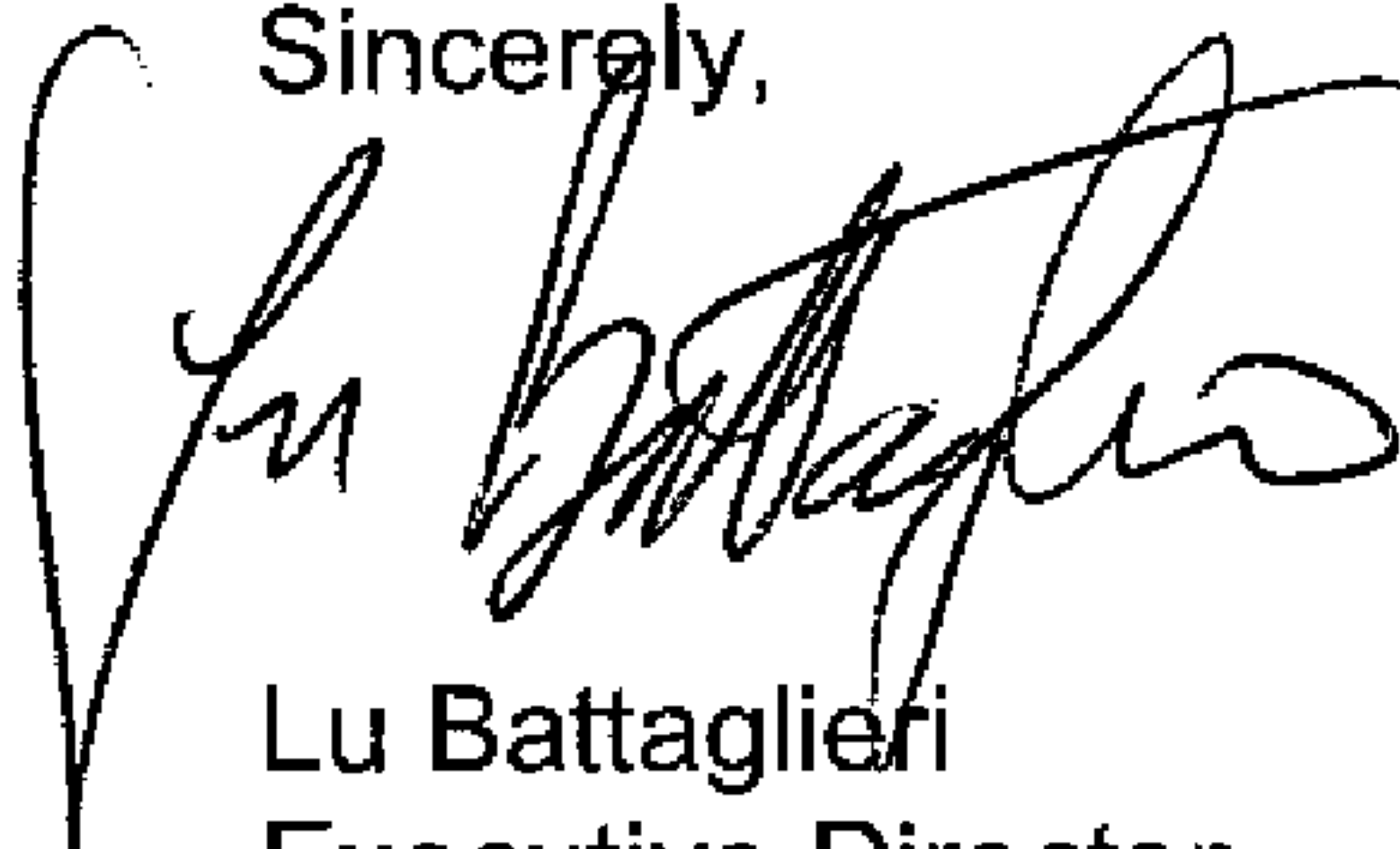
We are writing on behalf of the Michigan Education Association (MEA), a self-governing education association representing more than 157,000 teachers, faculty and education support staff in Michigan. MEA has been and continues to be a strong advocate for initiatives and programs designed to ensure our children enter school ready to learn. We strongly support Michigan's effort to secure Race to the Top – Early Learning Challenge funding.

MEA is an advocate for early education initiatives and programs as well as strong education systems that sustain outcomes when children reach school. We are committed to working with our members, key leaders and stakeholders to foster an understanding of the crucial importance of early education and its connection with a strong K-12 education system.

The need in Michigan is intense. Michigan's tradition of strong educational opportunities is being eroded by a struggling economy, rising levels of poverty, a loss of net population and changing demographics. We support the Michigan Department of Education's efforts to improve the quality of Michigan's early learning programs, track overall progress as well as to increase young children's readiness for school, with a specific emphasis on children with highest needs.

The Race to the Top – Early Learning Challenge offers Michigan an opportunity to create a broad, systemic, sustainable approach for effective early development and education for children and we strongly support the state's plan for this effort.

Sincerely,



Lu Battaglieri
Executive Director



Steven B. Cook
President

September 28, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909



Dear Governor Snyder:

Michigan created the Great Start Initiative in 2006 and its intent is to create a comprehensive, coordinated system of early childhood services and supports resulting in all children being safe, healthy, and ready to succeed in school and in life. A key part of Michigan's Great Start infrastructure is the network of Great Start Collaboratives (GSC) that serve all 83 of Michigan's counties and 70 associated Great Start Parent Coalitions.

Great Start Collaboratives serve as the local, private/public partnership that provides infrastructure for governance, planning, investment, advocacy and innovation for the Great Start system. The Great Start system includes pediatric and family health, social and emotional health, early learning and development, parenting leadership, and family support. GSCs function as Michigan's early learning councils, working closely with early learning programs in their communities to increase the number of children with high needs who have access to high quality early learning and development programs. Great Start Collaboratives grapple on a daily basis with difficult, complex but ultimately rewarding tasks of assessing the needs of young children and families in their communities, especially those children with high needs and within the population of children with special needs. They plan and implement systemic changes that address gaps, strengthen what works and knock down local barriers that may range from ineffective structures or policies to lack of resources and programs that impede Michigan's vision that every young child will arrive at kindergarten ready for school success.

Our work is informed by the community leaders and partners at the collaborative table such as parents of young children, members of the faith and business communities, local philanthropic organizations, community leaders, educators and leaders of the local public agencies providing the majority of early childhood services in the community. What makes the GSC work unique is the public/private partnership that not only increases private investment into the system, but also recognizes that early childhood is an economic development issue.

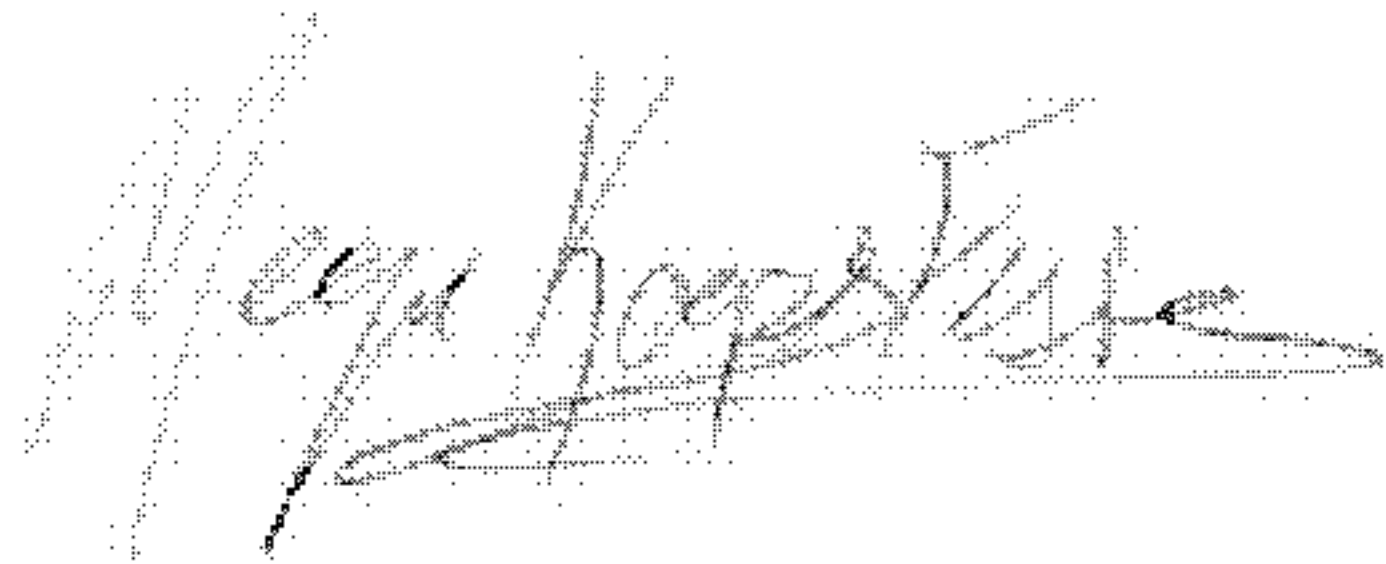
As a network, we strongly support Michigan's Race to the Top – Early Learning Challenge grant submission and its components:

- Successful state systems – including a strong governance structure at the state level to coordinate and align the early childhood system.
- Implementing and measuring the effectiveness of the statewide, tiered, Quality Rating and Improvement System (TQRIS) for all early learning and development programs.

- Promoting early learning and development outcomes through utilizing statewide early learning and development standards, addressing health needs through expansion of developmental screening and health consultants, and engaging and supporting families.
- Developing a great early childhood workforce through the development of a workforce knowledge and competency framework.
- Measuring outcomes and progress through the implementation of a statewide kindergarten entry assessment and the building of a statewide early learning data system.

We are pleased to offer our support for the goals and commitments of Michigan's application for Race to the Top funding and will work diligently to build a strong early childhood system at the local level.

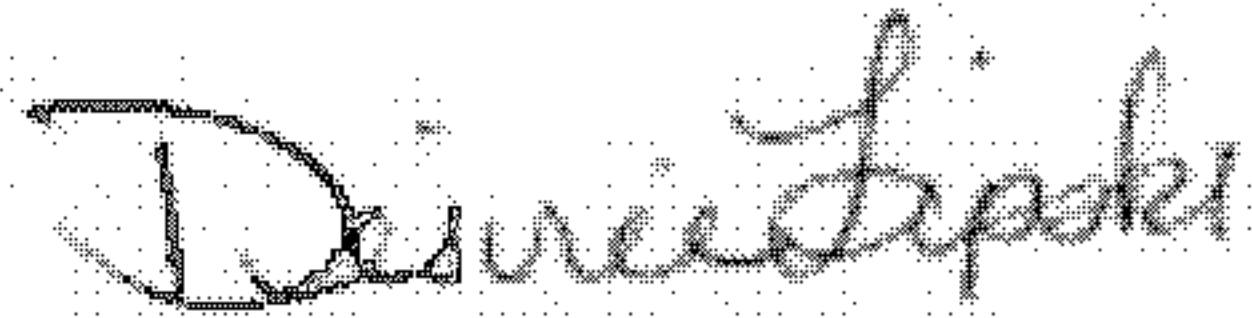
Sincerely,



Megan Koops-Fisher, Director
Allegan GSC



Amy Galliers, Coordinator
Branch GSC



Desiree Lipski, Coordinator
Alpena-Montmorency-Alcona GSC



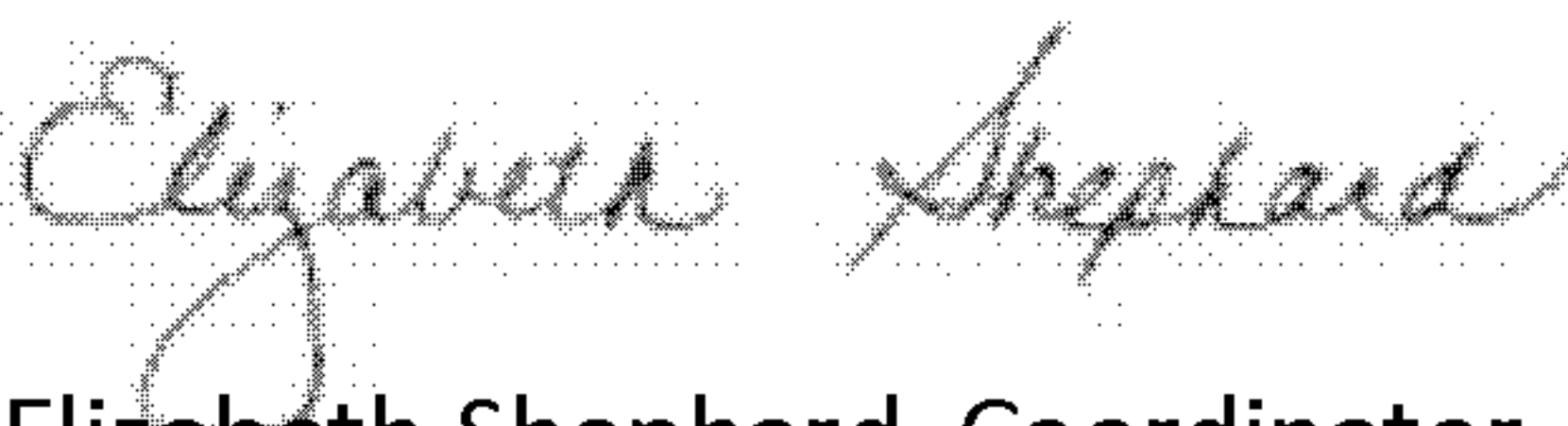
Nicole Hamilton, GSC Co-Director
Calhoun GSC



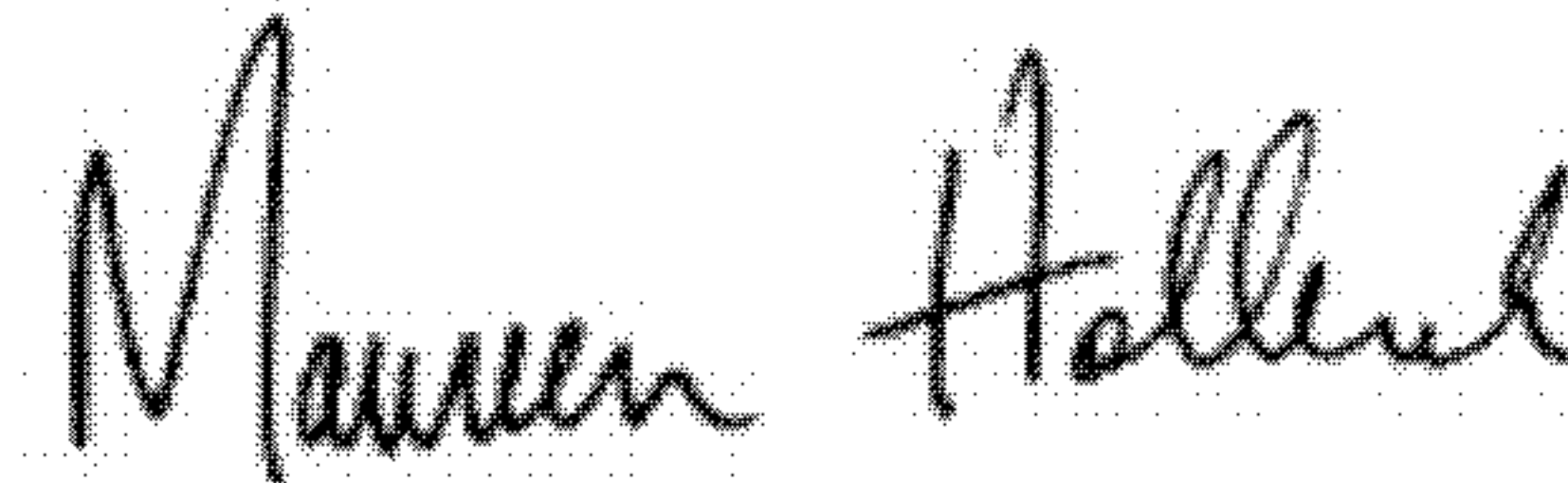
Julie Guenther, Facilitator
Barry GSC



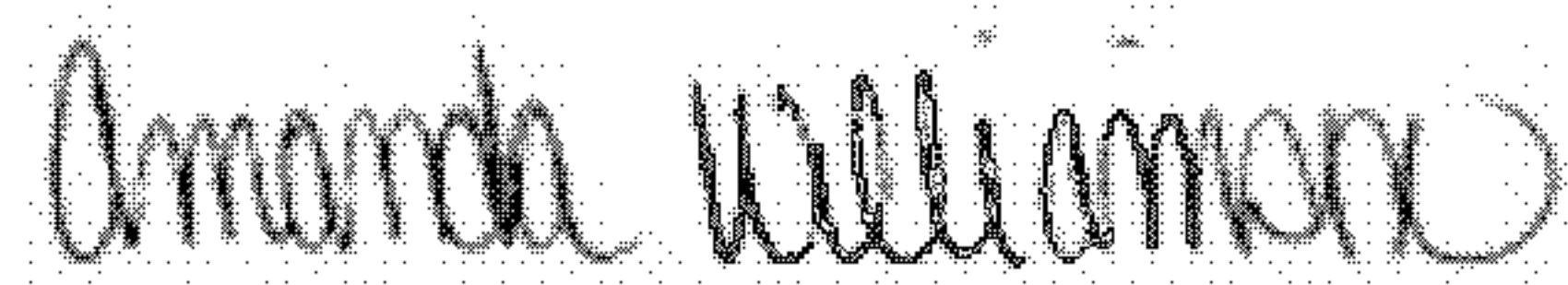
Heather Merrill, Director
Cass GSC



Elizabeth Shephard, Coordinator
Bay-Arenac GSC



Maureen Hollock, Coordinator
Charlevoix-Emmet GSC



Amanda Williamson, Director
Berrien GSC



Melinda Hambleton, Coordinator
Cheboygan-Ostego-Presque Isle GSC

Heather DuBois, Co-Director
Clare & Gladwin GSC

Beth Hackett, Coordinator
Genesee GSC

Karen Black, Coordinator
Clinton GSC

Allison Liddle, Coordinator
Gogebic-Ontonagon GSC

Emilie Krznarich, Director
Copper Country GSC

Melissa Maeder, Director
Gratiot-Isabella GSC

Amy Hesse, Administrator
Crawford-Oscoda-Ogemaw-Roscommon/Iosco GSC

Ginelle Skinner, Coordinator
Hillsdale GSC

Tara Weaver, Director
Delta-Schoolcraft GSC

Rebecca Gettel, Director
Huron GSC

Barbara Reisner, Coordinator
Dickinson-Iron GSC


Michelle Nicholson, Coordinator
Ingham GSC


Susan Kabat, Director
Eastern Upper Peninsula GSC

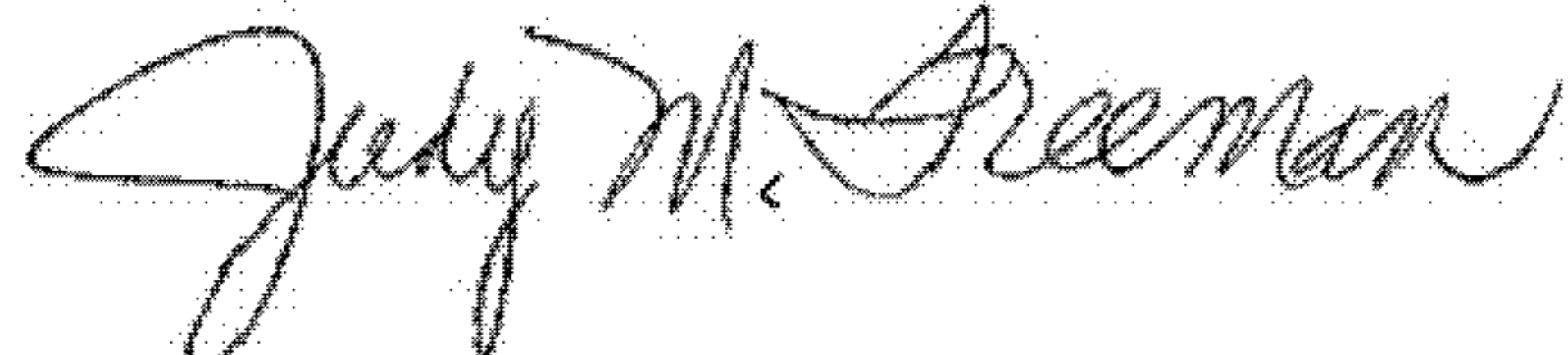
Cari O'Connor, Director
Ionia GSC

Ronda Rucker, Coordinator
Eaton GSC

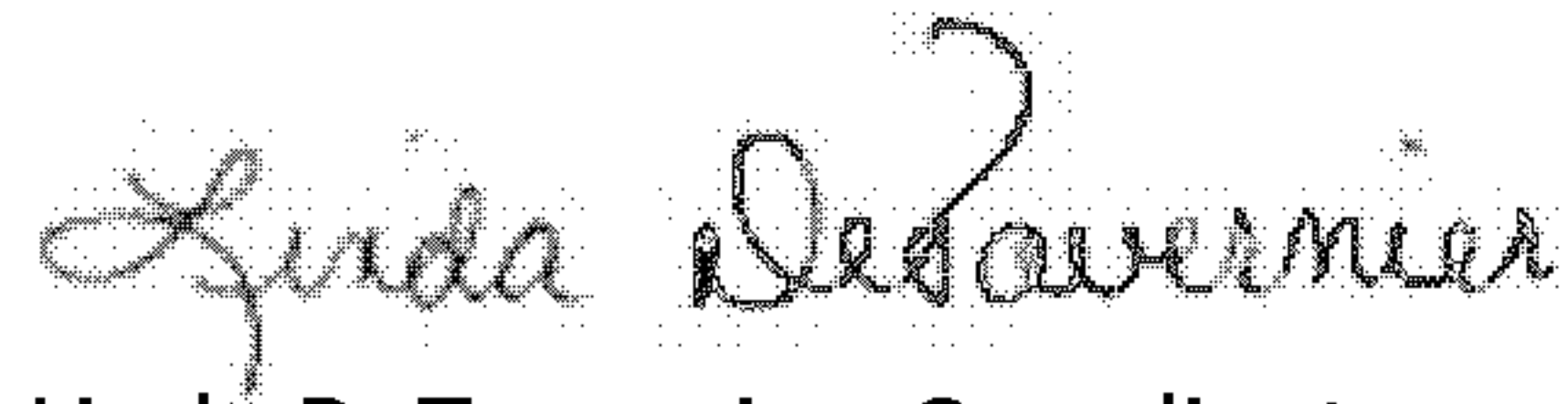
Sheri Butters, Director
Jackson GSC

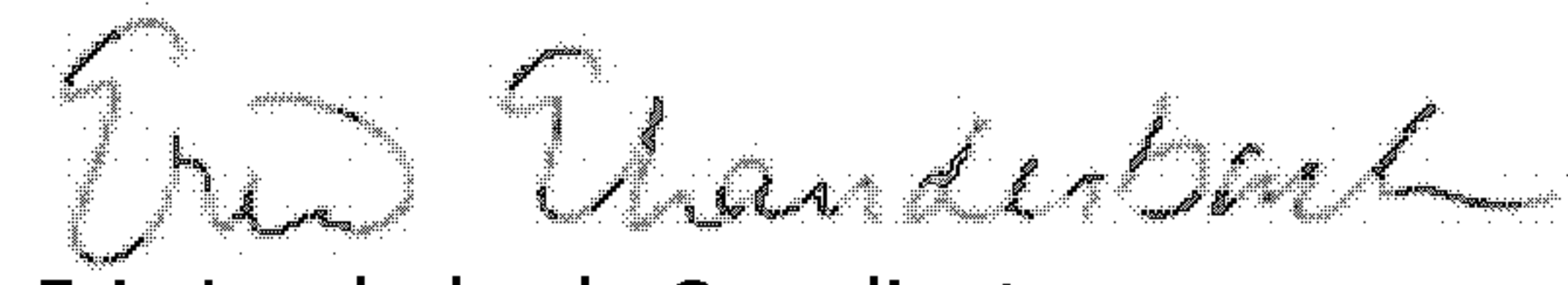

Jacque Eatmon, Coordinator
Kalamazoo GSC


LouAnn Gregory, Coordinator
Mecosta-Osceola GSC


Judy Freeman, Director
Kent GSC

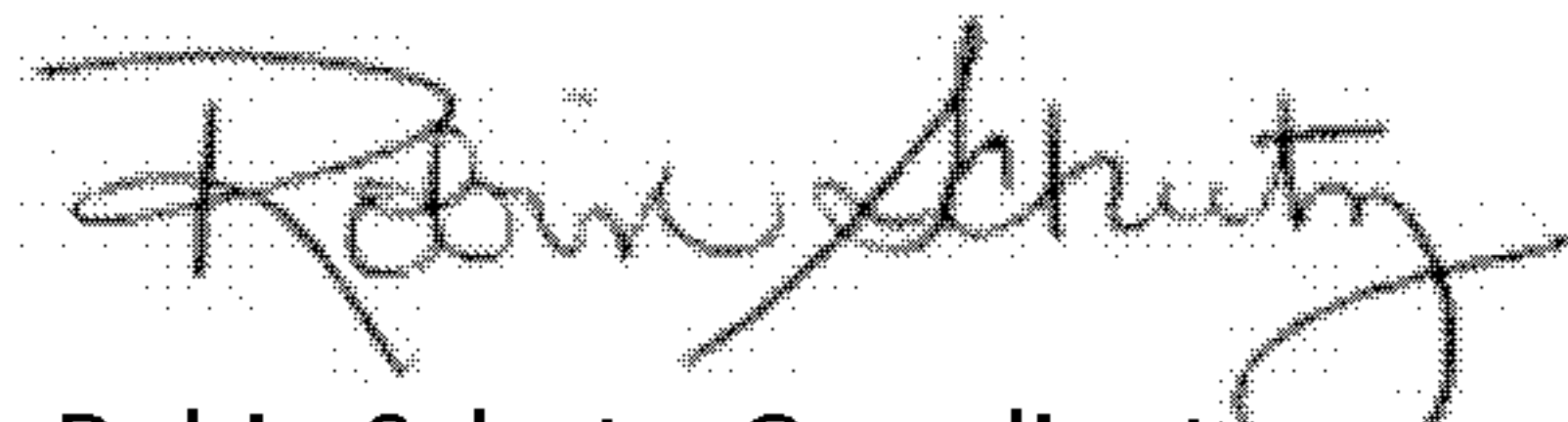

Nicole Twork, Director
Menominee GSC



Linda DeTavernier, Coordinator
Lapeer GSC



Erin Lauderbach, Coordinator
Midland GSC



Christie Cadmus, Director
Lenawee GSC



Nancy Thompson, Coordinator
Monroe GSC



Robin Schutz, Coordinator
Livingston GSC

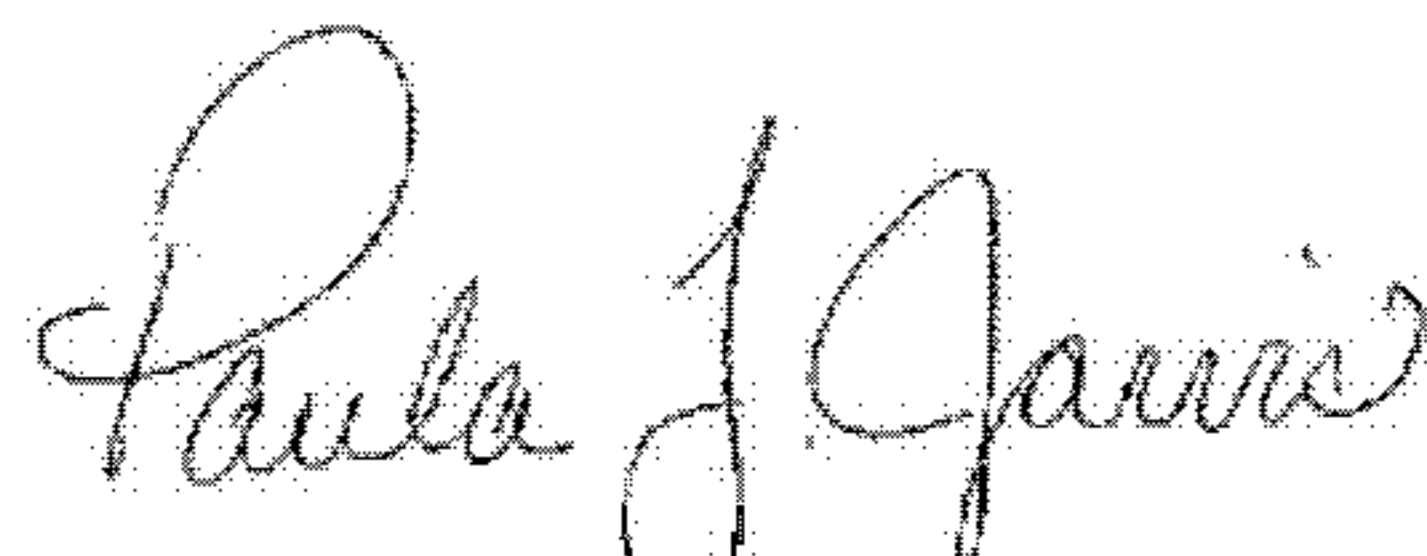

Cari O'Connor, Coordinator
Montcalm GSC

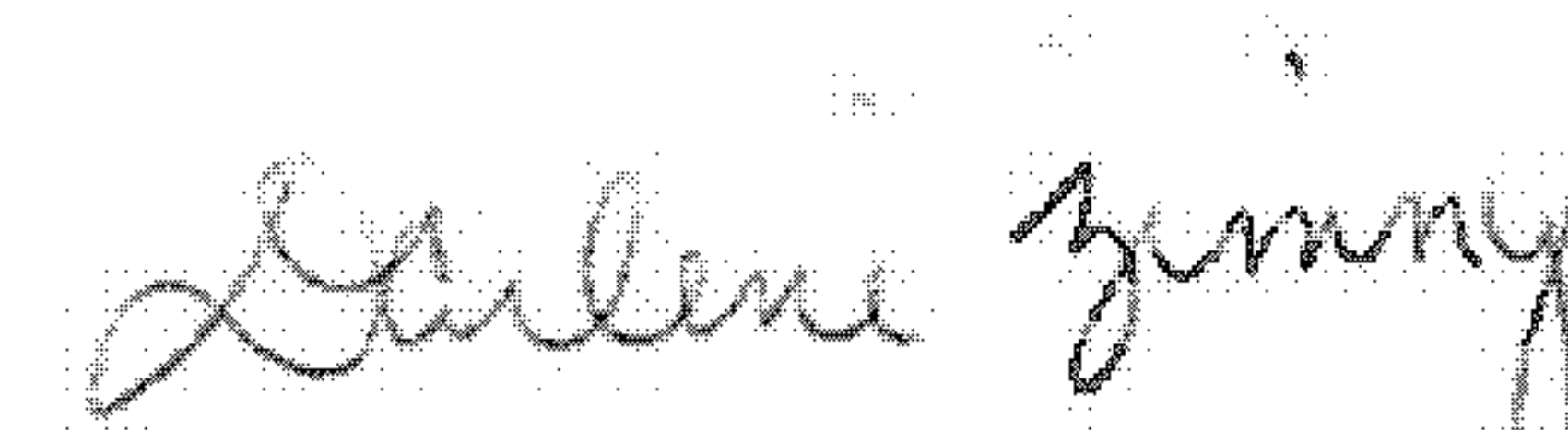

Karen Olsen, Director
Macomb GSC



Stuart Jones, Co-Director
Muskegon GSC

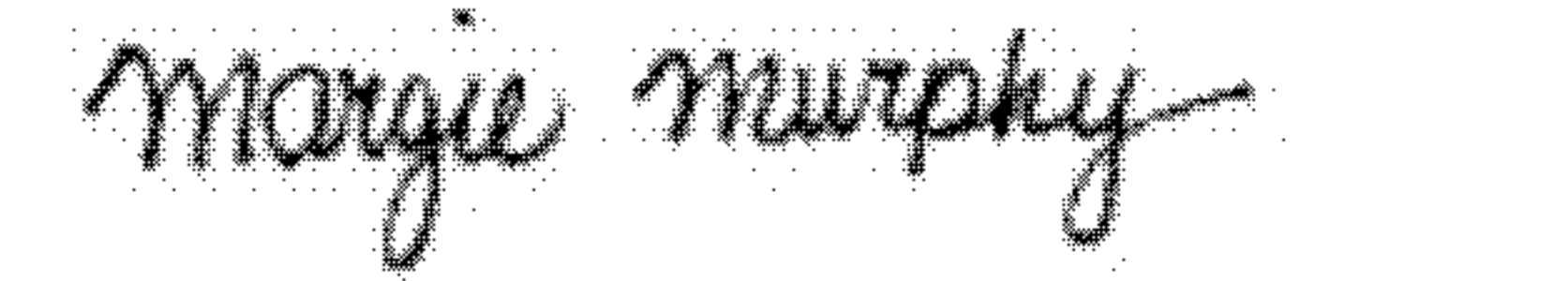

Kathryn Lammi, Director
Marquette-Alger GSC


Karen Clark, Coordinator
Newaygo GSC

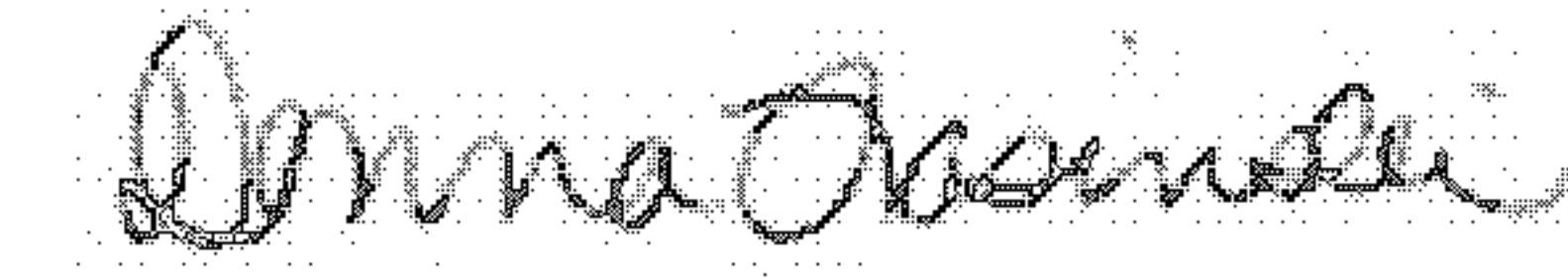

Paula Jury Jarvis, Director
Mason-Lake-Oceana GSC

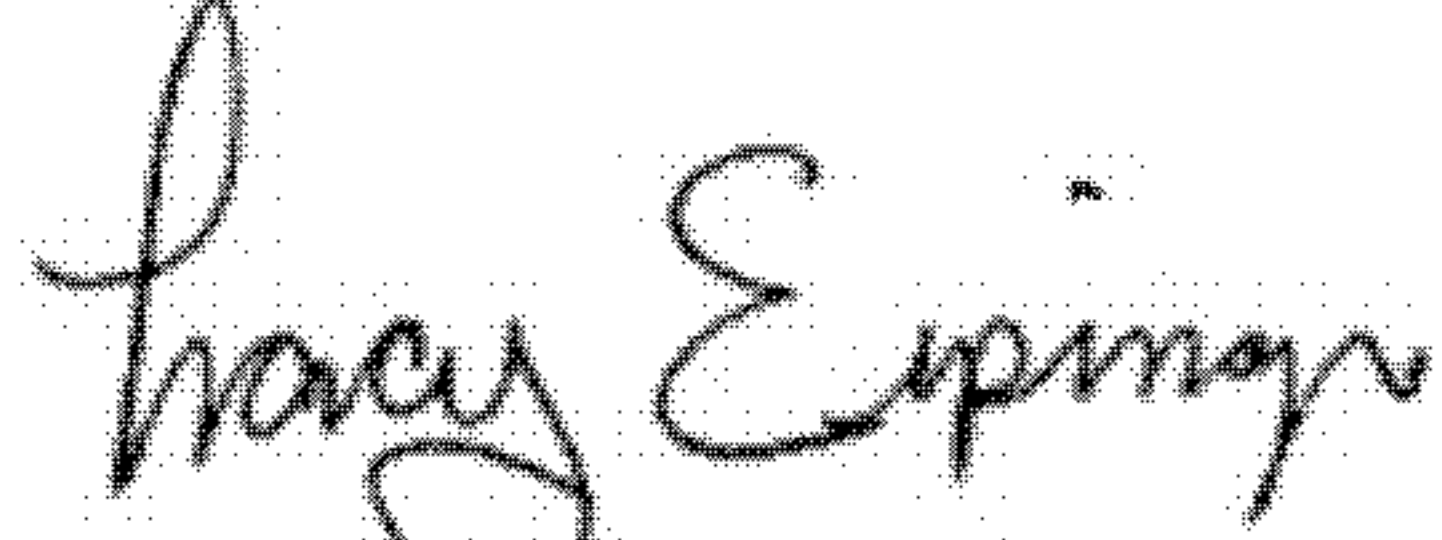

Darlene Zimny, Co-Coordinator
Oakland GSC


Janet Shangle, Coordinator
Ottawa GSC


Margie Murphy, Co-Coordinator
Van Buren GSC



Julie Kozan, Director
Saginaw GSC



Donna Lasinski, Director
Washtenaw GSC



Tracy Espinoza, Director
Sanilac GSC



Toni Hartke, Director
Wayne GSC


Emily Brewer, Director
Shiawassee GSC


Mike Acosta, Co-Director
Wexford-Missaukee Area GSC


Riley Alley, Coordinator
St. Clair GSC


Amy Brauer, Coordinator
St. Joseph GSC


Mary Manner, Coordinator
Traverse Bay Area GSC


Susan Walker, Director
Tuscola GSC

September 28, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909



Dear Governor Snyder:

Michigan created the Great Start Initiative in 2006 and its intent is to create a comprehensive, coordinated system of early childhood services and supports resulting in all children being safe, healthy, and ready to succeed in school and in life. A key part of Michigan's Great Start infrastructure is the network of Great Start Collaboratives that serve all 83 of Michigan's counties and 70 associated Great Start Parent Coalitions.

Along with the Great Start Collaboratives, Great Start Parent Coalitions are an integral piece of the local infrastructure and the state-wide system. The membership of the Great Start Parent Coalitions is open to anyone serving in a parenting or caregiving role for a child under the age of 12 years, and who is interested in helping to assure that all children, especially children with high needs, enter kindergarten safe, healthy and ready to succeed in school and in life. The Early Childhood Investment Corporation (ECIC) provides funding to support a parent or parents to serve as staff for the Parent Coalition on a part-time basis. The purpose of the Great Start Parent Coalition is to:

- Serve as a referent and constituency group for parents on the Great Start Collaborative, giving them a means to better understand the desires and needs of parents in the community;
- Assist in building public support and will for early childhood investment through advocacy and education activities at the local and state level;
- Support and engage in the work of the Great Start Collaborative;
- Strengthen the civic engagement of parents in the community, on behalf of young children;
- Educate policy-makers on the importance of investing in the first five years of life and the essential role that parents and families play in the lives of young children.

As a network, 18,000 parents strong, we strongly support Michigan's Race to the Top – Early Learning Challenge grant submission and its components:

- Successful state systems – including a strong governance structure at the state level to coordinate and align the early childhood system.
- Implementing and measuring the effectiveness of the statewide, tiered, Quality Rating and Improvement System for all early learning and development programs.

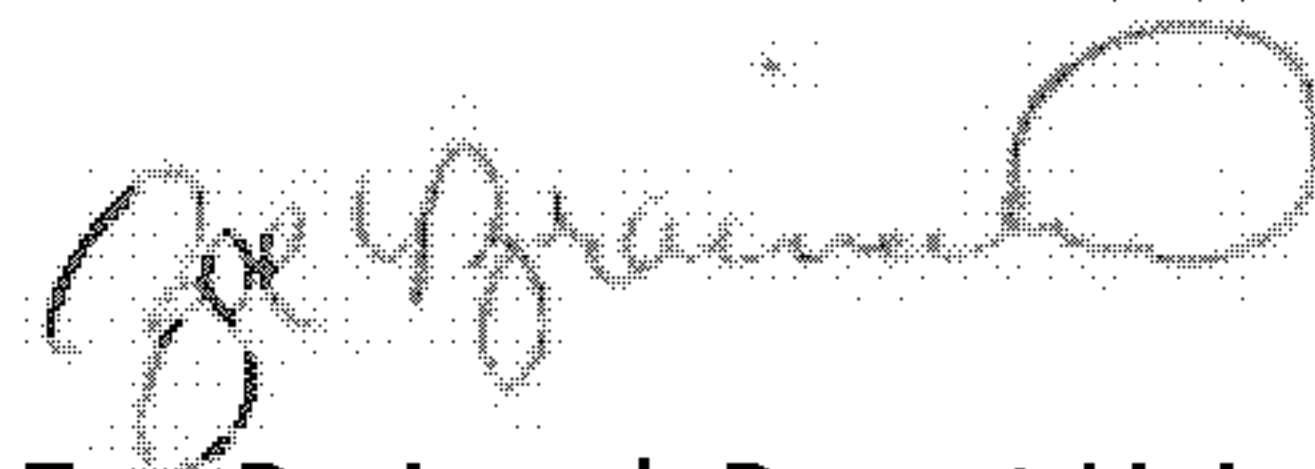
- Promoting early learning and development outcomes through utilizing statewide early learning and development standards, addressing health needs through expansion of developmental screening and health consultants, and engaging and supporting families.
- Developing a great early childhood workforce through the development of a workforce knowledge and competency framework.
- Measuring outcomes and progress through the implementation of a statewide kindergarten entry assessment and the building of a statewide early learning data system.

We are pleased to offer our support for the goals and commitments of Michigan's application for Race to the Top funding and work diligently to build a strong early childhood system at the local level.

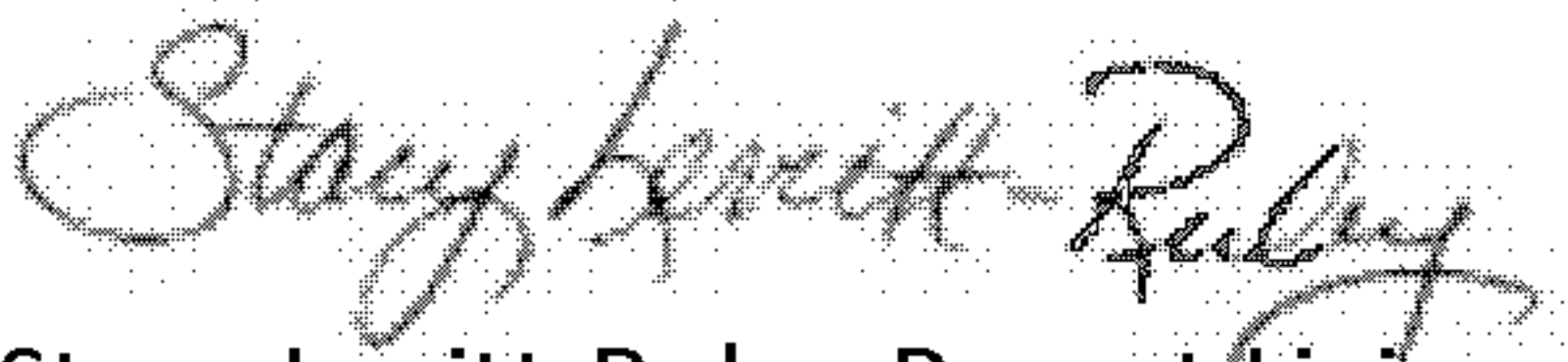
Sincerely,



Ashley Galat, Parent Liaison
Allegan GSPC



Zoe Brainard, Parent Liaison
Calhoun GSPC



Stacy Levitt-Ruby, Parent Liaison
Alpena-Montmorency-Alcona GSPC



Natasha Johnson, Parent Liaison
Cass GSPC



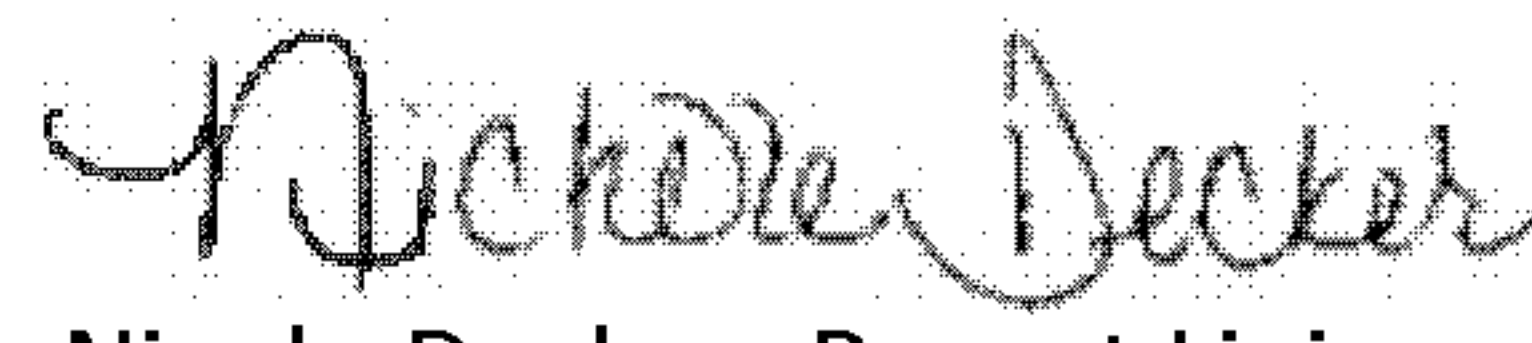
Jacque McLean, Parent Liaison
Barry GSPC



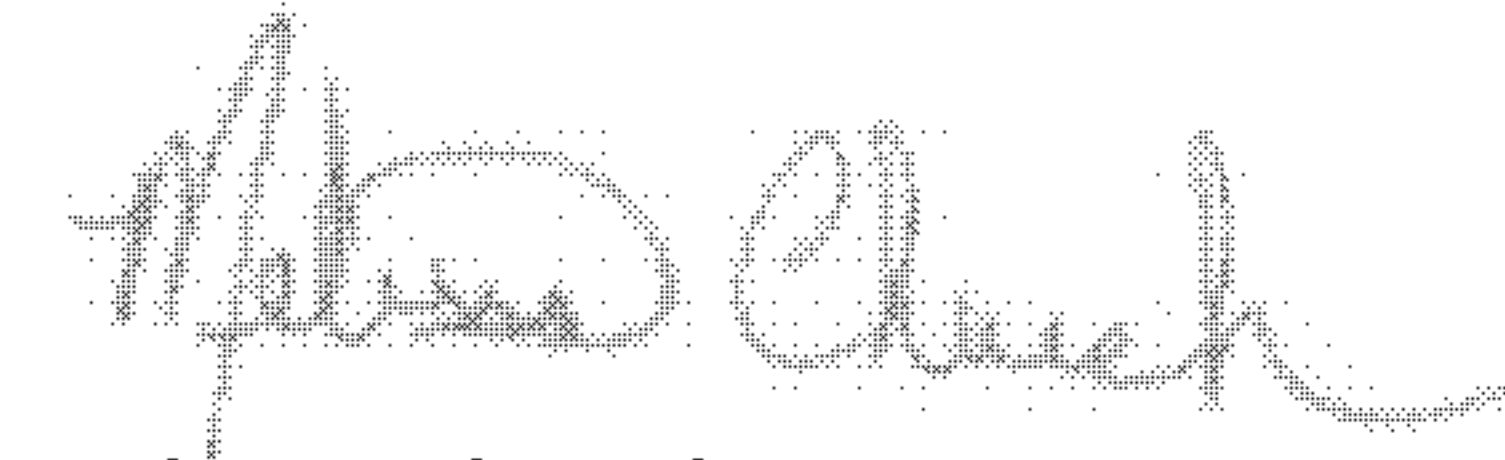
Mandy Peterson, Parent Liaison
Charlevoix-Emmet GSPC



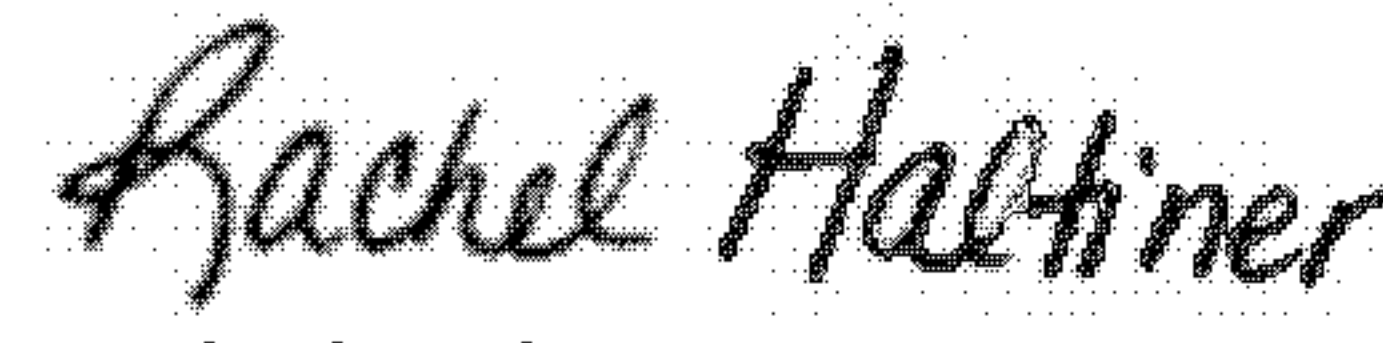
Amy Trogan, Parent Liaison
Bay-Arenac GSPC



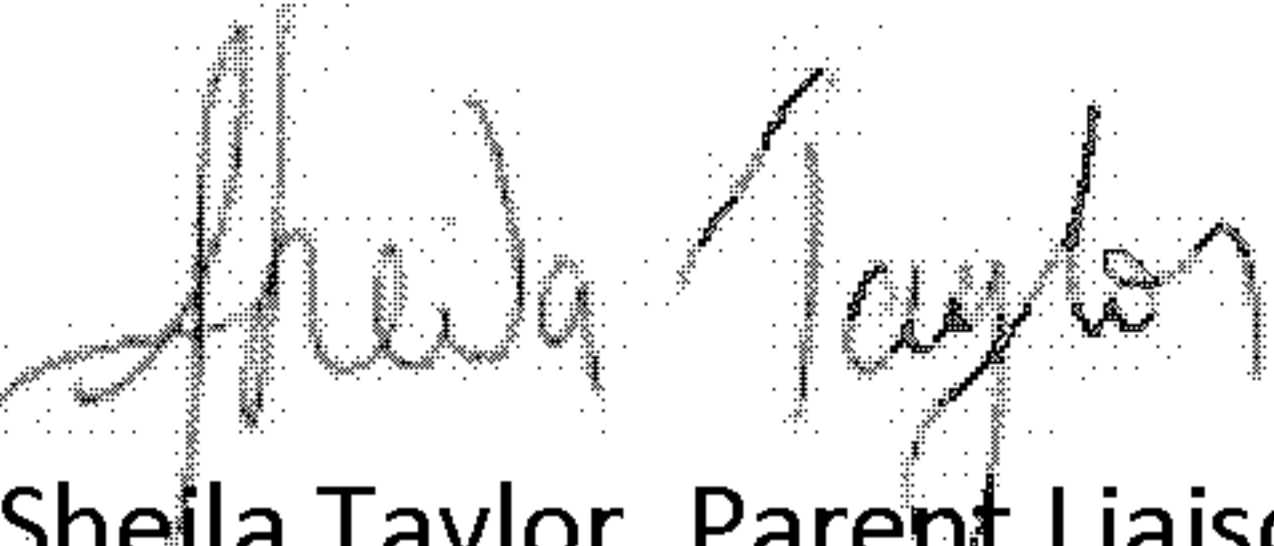
Nicole Decker, Parent Liaison
Cheboygan-Ostego-Presque Isle GSPC



Melissa Church, Parent Liaison
Berrien GSPC



Rachel Haltiner, Parent Liaison
Clare & Gladwin GSPC

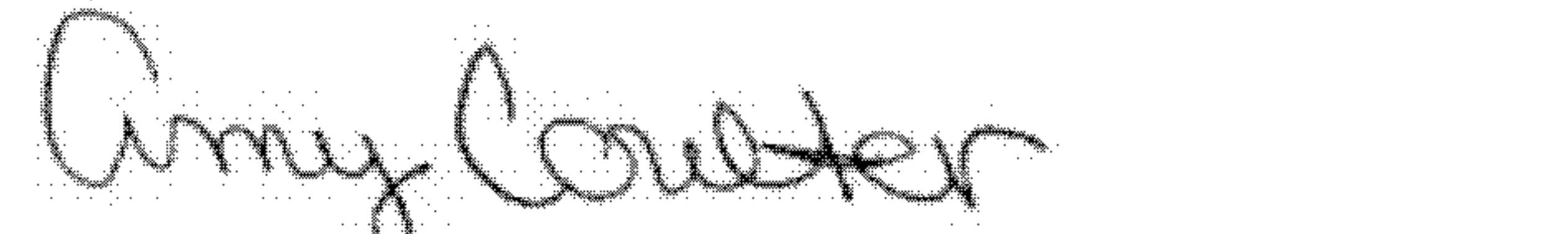


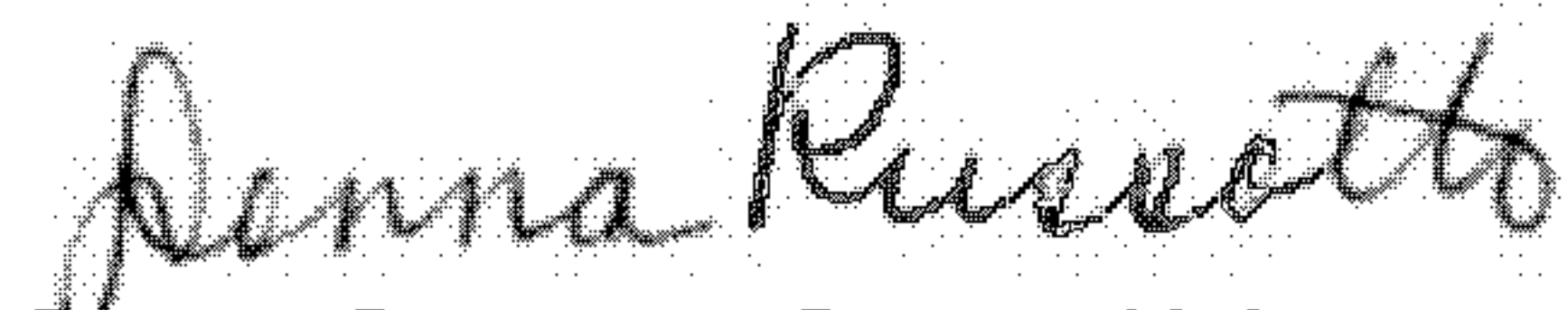
Sheila Taylor, Parent Liaison
Branch GSPC

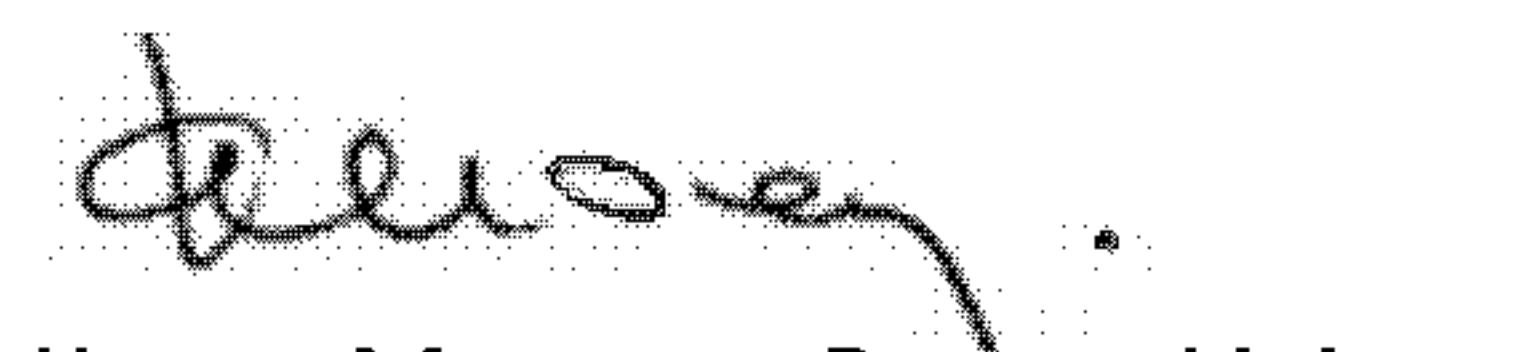


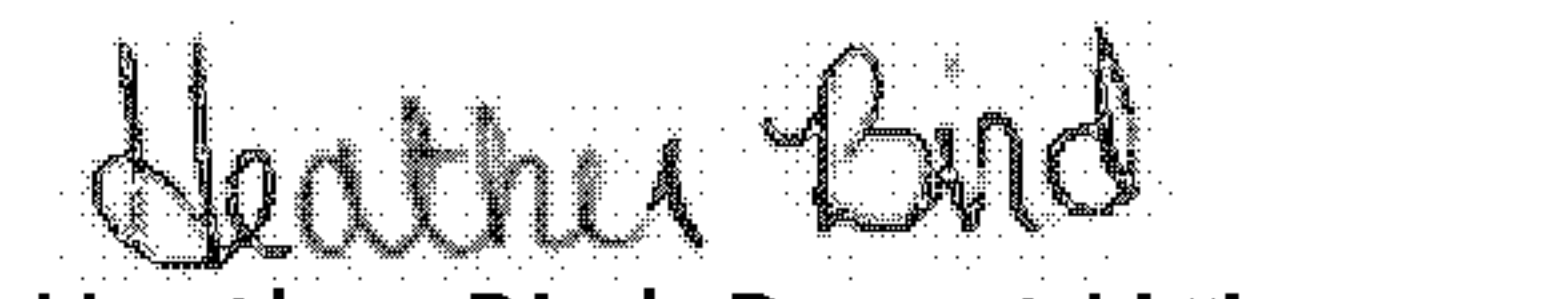
Maria Cook, Parent Liaison
Clinton GSPC



Heather Store, Parent Liaison
Copper Country GSPC



Amy Coulter, Parent Liaison
Crawford-Oscoda-Ogemaw-Roscommon/Iosco GSPC

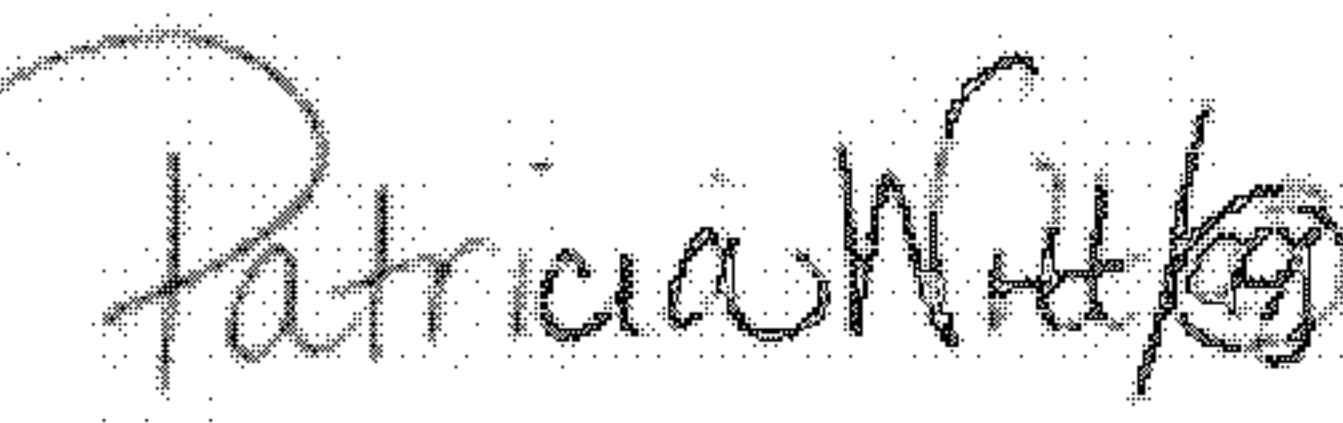

Donna Russotto, Parent Liaison
Delta-Schoolcraft GSPC

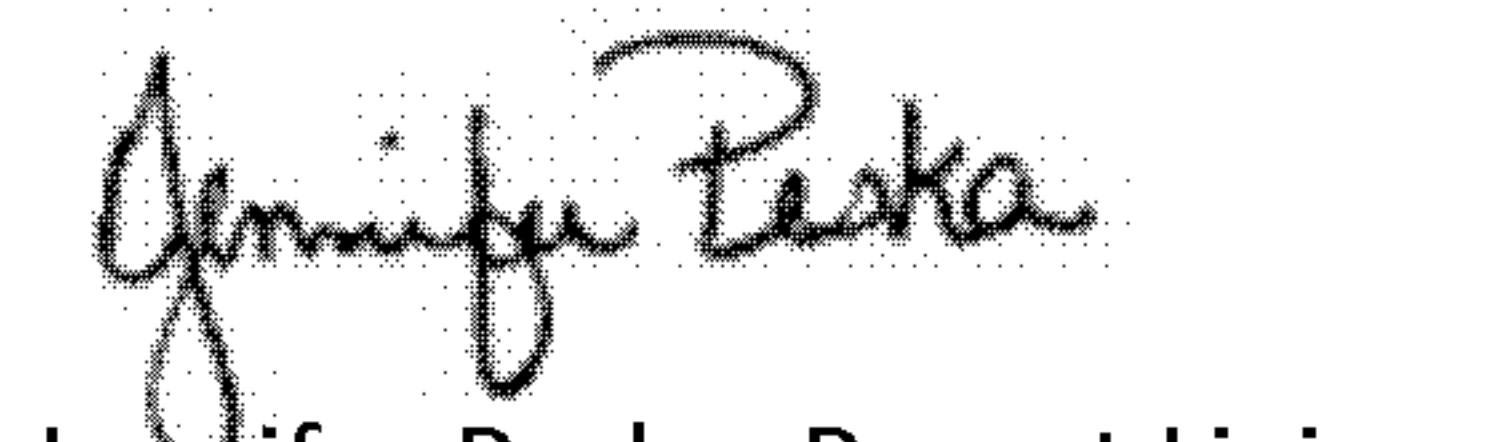

Karen Mooney, Parent Liaison
Dickinson-Iron GSPC

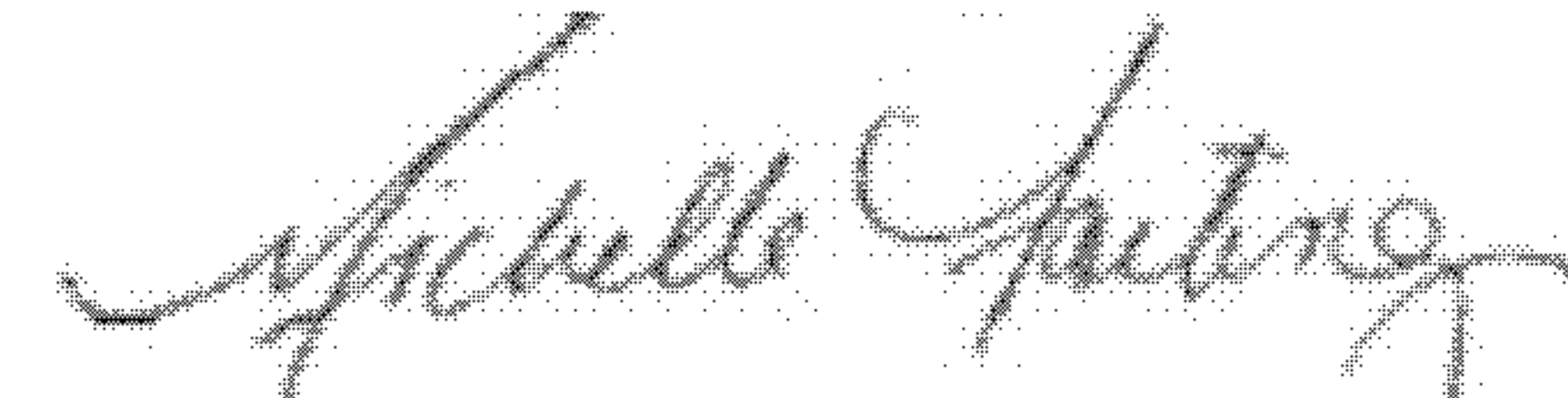

Heather Bird, Parent Liaison
Eastern Upper Peninsula GSPC



Kimi Mead, Parent Liaison
Eaton GSPC



Monya Hill-Hairston, Parent Liaison
Genesee GSPC

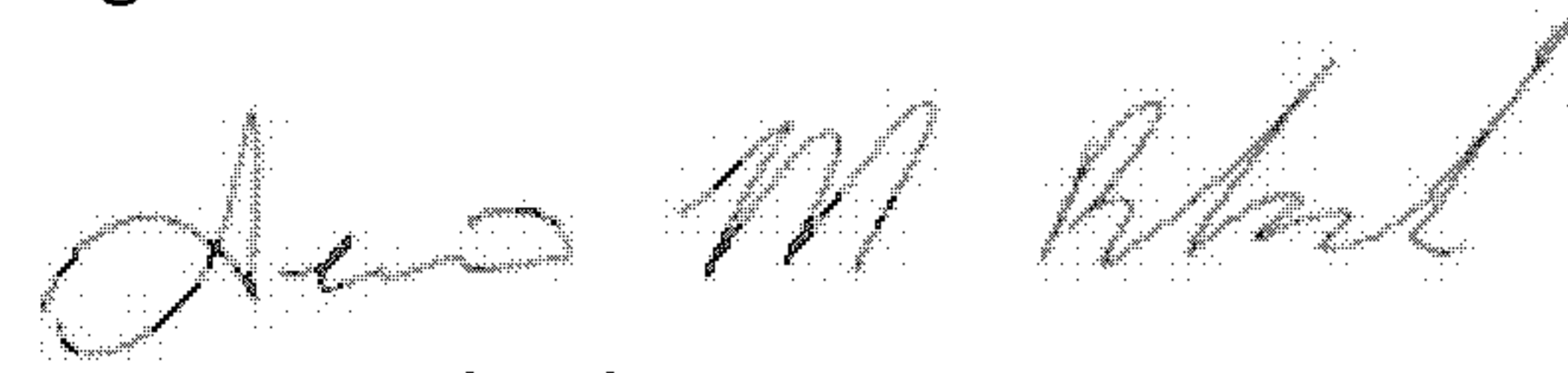

Patti Witt, Parent Liaison
Gogebic-Ontonagon GSPC



Jennifer Peska, Parent Liaison
Gratiot-Isabella GSPC

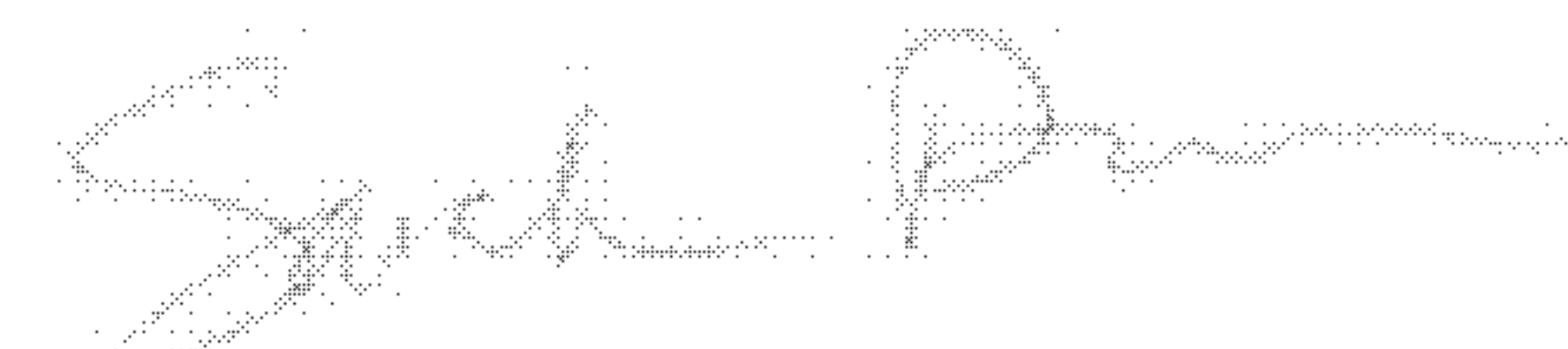

Michelle Failing, Parent Liaison
Hillsdale GSPC

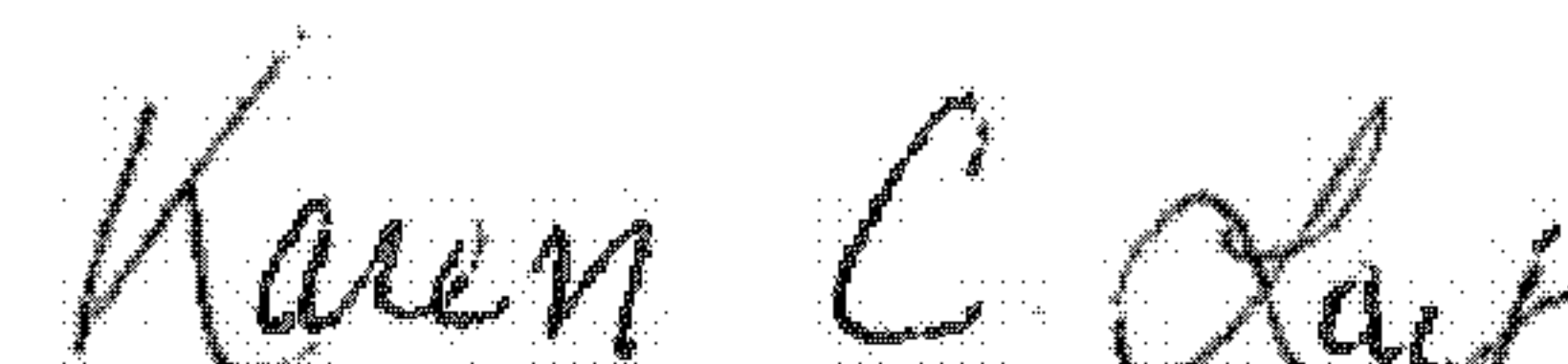

Melissa Stirrett, Parent Liaison
Huron GSPC



M.C. Rothhorn, Parent Liaison
Ingham GSPC

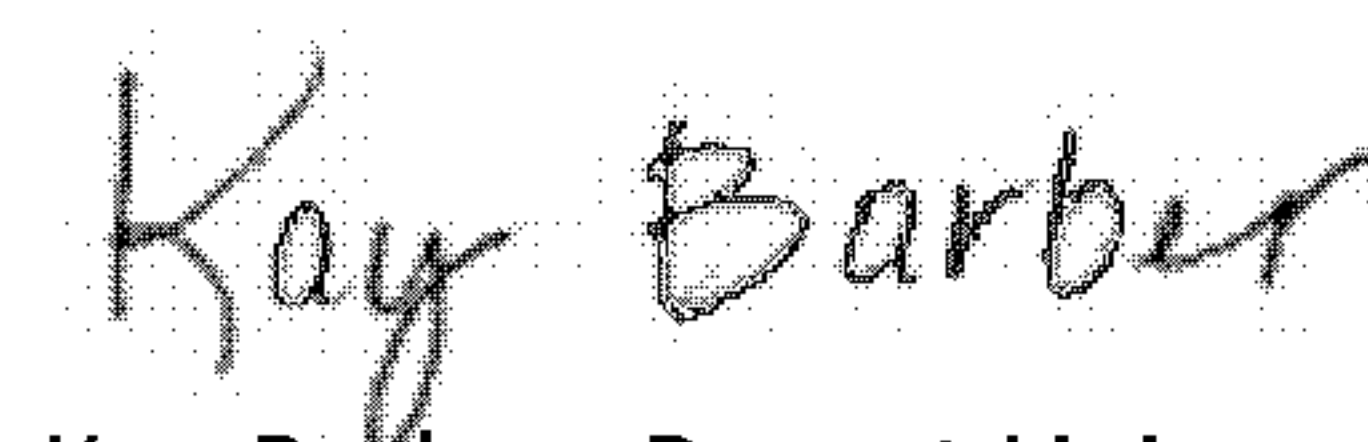

Jessica Rowland, Parent Liaison
Ionia GSPC


Kelly Sheppard, Parent Liaison
Jackson GSPC


Sarah Drumm, Parent Liaison
Kalamazoo GSPC


Karen Lay, Parent Liaison
Kent GSPC


Teresa Gormley, Parent Liaison
Lapeer GSPC


Kay Barber, Parent Liaison
Lenawee GSPC

Laura Coatsworth, Parent Liaison
Livingston GSPC

Monica Bihar-Natzke, Parent Liaison
Macomb GSPC

Brett Bartlett, Parent Liaison
Marquette-Alger GSPC

Jamie Healy, Parent Liaison
Mason-Lake-Oceana GSC

Chastity Holmquist, Parent Liaison
Mecosta-Osceola GSPC

Starr Russell, Parent Liaison
Menominee GSPC

Erin Lauderbach, Parent Liaison
Midland GSC

Amy Zarend, Parent Liaison
Monroe GSPC

Evi Petersen, Parent Liaison
Montcalm GSPC

Samantha Cutler, Parent Liaison
Muskegon GSPC

Christina Yuhasz, Parent Liaison
Newaygo GSPC

Hilarie McMullen, Parent Liaison
Oakland GSPC

Christa Thelen, Parent Liaison
Ottawa GSPC

Jill Armentrout, Parent Liaison
Saginaw GSPC

Nina Barnett, Parent Liaison
Sanilac GSPC

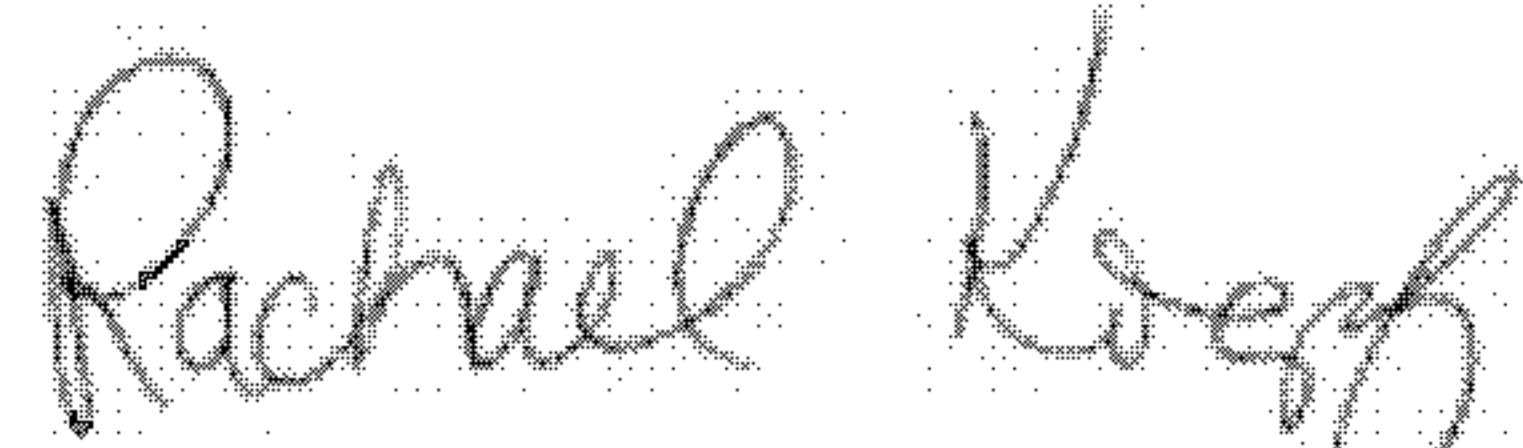
Lori Godfrey, Parent Liaison
Shiawassee GSPC

Brigitte Harwood, Parent Liaison
St. Clair GSPC

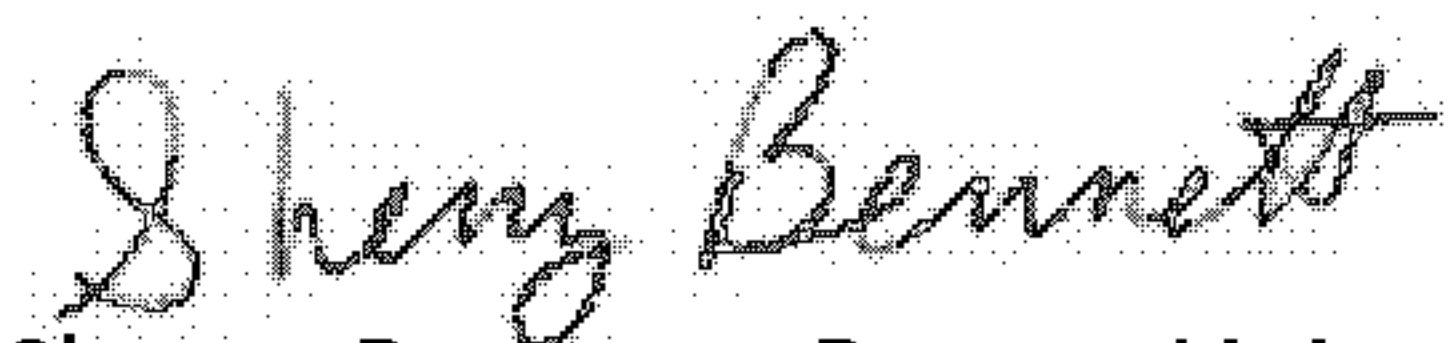
Irene Gunnick, Parent Liaison
St. Joseph GSPC



Robin Hornkohl, Parent Liaison
Traverse Bay Area GSPC



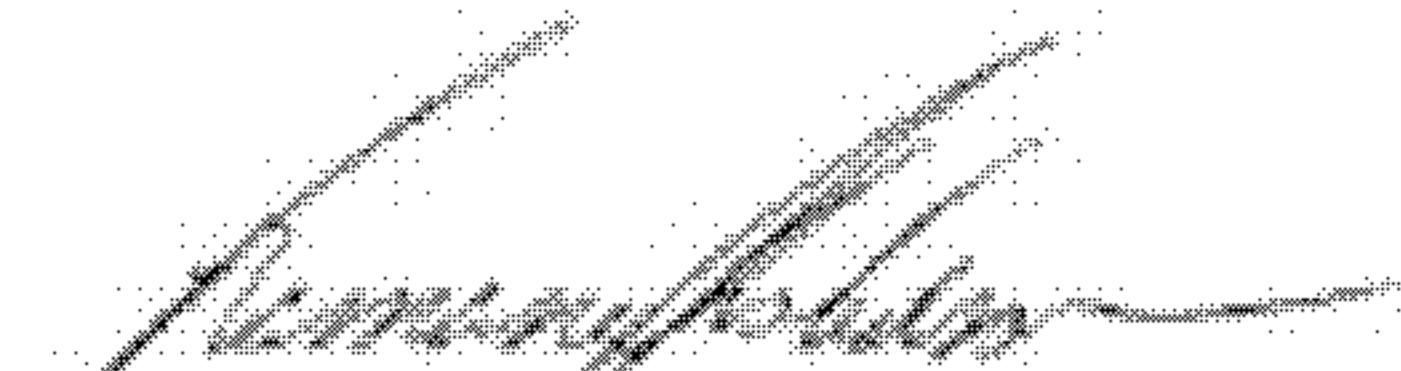
Rachael Koepf, Parent Liaison
Tuscola GSPC



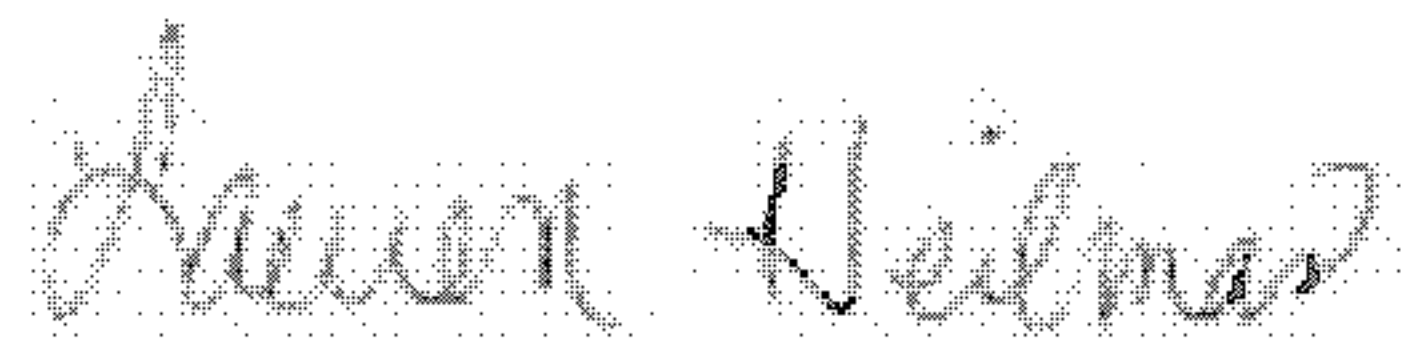
Sherry Bennett, Parent Liaison
Van Buren GSPC



Liz Dahl MacGregor, Parent Liaison
Washtenaw GSPC



Ramana Roberson, Parent Liaison
Wayne GSPC



Lauren Heilman, Parent Liaison
Wexford-Missaukee GSPC

MICHIGAN HeadStart ASSOCIATION

808 West Lake Lansing Road, Suite 205 East Lansing, MI 48823

Tel: 517-374-6472 Fax: 517-374-6478

www.michheadstart.org

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

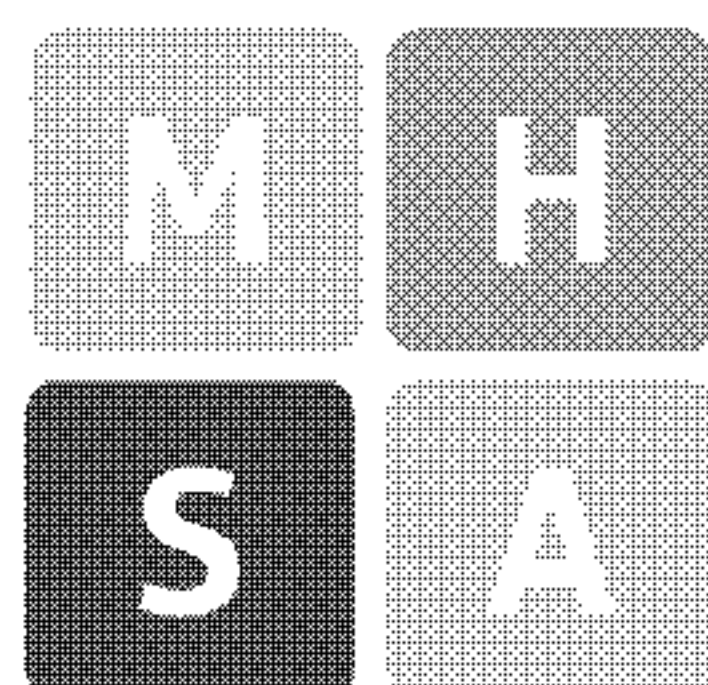
Dear Governor Snyder,

I am writing on behalf of the Michigan Head Start Association which represents 31 Head Start and Early Head Start grantee members who are the stewards of 242 million Federal dollars and provide services to nearly 38,000 of Michigan's most vulnerable children and families. A private, non-profit corporation, MHSA is governed by a 20 member Board of Directors composed of 10 parents, 5 staff and 5 directors, with the mission of promoting equal opportunities for all children and families to succeed. As the only state membership organization dedicated exclusively to the concerns of the Head Start community, we strongly support Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) Grant.

Michigan's economic stability depends on our collective ability to demonstrate school readiness and provide children, particularly high risk children, the opportunities for life success that are rooted in strong early childhood educational backgrounds. Head Start recognizes there are clear foundations for learning and Head Start and Early Head Start programs will continue to take a leading role in developing best practice models for early education and family services as well as strive to achieve measurable outcomes for young children and their families. Head Start performance standards define quality consistently across classrooms, programs and states. These standards represent the highest expectations for services to young children in our nation.

Head Start and Early Head Start serve only a small percentage of the eligible children and families in our state. With one of the highest increases in child poverty in the nation and 1 out of every 4 children with both parents out of work, we have an urgent need for a system of care that is both unified and aligned. We see this grant as the means to have all systems working toward similar standards so that regardless of federal funds, state funds or private pay, all Michigan children will be held to the same standards and elements that are a hallmark of our state's RTT-ELC application:

- Aligning and coordinating early learning and development across the state;
- Developing and adopting a common, statewide tiered Quality Rating and Improvement System;
- Developing and using statewide, high-quality early learning and developmental standards;
- Developing a workforce knowledge and competency framework and a progression of credentials

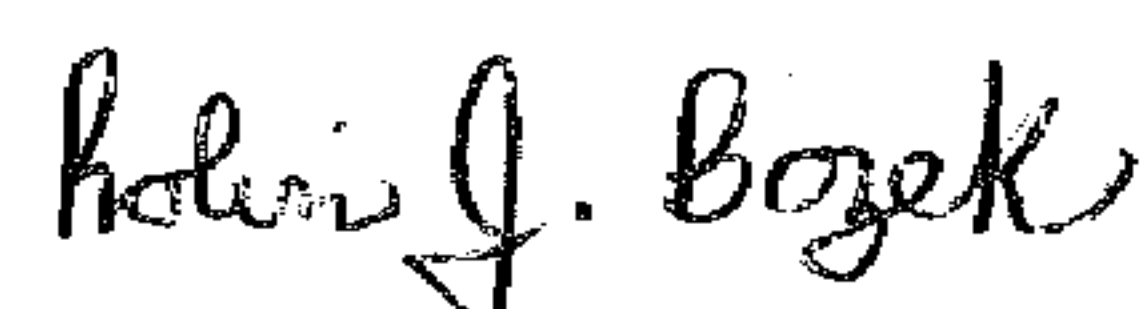


The Honorable Rick Snyder
Governor of Michigan
Re: MHSA Support of Race to the Top Early Learning Challenge
October 10, 2011
Page 2

The Michigan Head Start Association and their membership look forward to supporting this system by bringing a rich history and experience of child development, family engagement, and comprehensive service provision to support the implementation of the RTT-ELC application. We will engage our members through regional Assembly meetings, MHSA annual conference, board meetings, and by supporting RTT-ELC related activities throughout the project implementation both as a state leader and a partner.

We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start and thank you for your commitment to the care and education of Michigan's youngest and most high needs learners as well as to the systems that have such a significant impact on their success.

Sincerely,



Robin J. Bozek
Executive Director
Michigan Head Start Association
808 West Lake Lansing Road, Suite 205
East Lansing, MI 48823
517 374-6472
robin@mhsa.ws

*Michigan PTA mobilizes the forces of school, home, and community in order
to ensure a quality education and nurturing environment for every child.*

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder,

The Michigan Congress of Parents and Teachers (Michigan PTA), comprising 65,000 members throughout the State of Michigan, strongly supports Michigan's Race to the Top – Early Learning Challenge (RTT-ELC) grant application.

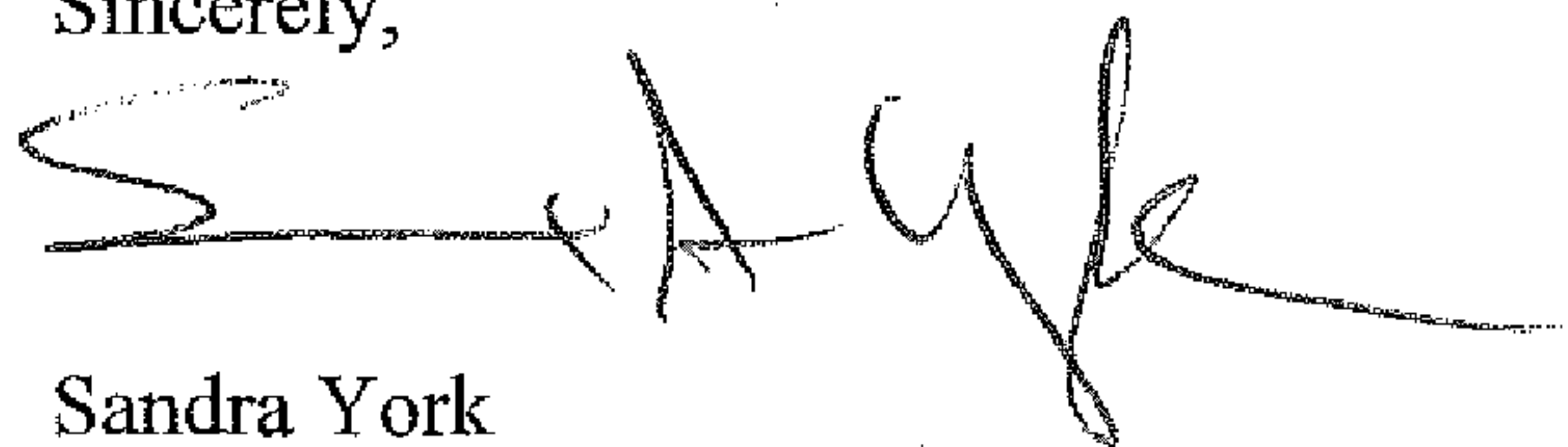
For over ninety years, Michigan PTA has been a leading voice advocating to ensure that parent's voices are heard on issues related to the health, education and well-being of children. Working in cooperation with education, health, safety, and child advocacy groups, Michigan PTA collaborates on projects that benefit children and maximize the options available to them.

Education is key to developing a strong workforce and, in Michigan, this workforce is critical to our state's economic recovery. Increasing the number of children who have the opportunity to participate in quality early learning programs – that have standards aligned to school readiness – will maximize the number of students graduating from high school college/career ready. To create a successful early learning program it is necessary to develop strong systems for data collection, standards, coordination and collaboration, and professional development. Michigan's RTT-ELC application outlines an effective plan committed to successful outcomes for the children of our state.

Michigan PTA believes that it is our obligation to provide all children with a quality education. As in the past, we are able to support this initiative by disseminating information and updates to parents through a variety of electronic means, as well as informational workshops at events.

Thank you for supporting the education of Michigan's children at the most critical, early learning stage.

Sincerely,



Sandra York
Executive Director
Michigan PTA



248-569-2500

October 6th, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder,

On behalf of Rainbow Child Care Center, currently operating over forty private child care facilities nation wide (fifteen in Michigan), we are honored to have an opportunity to support the State Of Michigan as it pursues the "Race to the Top" federal grant program.

Rainbow Child Care Center has been providing quality care to the children of Michigan (birth through school age) for almost two decades. Our corporate headquarters is located in Troy Michigan and we consider ourselves deeply vested in the success of this state.

The collaboration of the private sector with the public sector will be paramount in serving in Michigan's "at risk" and "high needs" children. We have and will continue to pledge our support to the ECIC and Great Start to assist in securing a bright future for the children of Michigan.

Specifically-

- Our Educational Coordinator is currently sitting on local Great Start subcommittees and is involved with the "Race to the Top" support process.
- We are supportive of and will aggressively pursue validation through Michigan's Quality Rating and Improvement System.
- Our centers are at the disposal of the state for Kindergarten Readiness Assessment rollout and implementation.

In 1962 the HighScope Perry Preschool Project began in Ypsilanti, Michigan. With Head Start losing congressional support the timing couldn't have been better. At the end of the project the foundation for early care initiative funding was created, securing Head Start's (and federal funding) place in early education. Every dollar spent on quality child care for at risk children showed a return of sixteen dollars to that community. How fitting that now, over fifty years later, we are in a position to utilize federal dollars to further build systems needed to serve our most precious resources.

We thank you for your vision and leadership and look forward to assisting you in any way needed.

Sincerely,

Appendix Page 547
Patricia A. Anton
President and CEO

Karen Krygier
Chief Operating Officer

October 1, 2011

Nicki Johnston

Chairperson: Secondary Educators of Early Childhood (SEEC)

I have been asked as Chairperson of SEEC to submit a letter about our organization and a letter of support for Michigan's Race to the Top. Secondary Educators of Early Childhood (SEEC) is an organization of educators who are educating our high school juniors and seniors to provide quality daycare, preschool and early elementary education. We became an organization when we saw that we needed to meet as a group and become more cohesive throughout the state in what we were presenting to and teaching our students. Our members are from all over the State of Michigan and we all teach to the Michigan Department of Education, Standards and Segments, for Early Childhood and Teacher Cadet.

As a group we feel that Michigan is competitive for the RTT-LEC because it is our children that matter. We all see as instructors that our economy is in need which makes families in need, which make children in need, which make our school systems in need. SEEC as an organization has taken upon itself to become more familiar with state policy and licensing of preschools. We stay on top of changes being made in our legislature.

We are prepared to support the work that is needed to help build an accountable and sustainable early learning system. Learning programs, student progress and school readiness are all main issues today that need to be addressed. We are the educators of tomorrow's educators.

I would like to state again that we will assist in and promote early childhood education throughout the state of Michigan as educators of Early Childhood and Teacher Cadet Students. We educate because we see a need and love the students we work with. Education is the window to a productive and well nurtured society. Let's open that window.

Regards,



Nicki Johnston

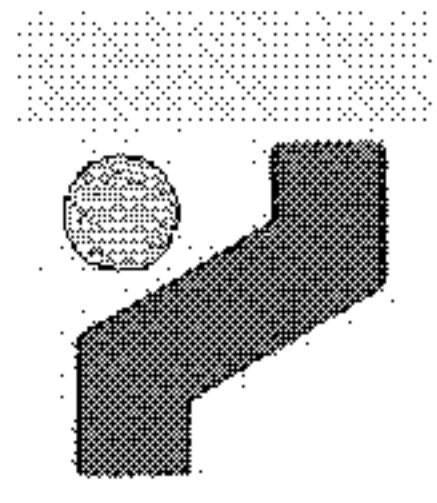
Chairperson Secondary Educators of Early Childhood

15604 Kendaville Rd.

Coral, MI 49322

We worry about what a child will become tomorrow, yet we forget that he is someone today.

~Stacia Tauscher



Telamon Corporation

6350 W. Michigan Ave.
Lansing, Michigan 48917
(517) 323-7002
FAX (517) 323-9840

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of Telamon Corporation's Michigan Migrant Head Start program (MMHS) and our 19 Migrant and Early Head Start Centers throughout Michigan. With 700+ staff, providing early childhood education services to more than 1,500 children, we are in strong support of Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Because agriculture is Michigan's second largest industry, we rely heavily on the support of migrant farmworkers. MMHS supports migrant farmworker families by providing early childhood education, and through goal planning and referrals for supportive services. The MMHS program is committed to improving the education and welfare of young children from birth through enrollment into kindergarten. MMHS's philosophy, as reflected in our existing program is based on three cornerstones:

- ◆ First, we believe that parents are the most important teacher for their child.
- ◆ Second, young children learn optimally only when their health, oral health, nutrition and mental health needs are first met. Therefore, a comprehensive service program must be in place to assure that the "whole child" is ready to learn.
- ◆ Third, young children are creative and curious seekers and constructors of knowledge, with tremendous capacity to explore and to make sense out of their environment.

Michigan's children are its future and their educational experiences will greatly impact Michigan's economy. Early childhood development is crucial in school readiness. In its effort to include all of Michigan's children in the Race to the Top,- Early Learning Challenge (RTT-ELC), the ECIC has included MMHS as a partner in early childhood education, and as a representative for migrant children in the planning for this grant.

MMHS works very closely with the ECIC, MiAEYC, and Michigan TEACH to receive support for Early learning and development programs, and for staff development opportunities. In order to ensure that MMHS maintains the highest quality standards of childcare, we intend to utilize the Quality Rating and Improvement System (QRIS) and be an active participant in Michigan's Race to the Top – Early Learning Challenge. We look forward to continuing to partner throughout Michigan in ensuring the educational future of Michigan's children by providing quality programs that ensure school readiness.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Raymond".

Patricia Raymond,
State Director



Regional Child Care Resource Center

4C of the Upper Peninsula

October 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent on behalf of the 4-C of the Upper Peninsula in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

The 4-C of the Upper Peninsula is a Regional Resource Center and we provide training and technical assistance to 312 Licensed and 180 Unlicensed child care providers in twelve (12) counties in Michigan who in turn serve approximately 2638 children ages birth through twelve (12) in our state.

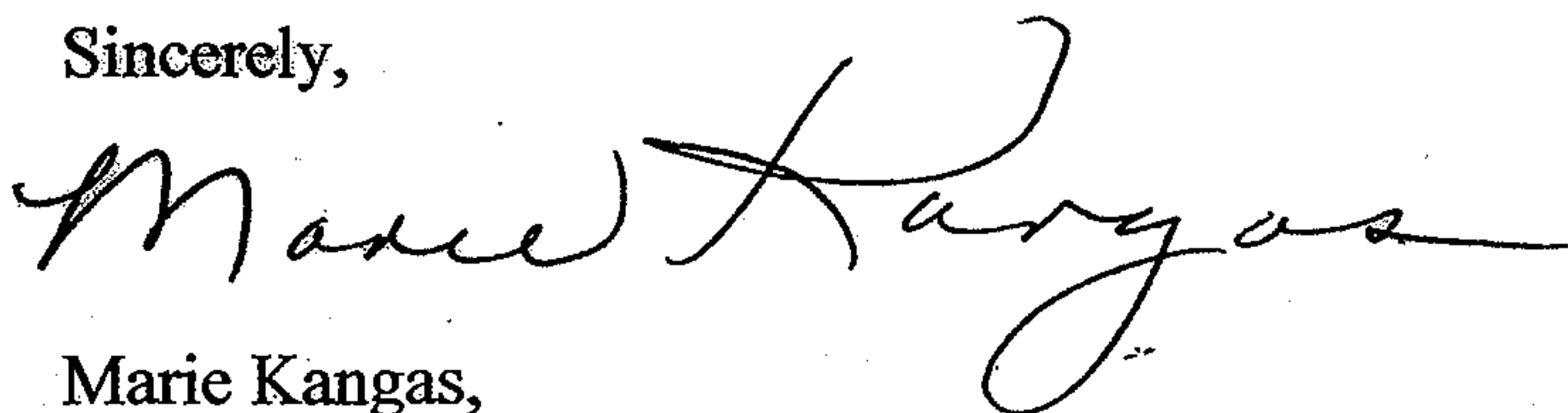
The 4-C of the Upper Peninsula is committed to making sure that all children in Michigan have the needed skills and resources to succeed. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. Our organization, 4-C of the Upper Peninsula will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement

- Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
 - Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,



Marie Kangas,
Vice Chair
4-C of the Upper Peninsula
104 Coles Drive, Suite F
Marquette, MI 49855

October 11, 2011

Albert Garrett
 President

Lawrence A. Roehrig
 Secretary-Treasurer

Executive Board

Sylvester Austin
 Region 2

Charles Bass
 Region 3

David Brandt
 Region 4

Dorcas Cingera
 Region 5

Susan Christensen
 Region 7

Sandra Cranton
 Region 8

Barbara Double
 Region 9

Lorna Davison
 Region 10

Jonathan Drake
 Region 11

Carysra Fenner
 Region 12

Michael Harris
 Region 13

Bennette Henley
 Region 14

Lorraine Jacobson
 Region 15

Kaith January
 Region 16

Patrick Julian
 Region 17

Arlean King
 Region 18

J. Phil McGuire
 Region 19

Deanna Moore
 Region 20

Sam Muma
 Region 21

Doug Murch
 Region 22

Lois Murray
 Region 23

Stephanie Nahas
 Region 24

Dennis Overmyer
 Region 25

Gloria Peterson
 Region 26

Patricia Ramirez
 Region 27

James Rhoads, Jr.
 Region 28

Roger Rice
 Region 29

Ronnie Skorspik
 Region 30

Cindy Spurlock
 Region 31

Chris VandenBouche
 Region 32

Russell Williams
 Region 33

Sam Zappier
 Region 34

Hon. Rick Snyder, Governor
 State Capitol
 P. O. Box 30013
 Lansing, MI 48909

RE: Race to the Top-Early Learning Challenge grant application CFDA #84.412

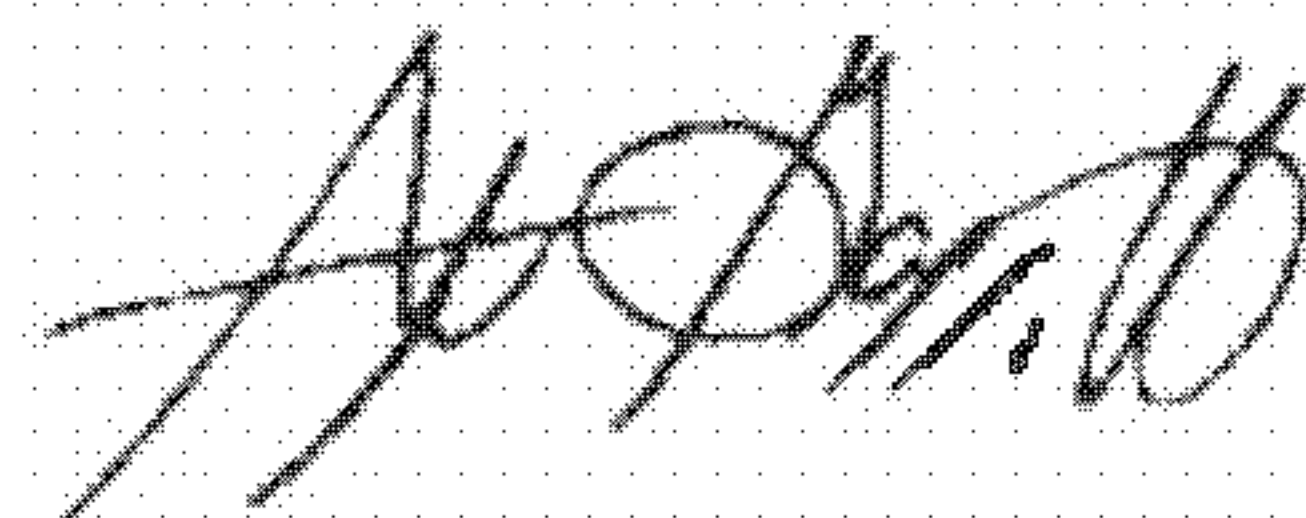
Dear Governor Snyder:

The Michigan Department of Education in collaboration with the Department of Community Health and the Early Childhood Investment Corporation has applied for funds under the Race to the Top-Early Learning Challenge grant program. Early childhood education is critical to the success of Michigan's efforts to improve educational outcomes for all Michigan children. As you know, children are born learning and the first few years are vital in brain development and long term learning ability.

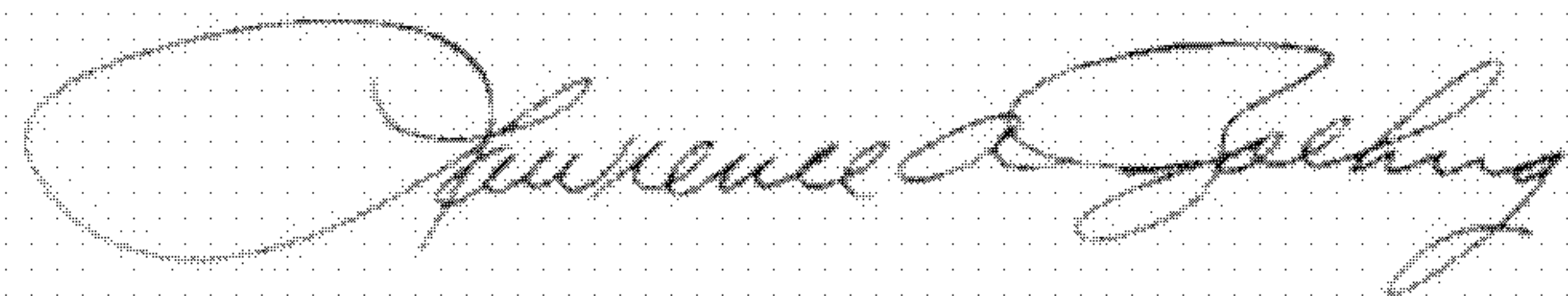
The purpose of this letter is to express the support of Michigan AFSCME Council 25 for this grant application. Michigan AFSCME Council 25 has long been a supporter of early childhood programs and efforts. This grant proposal will, among other things, help the State of Michigan:

- Increase access to high quality childcare.
- Create aligned P-3 early learning standards.
- Translate early learning standards into useful and family-friendly language, materials, and learning modules.
- Develop Kindergarten Entry Status Assessment and train educators.
- Develop processes that allow fragmented data systems to communicate with each other and improve data access to improve decision making.
- Address health, behavioral, and developmental needs of children by training health consultants and physicians in early developmental screening.
- Market Quality Rating Improvement System (QRIS) to providers and parents to increase uptake by programs serving children with highest needs and pilot approaches to entice providers serving most children with highest needs into the highest tiers of the QRIS.

Sincerely,



ALBERT GARRETT
 President



LAWRENCE A. ROEHRIG
 Secretary-Treasurer

AG LAR dwh



October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

I am writing on behalf of the American Federation of Teachers Michigan (AFT Michigan) representing 35,000 PreK-12 and ISD teachers and support staff, and community college and university tenured and non-tenure track faculty, administrators, and graduate employees. AFT Michigan is a strong advocate for initiatives and programs designed to ensure our children enter school ready to learn. We support Michigan's effort to secure Race to the Top – Early Learning Challenge funding.

Michigan is one of our nation's emerging leaders in early childhood. In 2005, Governor Jennifer Granholm launched the state on a quest to see that all Michigan children get a Great Start in learning and life and created the Michigan Early Childhood Investment Corporation (ECIC) as a statewide public-private organization to lead that work. Today, Michigan is making strides in reforming its investment in early childhood and can point to a state-wide network of 54 local Great Start Collaboratives as well as 70 Great Start Parent Coalitions with more than 18,000 parent members. The priorities for Race to the Top have been the priorities for ECIC since its inception.

AFT Michigan is an advocate for early education initiatives and programs and we actively engage our members in dialogue and policy supporting efforts to improve opportunities at the local level. We support the Michigan Department of Education's application, their efforts to improve the quality of Michigan's early learning programs and to increase school readiness for our youngest learners.

As an organization with a vested interest in improving children's education in Michigan, we recognize the importance for our state being a recipient of Race to the Top – Early Learning Challenge. We appreciate your consideration of Michigan's application.

Sincerely,

David Hecker
President, American Federation of Teachers Michigan



Child & Family Services

Of Northeast Michigan, Inc.



Lyle J. Dorr, Executive Director

The Honorable Rick Snyder, Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent on behalf of Child & Family Services of NE MI, Inc. in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Child & Family Services of NE MI, Inc. houses the Regional Resource Center for Northeast Michigan and we provide training and technical assistance to 614 child care providers, licensed and unlicensed, in 14 counties in Michigan who in turn serve over 4,000 children in Michigan. As an average across those counties, approximately 23% of those children live in poverty.

Child & Family Services of NE MI, Inc., through the Regional Resource Center, is committed to increasing the quality of child care and early learning environments in order to equip these children in their early years with the skills they need to be successful in school and later in life. Michigan needs to develop a strong future workforce – working with children during the years when most of the brain develops, 0-5, is key in this development. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We are committed to assisting Michigan in excelling with the priorities in the state's RTT-ELC application. Child & Family Services of NE MI, Inc., through the Regional Resource Center, will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

We look forward to continued work in assisting Michigan's youngest citizens to prepare for their futures through our focused work of support of the TQRIS system with early learning and care providers and families.

Sincerely,

Lyle J. Dorr, Executive Director



The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

September 30, 2011

Dear Governor Snyder,

I am writing this letter of intent on behalf of Child Care Connections in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Child Care Connections is a Regional Resource Center and we provide training and technical assistance to over 500 child care providers in 10 counties in Michigan who in turn serve approximately 33,908 children aged 0-9 in our state.

The Child Care Connections is committed to our mission: to promote and strengthen quality child care. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. Our organization Child Care Connections will:

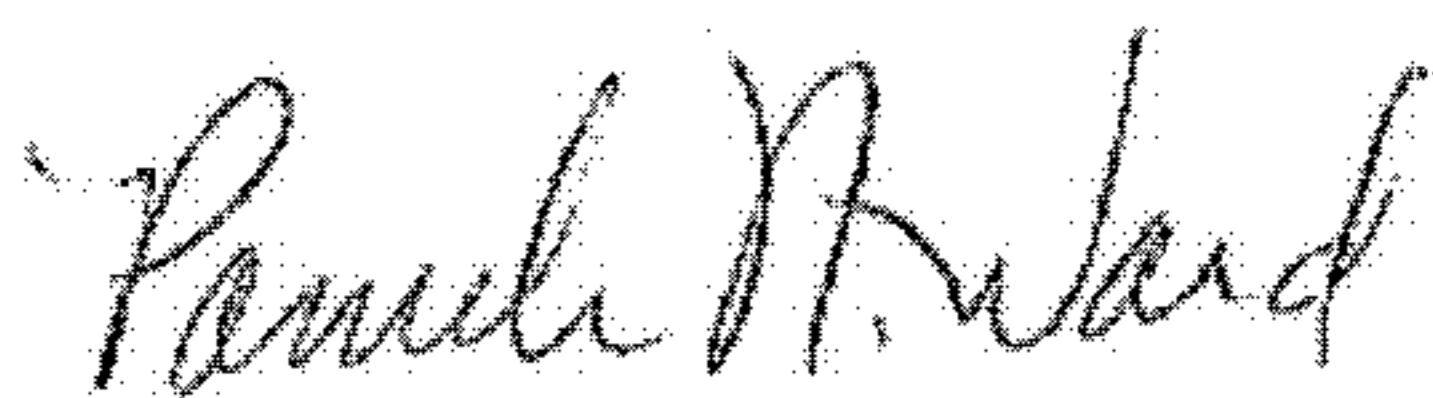
- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
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- Early Learning Standards
- Family Engagement
- Health Promotion Practices
- TQRIS
 - Self-assessments
 - Quality Improvement Plans
- Social and Emotional Health and Development
- Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Again, the plan for Michigan supports our mission: to promote and strengthen quality child care. We have been moving towards the above mentioned practices in the past two years, we have Quality Improvement Plans in place with 48 of our area early childhood programs. In addition, this past summer we assembled a team to begin the Program Quality Assessments thus far 40 area early childhood programs have them completed.

We look forward to continuing this important work.

Sincerely,

A handwritten signature in black ink that reads "Pamela N. Ward". The signature is written in a cursive, flowing style.

Pamela N. Ward
Executive Director



The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Child Care Network is a Regional Resource Center and we provide training and technical assistance to 1625 licensed child care providers and 1065 unlicensed providers in seven counties in Michigan who in turn have the capacity to serve approximately 60,000 children aged 0-12 in our state.

Child Care Network's mission is to promote the success of children, families and our community through quality child care education, advocacy and family support. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start. We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application.

Child Care Network will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
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 - Provide intensive quality improvement supports and services to those programs serving children with the highest need.
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 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
 - Support the early learning and development programs and providers with research and best practice information, resources and consultations.
 - Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,

Pam Smith
Executive Director

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent on behalf of Child Care Resources, the Southwest Michigan Regional Child Care Resource Center in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Child Care Resources as a Regional Resource Center and we provide training and technical assistance to over 1500 care providers in Allegan, Barry, Branch, Berrien, Calhoun, Cass, Kalamazoo, St. Joseph and Van Buren counties in Michigan who in turn serve over ten thousand children age six weeks to six years in the region.

We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. Child Care Resources will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
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- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development

Genius!
...begins with Quality Child Care

Serving the counties of • Allegan • Barry • Berrien • Branch • Calhoun • Cass • Kalamazoo • St. Joseph • Van Buren

- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,



Ella Fabel Ryder
Executive Director

Genius!
...begins with Quality Child Care

October 10, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

We are writing on behalf of the Children's Leadership Council of Michigan, a non-partisan group of business and civic leaders from across Michigan. The council was formed to ensure that state leaders view early childhood as essential to Michigan's economic future. We are excited about the opportunity that the Race to the Top – Early Learning Challenge Grant presents to our state and *we strongly support Michigan's application.*


Research shows 90% of brain's wiring is set by age five and we know that only two-thirds of Michigan's kindergartners enter school fully prepared to learn. As business owners, we recognize that learning begins at birth and that the first 1,000 days of life are critical to the brain's development and social and intellectual skills.

In a survey conducted by the Early Childhood Investment Corporation, 83% of voters see early childhood development and education programs as an absolute necessity for their communities. Long-term research shows that investing \$1 in high quality child care for low-income children saves as much as \$17 on welfare, crime and violence, remedial education, and medical costs. In 2009 alone, Michigan state government realized a \$1.15 billion in cost savings and revenue because of its investments in school readiness over the past 25 years.

Growing jobs is all about growing talent. Employers need a well-educated and socially well-adjusted talent pool. Employees seek high quality interaction with their young children and high quality child care. Michigan's plan to increase the quality of early learning settings, implement a statewide data system and kindergarten entry assessment, and build a strong early childhood workforce provides the right balance of accountability and infrastructure needed to ensure that all children, especially those with high needs, are safe, healthy, and ready to succeed in school and in life.

The creation of the Office of Great Start (OGS) within the Michigan Department of Education was an essential step to ensuring resources are integrated and maximized to improve child outcomes in Michigan. One of our council members, Leslie Murphy, sits on the Advisory Council for the OGS, which is also leading Michigan's application process for this grant. The Race to the Top – Early Learning Challenge grant will accelerate our state's success to prepare children for school and beyond. Michigan's economic stability depends upon our ability to turn this tide and our children need opportunities for life success that we know are rooted in strong education backgrounds. The Race to the Top – Early Learning Challenge offers Michigan an opportunity to create a broad, systemic, sustainable approach for effective early development and education for children and we strongly support the state's plan for this effort.

Sincerely,



Debbie Dingell
d2 Strategies



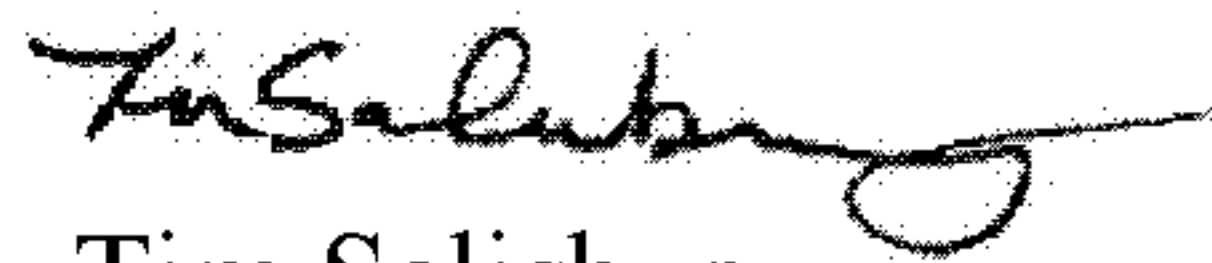
Vernice Davis Anthony
Greater Detroit Area Health Council



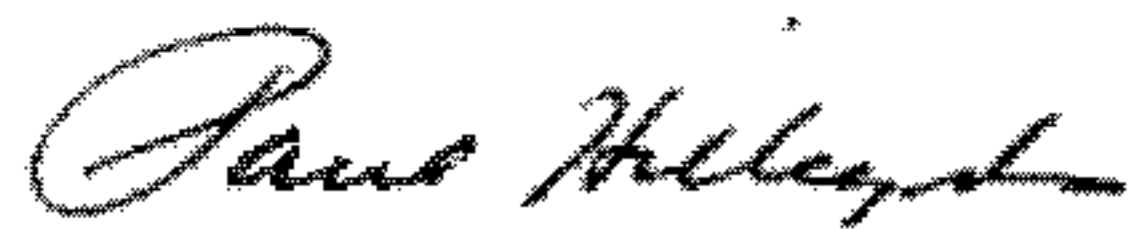
Lew Chamberlin
West Michigan Whitecaps



Paula Cunningham
Capitol National Bank



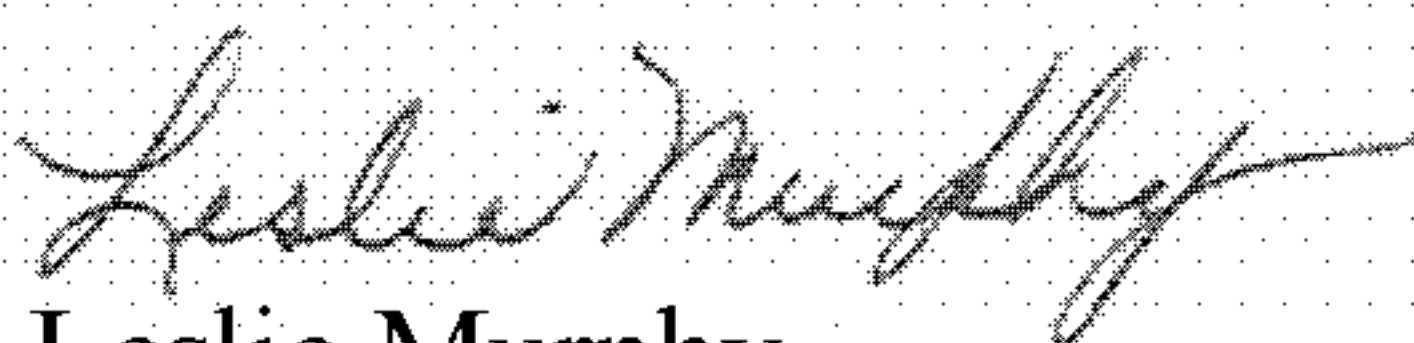
Tim Salisbury
PNC Bank



Paul Hillegonds
DTE Energy Company



M. Olivia Lagina



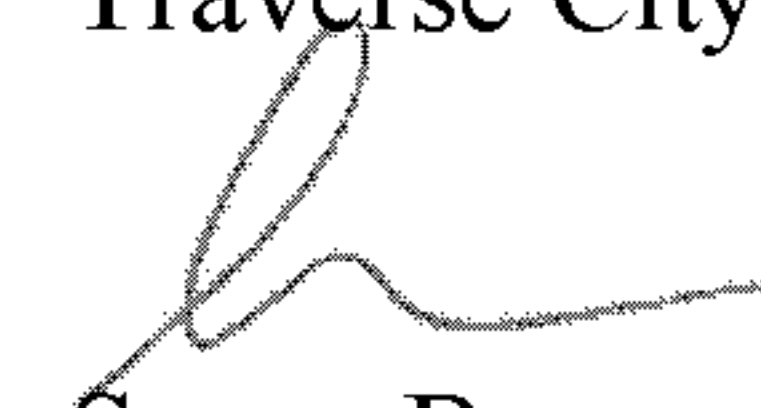
Leslie Murphy
Murphy Consulting, Inc.



Phillip W. Fisher
The Fisher Group



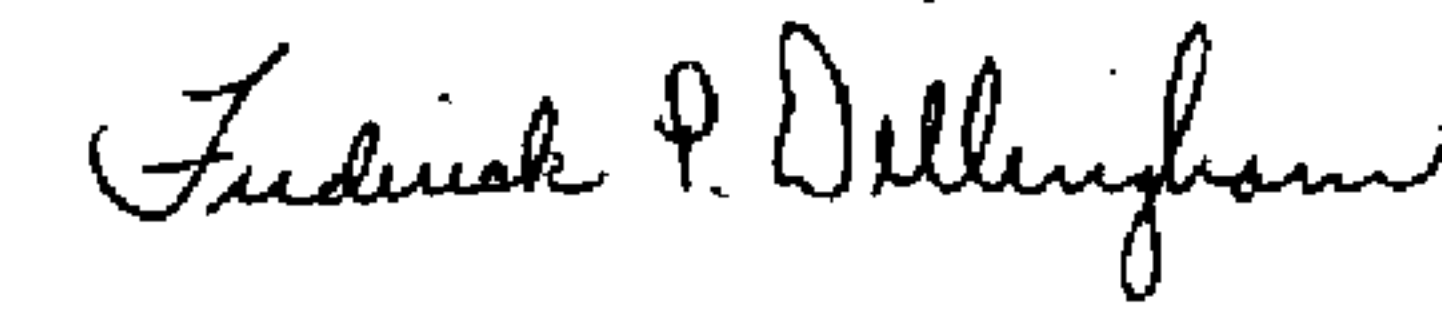
Doug Luciani
Traverse City Area Chamber of Commerce



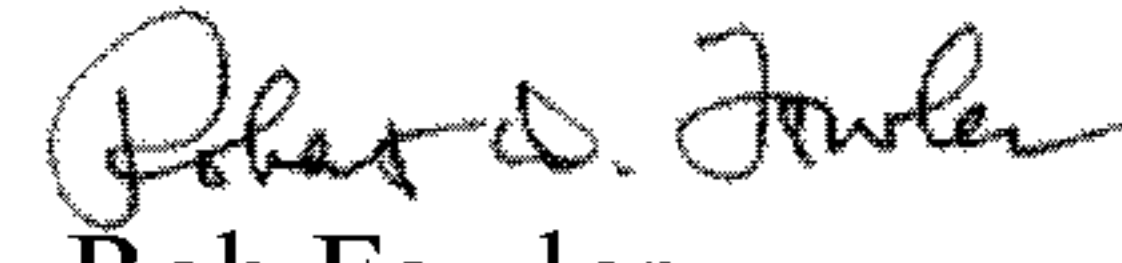
Susan Broman
Steelcase Foundation



Matt Clayson
Detroit Creative Corridor Center



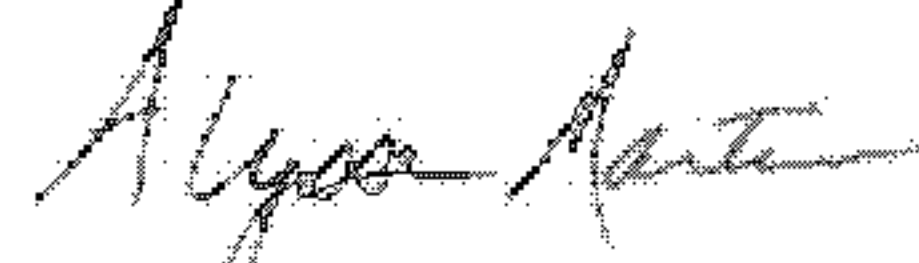
Fred Dillingham
Livingston County Economic Development Commission



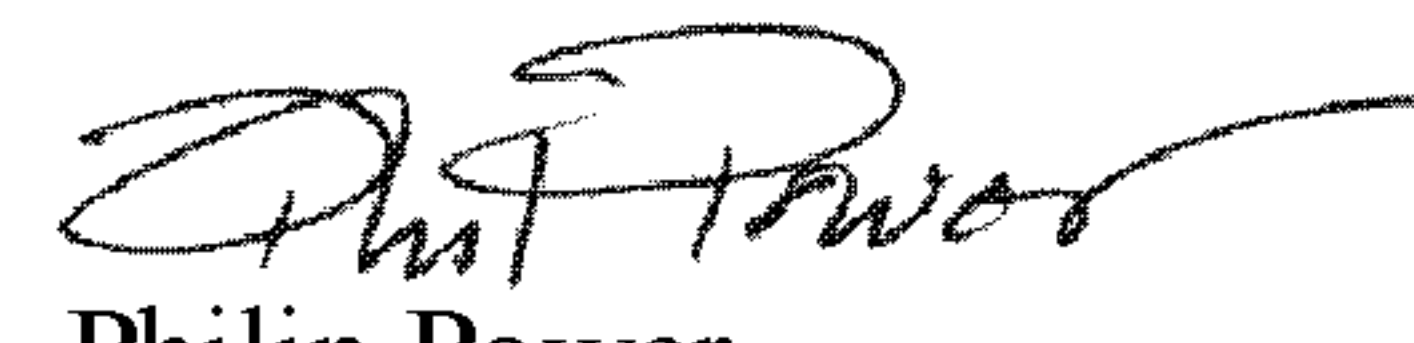
Rob Fowler
Small Business Association of Michigan



Susan Jandernoa



Alyssa Martina
Metro Parent Publishing Group



Philip Power
The Center for Michigan



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October 7, 2011

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The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Gov. Snyder,

The Children's Trust Fund was established in 1982 by Public Act 250. We are the only independent, statewide, nonprofit organization dedicated to the prevention of child abuse and neglect. We do not receive state general funds for our operation and since 1982; we have generated more than \$60 million to support prevention programs and services across the state. These services have positively impacted more than 6 million children.

We provide funding to seventy two child abuse and neglect prevention councils which serve eighty two of Michigan's eighty three counties. We also fund twenty community based direct service grants across the state that include child development programs, home visitation programs, respite care, parenting education, support groups and referral services. And we sustain this statewide prevention network by offering training and technical assistance.

We strongly support Michigan's application for Race to the Top grant funds. This will move forward the state's efforts to improve and strengthen best practice efforts and provide for continuous quality improvement of programs and services to families of young children. We know that prevention services promote optimal development of children. We praise your efforts to take Michigan in a direction that will create healthy child development opportunities for all children.

We look forward to a partnership focused on the use of resources to help children stay safe with their families, a more efficient way of helping children succeed.

Sincerely,

Michael D. Foley
Executive Director

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Bonnie Wenick-Kutz
Community Foundation for Delta County

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of the Council of Michigan Foundations, who represents 88% of the organized philanthropic assets in the state of Michigan, in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Michigan Foundations have contributed over \$12 million in the last four years to provide access for early childhood learning opportunities in local communities and that support continues to grow. The Council of Michigan Foundations (CMF) has coordinated many early childhood affinity groups for Michigan Foundations over the years including the Joyce Foundation funded Early Learning Michigan Initiative as well as the Early Childhood Investment Corporation. It is clear that the philanthropic community supports early learning initiatives.

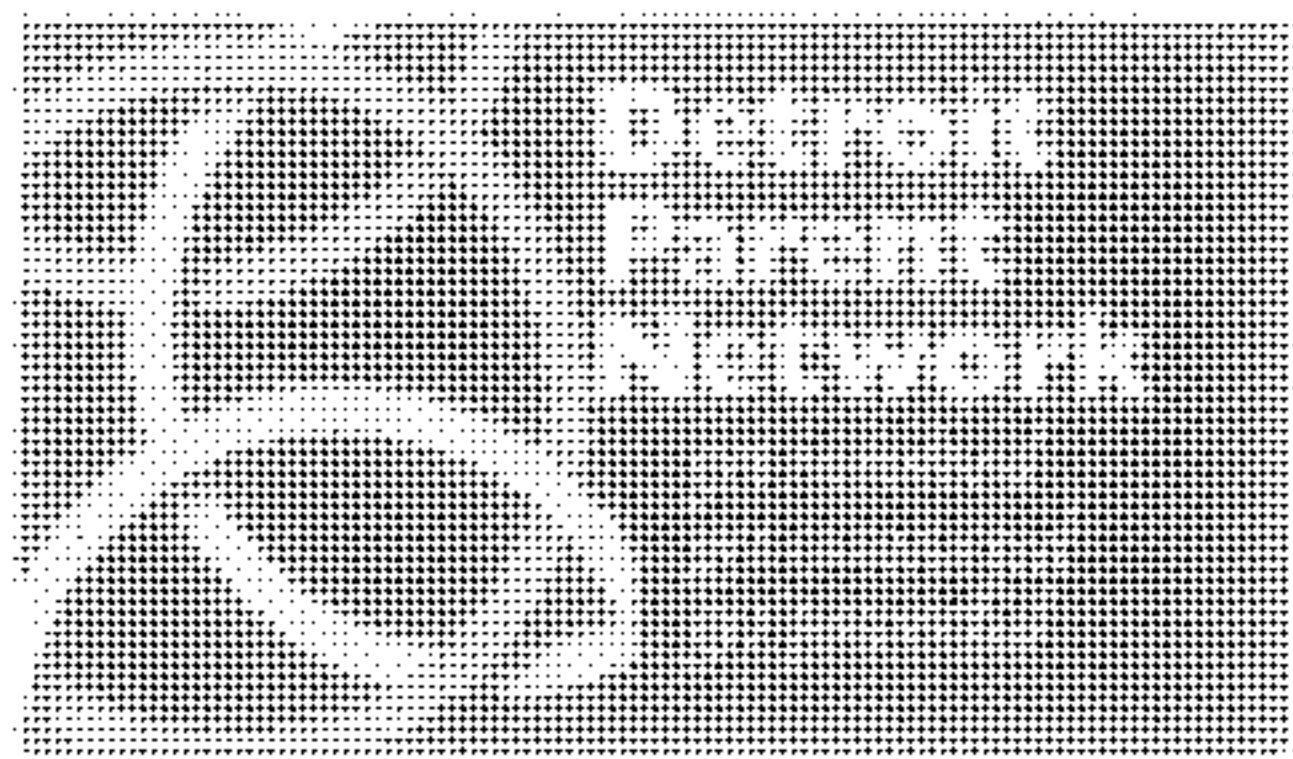
A well-educated workforce is key to Michigan's economic recovery and the best investment for our state is in early childhood.

Thank you for your strong support and attention towards the education of Michigan's youngest learners.

Sincerely,



President and CEO
Council of Michigan Foundations



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Vice-Chairperson

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Dwayne Rudd

Marilyn Williams

Shaun Wilson

Stacey Withers

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

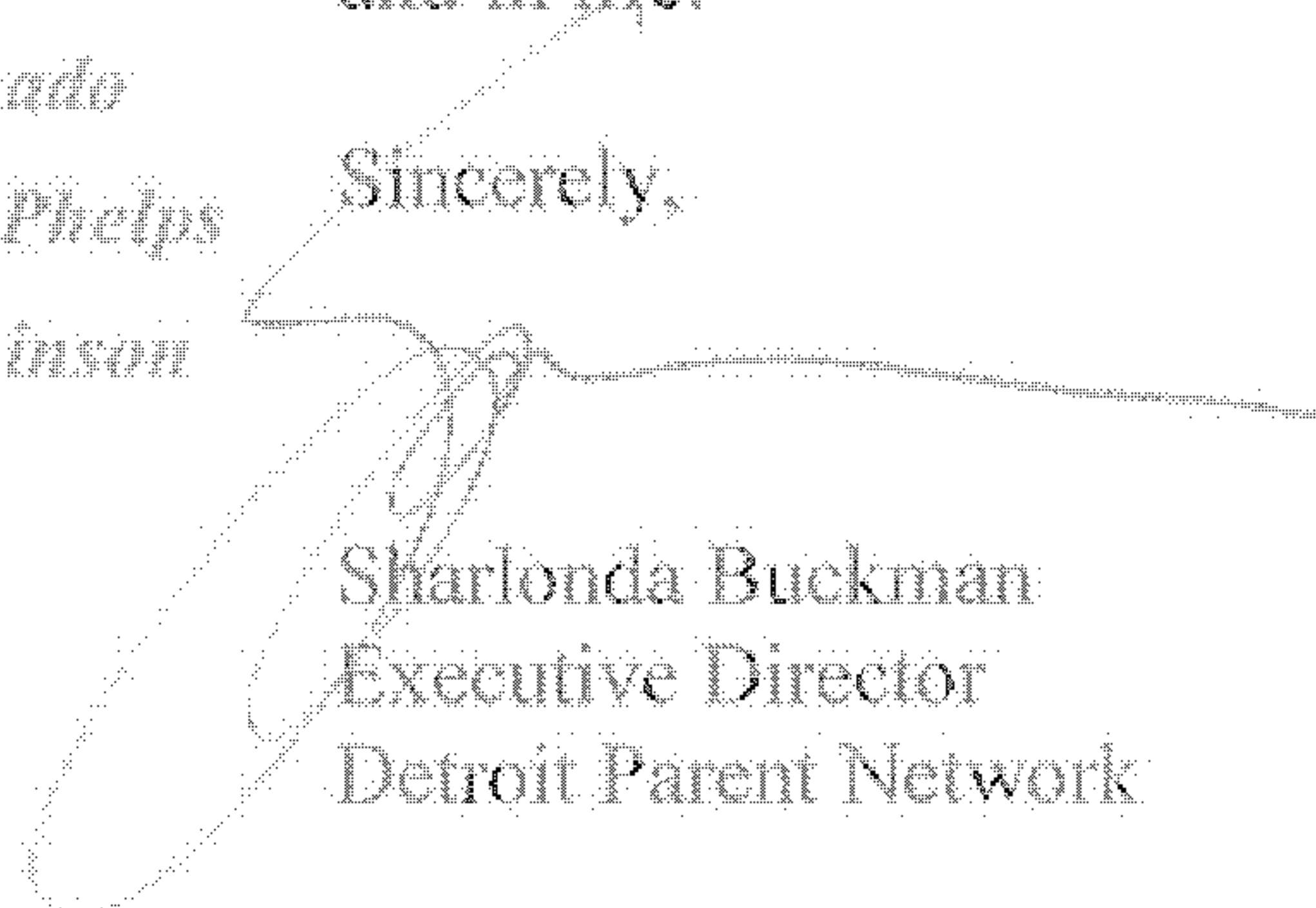
Dear Governor Snyder,

Since 2002, Detroit Parent Network has been a leader in transforming Detroit's parents to raise and educate their children. Our mission is to develop powerful parents and primary caregivers who support the development of their children, to be successful in school and in life. We are committed to empowering parents to effectively use their voice in the public policy arena and advocate for their children's education at both the local and state levels.

We understand that Michigan is building an accountable and early learning system to dramatically improve the outcomes for all young children. Due to our work in engaging and supporting parents in one of their most important roles; advocating for the best education for their children, we appreciate the creation of the Michigan Office of Great Start. We recognize the value of the core functions of this office and especially the focus to prioritize investments that will support families and parents to be their child's first teacher and most concerned advocate, along with building parental and public understanding of the importance of a child's very early life.

As a leader in parent development and parent leadership, we will continue to engage parents who come from high risk and low income settings, to support efforts to improve conditions for their children. We strongly support Michigan's application of "Race to the Top" funding in efforts to ensure that more of our youngest citizens enter school ready to learn and succeed in school and in life.

Sincerely,


Sharlonda Buckman
Executive Director
Detroit Parent Network

7375 Woodward Avenue / Suite 1100 / Detroit, Michigan 48202
313.832.0617 / 313.309.1451 fax - www.detroitparentnetwork.org

**founding members*



FIGHT CRIME: Invest in Kids Michigan

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Fight Crime: Invest in Kids National Leadership Council

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Gary Walker, Marquette County Prosecutor

Executive Staff

Kathy "K.P." Pelleran, State Director
Donna Aberlich, Deputy Director

September 20, 2011

The Honorable Arne Duncan
U. S. Department of Education
400 Maryland Ave. SW
Washington, D.C. 20201

The Honorable Kathleen Sebelius
U. S. Department of Health and Human Services
200 Independence Ave. SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sibelius:

On behalf of the 470 members of Fight Crime: Invest in Kids *Michigan* I am pleased to support Michigan's Race to the Top-Early Learning Challenge Grant (RTT-ELC) application.

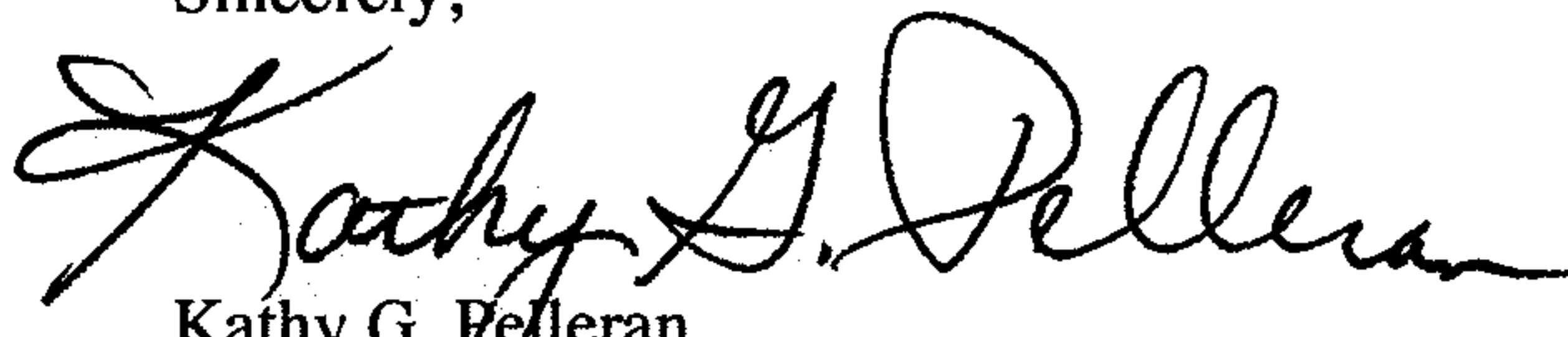
Fight Crime: Invest in Kids *Michigan* is an organization of the top law enforcement leaders from across Michigan -- sheriffs, prosecuting attorneys, and police chiefs who believe that high-quality early learning is a very powerful crime prevention tool. Research confirms what law enforcement leaders know from experience on the front lines against crime: when at-risk kids have access to high-quality early learning programs prenatally to age five, they are far more likely to enter school ready to succeed and graduate and far less likely to commit violent crimes as juveniles and adults. We do not run or fund any programs, nor do we accept any government funding. Our role is to advocate for proven crime prevention programs.

For more than a decade, Fight Crime: Invest in Kids *Michigan* members have promoted early learning funding and policies to improve the quality of early learning and to increase access for at-risk youngsters to high-quality early education and evidence-based home visiting programs. We also support the Quality Rating and Improvement System for child day care that our allies and state agencies have developed and are now implementing in Michigan. Further, we support the coordinated effort for early childhood programs that will now be under the Office of Great Start as ordered by Michigan's Governor Rick Snyder.

Our law enforcement leaders will continue to raise their voice to assure that our state decision-makers maintain and expand Michigan's investment in the quality of and access to early learning childhood programs.

We are delighted to lend our strong support for Michigan's RTT-ELC grant application. We appreciate your kind attention and consideration of Michigan's application.

Sincerely,



Kathy G. Pelleran
State Director

POLICE CHIEFS, SHERIFFS, PROSECUTORS, OTHER LAW ENFORCEMENT LEADERS, AND VIOLENCE SURVIVORS PREVENTING CRIME AND VIOLENCE

Appendix Page 565



The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

October 5, 2011

Dear Governor Snyder,

I am writing this letter of intent on behalf of First Children's Finance (First Children's) in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

First Children's was founded in 1991 and works to stabilize, improve and expand high-quality childcare businesses serving low- and moderate- income families. We provide financing, training and consulting assistance to these vital businesses, and build partnerships that connect them with the resources and expertise of the private sector.

Results over the last 20 years include the creation of business improvement programs specifically for child care businesses including specialized business training, consulting and loan and grant programs providing technical assistance. First Children's is certified by the U.S. Department of Treasury as a Community Development Financial Institution (CDFI) exclusively making loans to child care businesses. Our organization expanded to a national focus with a national board of directors in 2006 and opened branch offices in Waterloo, Iowa and Detroit, Michigan in 2008. First Children's main office is located in Minneapolis, Minnesota and services are offered in an additional 7 states.

First Children's targets services to child care businesses caring for children ages birth to five from working families living in low- to moderate income communities. Nearly 90% of First Children's clients (child care business owners, entrepreneurs, directors and managers) are female. We serve both child care centers and family child care providers who are committed to quality. Of the businesses served, about three quarters are non-profit while the rest are for-profit. The geographic area we serve (IA, KS, MN, ND, SD, MI, MO, TX, WA and WI) includes high poverty areas with working parents who need quality care for their children.

As an organization, we are committed to the Michigan Department of Education and its partners. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

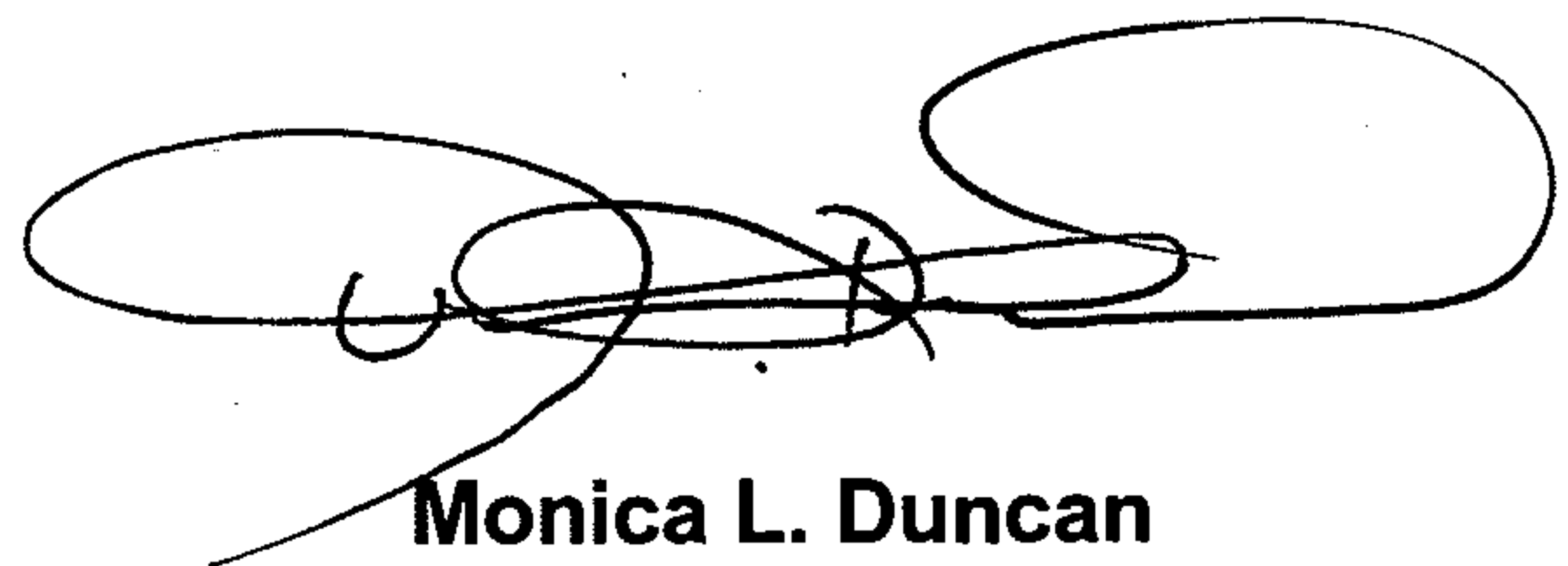
We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. First Children's will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,



Gerald M. Cutts
President & CEO
First Children's Finance



Monica L. Duncan
Michigan Director
First Children's Finance



Jennifer M. Granholm

October 4, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Re: Race to the Top - Early Learning Challenge CFDA Number: 84.412

Dear Secretary Duncan:

It is with real pleasure and enthusiasm that I write to support Michigan's application for Race to the Top – Early Learning Challenge funds.

I know very well how far Michigan has come in its efforts to invest in young children. As Governor, I initiated the state's quest to see that all Michigan children get a *Great Start* in learning and life and also created the Michigan Early Childhood Investment Corporation (ECIC) as a statewide public-private organization to lead that work.

Since then, Michigan has been making significant strides in reforming its early childhood investment and today, among other accomplishments, can point to a state-wide network of 54 local Great Start Collaboratives as well as 70 Great Start Parent Coalitions with more than 18,000 parent members. The priorities for this Race to the Top – Early Learning Challenge have been the priorities for ECIC and its *Great Start* network since its inception.

I am pleased to say that so much progress was made during my Administration that Governor Rick Snyder is now building upon this work. Our shared commitment to ensuring that Michigan's education system positions children to compete globally in a knowledge-based economy has lead him to initiate the Office of Great Start within the Michigan Department of Education. This office will focus on ensuring that all public early childhood programs and resources in Michigan are working together and efficiently guided by a single set of family-focused, child-centered outcomes.

Great Start has ensured Michigan's place as a leader on early childhood issues. Michigan's nonprofit sector continues to step up and late in my service to Michigan, we saw the business community really embrace this issue. Without question, the Race to the Top – Early Learning Challenge grant will accelerate our state's strong public/private partnership on this issue and, most importantly, its ability to prepare children for school success.

I knew it then, and am more convinced than ever, that Michigan's economic stability depends upon our ability to demonstrate school readiness and that children need opportunities for life success that we well know are rooted in strong education backgrounds.

I urge you to give Michigan your strongest consideration for these grant funds.

Jennifer M. Granholm

Former Governor
State of Michigan

2850 Telegraph Avenue, 5th Floor, Berkeley, CA 94705

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of the Great Start Early Learning Advisory Council who represent a broad range of constituents, including education, health, child care, Head Start, higher education, state government, foundations, parents, and local early childhood governance structures, we are pleased to continue our partnership with you as we embark on a "Race to the Top" in Michigan.

The Great Start Early Learning Advisory Council (ELAC) has been convened for close to two years and we anticipate the following outcomes in relation to the development of a comprehensive early learning system in Michigan:

- A significant increase in the number of young children, especially those from underrepresented and special populations, who have the opportunity to participate in high quality early learning programs.
- Development of the information technology and data collection systems needed to effectively implement a statewide quality rating and improvement system.
- Stronger, more efficient coordination and collaboration among federal and state programs for early learning.
- Finalization of an evidence-based system of professional development to prepare an effective and well qualified workforce of early educators, including appropriate levels of training, education, and credentials.
- Aligned early learning expectations and standards that lead to school readiness, are integrated with state and local quality improvement efforts, and serve to guide curriculum and program development PK-3.
- Established infrastructure for an early childhood data system that collects essential information on where young children spend their time and the effectiveness of programs that serve them.

Thank you for supporting the education of Michigan's youngest learners.

Sincerely,



Susan Broman, Chair
Great Start Early Learning Advisory Council (ELAC)



October 4, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

This letter of intent is written on behalf of the Great Start Regional Child Care Resource Center-Central/Eastern Region in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

The Great Start Regional Child Care Resource Center is a collaboration of early learning and care organizations throughout the 18 counties within the service area. The Regional Resource Center provides technical assistance and coordinates workforce development opportunities to 2,202 licensed child care providers and 2,030 unlicensed providers in these 18 counties in Michigan. These licensed and unlicensed providers have the cumulative capacity to serve approximately 60,000 children between the ages of zero to school age in our state. The Regional Resource Center also provides resources to parents and families that support quality care.


Our Regional Child Care Resource Center is committed to the highest quality of early learning and care for our children in Michigan. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We share your commitment to ensure that Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. The Regional Child Care Resource Center-Central/Eastern Region will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.

- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,

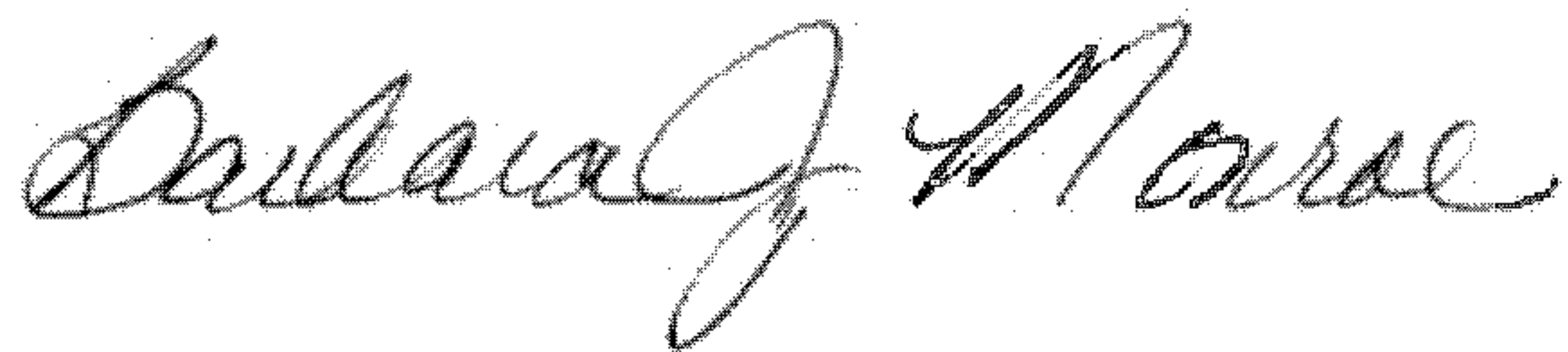


Alan Oman

Director of Early Childhood and Family Services

Midland County Great Start Collaborative/Clare and Gladwin Counties Great Start Collaborative

Midland County Educational Service Agency



Barb Monroe

Program Director

Regional Child Care Resource Center, Central/Eastern Region

Coordinator, Ingham County Health Department

Office for Young Children

Advocates for Healthy Weight in Children

October 11, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

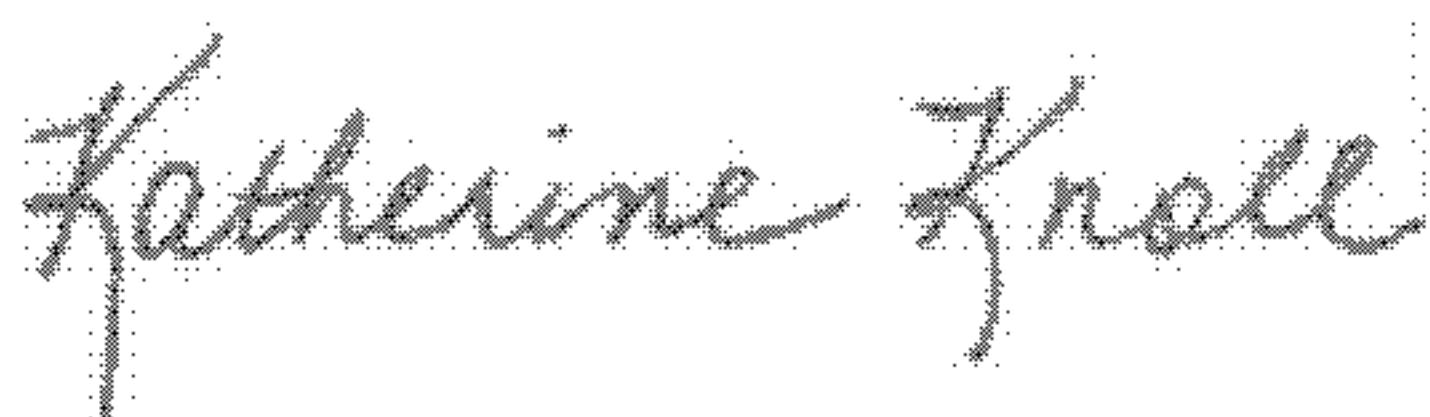
Dear Governor Snyder:

As Chair of the Healthy Kids, Healthy Michigan (HKHM), I am pleased to provide you with a letter of support for the application for the *Race to the Top – Early Learning Challenge*. HKHM is comprised of executive-level decision makers from more than 150 organizations statewide dedicated to addressing childhood obesity and improving the health of Michigan's youngest residents through strategic policy initiatives. The Michigan Department of Education is a Steering Committee member organization and leader for the Coalition's early childhood and school policy platform.

Healthy Kids, Healthy Michigan is ready to provide leadership on policy change for licensed child care. The Coalition will support your efforts to develop statewide, high-quality early learning and development standards, rate and monitor early learning and development programs through Michigan's Quality Rating Improvement System and increase the knowledge and sustainable capacity of Michigan's early childhood education workforce. HKHM is making significant progress in moving forward policy change to reduce the burden of childhood obesity in Michigan and this proposed project will intersect HKHM policy priorities in the years to come.

We are at a pivotal point in Michigan to move forward policies that affect our leading causes of death. Michigan's strength in strong partnerships, experience in policy and environmental change, and a long-term commitment to improving our communities by enhancing healthy choices is an important asset in this application. HKHM is in full support of this application and we look forward to our continuing collaboration on future activities and projects. If I can be of any assistance, please let me know.

Sincerely,



Katherine Knoll
Healthy Kids, Healthy Michigan Steering Committee Chair
Regional Vice President of Advocacy, American Heart Association
katherine.knoll@heart.org

*Ex-Officio

October 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder:

Since 1970, the HighScope Educational Research Foundation has been a leader in the field of early childhood education. Beginning in 1963 with the Perry Preschool Longitudinal Study and continuing through the recent evaluation of the Great Start School Readiness Program, HighScope has documented the impact of early intervention in the lives of children at risk for school failure in Michigan. As both an educational research and practice organization we are in a unique position to comment on the Race to the Top - Early Learning Challenge Grant (RTT-ELC). HighScope regularly interacts with a broad range of stakeholders in the Michigan early childhood community. From caregivers, to teachers, administrators, policy makers and researchers this consistent dual focus is brought to bear on all of our work.

HighScope has been engaged in the challenge articulated in the RTT-ELC for many years. We have long advocated for the *establishment of model systems of early learning which include setting high standards of quality to better promote learning, development, and school readiness.* We have constantly promoted *increased funding to increase the availability of high quality settings for high-risk and low-income children.* We have worked continuously to ensure that more Michigan children *enter kindergarten ready to succeed.*

Through research and evaluation work at the local level and with state and federal systems HighScope has documented the need for and worked to develop the components of the model early learning system outlined in the RTT-ELC. Specifically HighScope has:

- Worked with the State of Michigan to develop an *evidence-based quality rating system* to be used across early learning settings and programs;
- Assisted the State of Michigan in the development of tools to *review, monitor, and improve early childhood settings* for young children and families;
- Provided professional development to early educators both in the State of Michigan and nationwide to ensure an *effective and well-qualified workforce of early educators*;
- Been a leader through its work with the Michigan Great Start School Readiness Program in *assessing quality in early learning programs* and encouraging programs to make that information available to parents, caregivers, and families so they can *better support children's learning*;
- Worked with many community based agencies such as Starfish Community Services in Inkster and others throughout Michigan that *provide screening and referrals for mental health, disability and family support*; and
- Been a leader in assisting community based and local and state agencies in the *development of data systems to collect information regarding where young children spend their time and the effectiveness of programs that serve them.*

As a leader in the field of early childhood curriculum HighScope has long promoted *age and developmentally appropriate curriculum and assessments that should be used to guide practice, improve programs, and inform kindergarten readiness.* Additionally HighScope has ensured that our own educational approaches are *aligned with the Michigan early learning and development standards.*

Therefore, the HighScope Educational Research Foundation is pleased to offer support for Michigan's Race to the Top - Early Learning Challenge Grant application. We commend you for your strong support of Michigan's youngest learners and their families. We pledge to work diligently to assist you and other educational leaders to meet the State of Michigan's obligations to ensure that RTT-ELC will be a success.

Sincerely,


Lawrence J. Schweinhart, PhD.

President

HighScope Educational Research Foundation

600 North River Street • Ypsilanti, Michigan 48198-2898 • Ph: 734.485.2000 • Fax: 734.485.0704 • highscope.org

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

On behalf of the Kresge Foundation, I would like to express our strong support for Michigan's Race to the Top – Early Learning Challenge Grant application. We believe that strategic investments in the healthy development of young children are key to Michigan's future. The Race to the Top – Early Learning Challenge Grant program represents a leadership opportunity for Michigan in the national agenda to improve early learning and development programs for young children.

The Kresge Foundation shares your commitment to guarantee that all children in Michigan excel within the five categories that are the hallmark of the State's Race to the Top application:

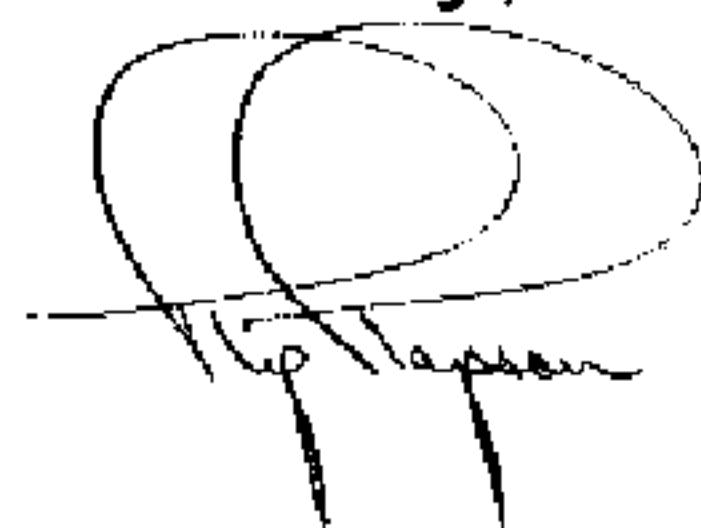
- Successful State Systems;
- High-Quality, Accountable Programs;
- Rigorous Early Learning and Development Outcomes for Children;
- A Great Early Childhood Education Workforce; and
- A Deep Commitment to Measuring Outcomes and Progress.

Perhaps unlike any other state, Michigan brings a unique approach to the Race to the Top program. Through your leadership, our state has developed a distinctive public-private partnership model to establish integrated systems of high-quality, early learning programs and services. This model has ensured that State government, philanthropy, and the corporate community work in concert to support young learners and help young children with high needs enter kindergarten ready to succeed. From the launch of the nationally-recognized Early Childhood Investment Corporation to the establishment of the new Office of Great Start, which will coordinate all public programs related to early childhood education, Michigan's tradition of collaboration will be a value-added model for federal investment and replication.

We recognize and appreciate your leadership to pull together a diverse coalition of stakeholders in the development of this proposal. Please be assured that the Kresge Foundation will continue to partner and support the work where appropriate.

Thank you for your leadership on this important initiative for Michigan's young children.

Sincerely,

A handwritten signature in black ink, appearing to read "Rip Rapson". The signature is stylized with a large, looping initial "R" and a cursive-style name.

Rip Rapson
President

LAHBA

Lansing Area Hispanic Business Association

October 7, 2011

The Honorable Rick Snyder

Governor of Michigan

P.O. Box 30013

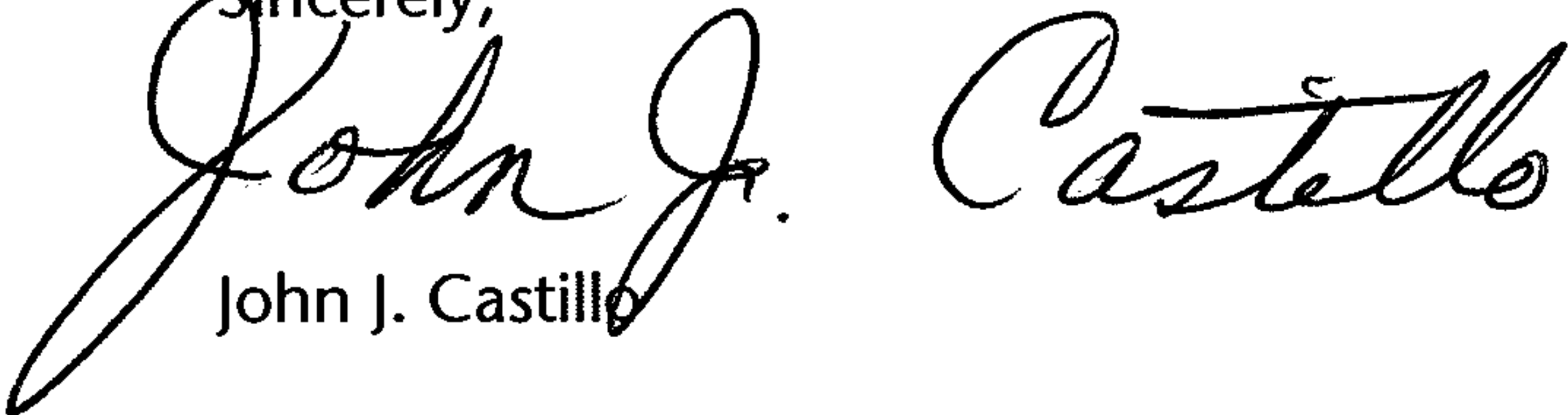
Lansing, MI 48909

Dear Governor Snyder,

A well educated workforce is a key element in the economic recovery of our state. An important part of building an educated workforce is developing and supporting early childhood professionals and educators in their knowledge of child development and multicultural competence skills. The professional knowledge and cultural competency of early childhood professionals is vital in providing a high quality early learning environment for the earliest years of life of young children, which are the beginning of the labor-force pipeline.

As president of the Lansing Area Hispanic Business Association, I am writing to support Michigan's Race to the Top application. I am certain that this grant has the potential to significantly improve outcomes for Michigan's young children that will lead to both academic and economic success. I look forward to continued involvement in this crucial and forward moving project for improving outcomes for all of Michigan's youngest citizens.

Sincerely,

A handwritten signature in black ink that reads "John J. Castillo". The signature is written in a cursive style with a large, sweeping initial "J".

John J. Castillo

President



17TH DISTRICT
S-106 CAPITOL BUILDING
P.O. BOX 30036
LANSING, MI 48909-7536
PHONE: (517) 373-3543
TOLL-FREE: (866) 556-7917
FAX: (517) 373-0927
E-MAIL: senrichardville@senate.michigan.gov

RANDY RICHARDVILLE
SENATE MAJORITY LEADER
THE MICHIGAN SENATE

October 17, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder:

We are writing in strong support of Michigan's application for the Race to the Top-Early Learning Challenge grant. Given the state's progress over the past few years and your Executive Order creating the Office of Great Start, we believe Michigan is on a strong path to reinvent the state's educational system. The Michigan Legislature expects to continue to be a key partner in this work.

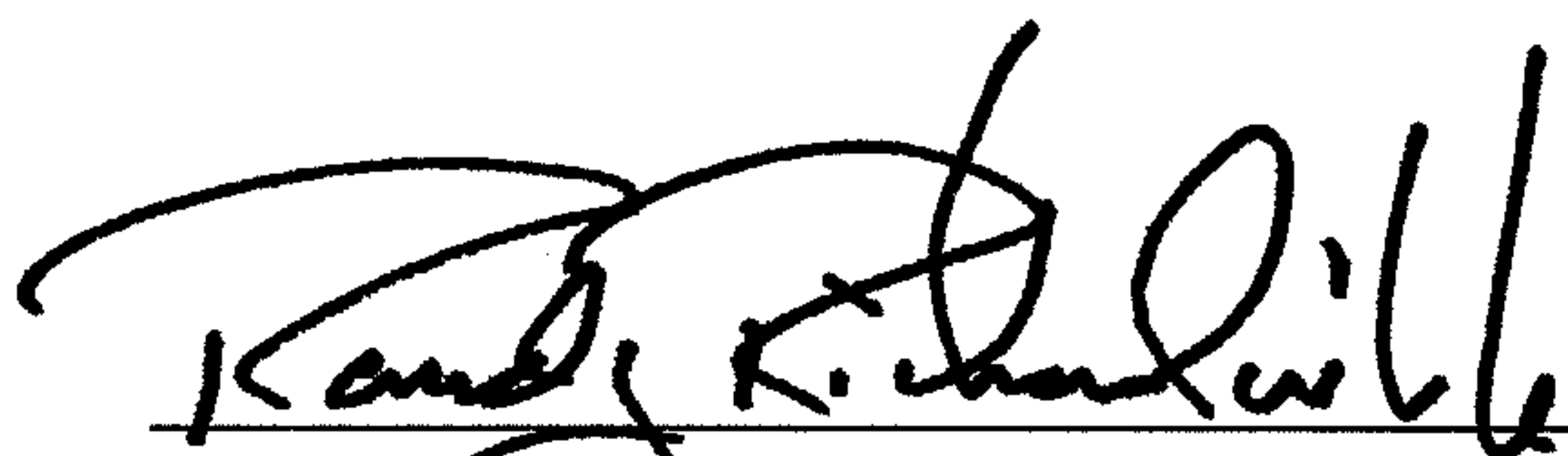
Clearly Michigan is leading the way in early childhood by reforming and restructuring the state's investment aimed at improving outcomes for children and stronger accountability to Michigan taxpayers. In just a few short years, we have seen the emergence of thousands of knowledgeable local leaders in the Great Start network, which today numbers 54 community collaboratives and 18,000 parents. It is gratifying to know that any Michigan lawmaker can turn to these local knowledge leaders to obtain a solid understanding of early childhood needs and assets in our communities.

It is just as clear that Michigan has struggled with debilitating budget cuts over the past decade that have kept us from investing in critical infrastructure to guide our decision-making on early childhood programs. Without question, this grant will accelerate our efforts and help us turn the tide of so many children arriving at school unprepared.

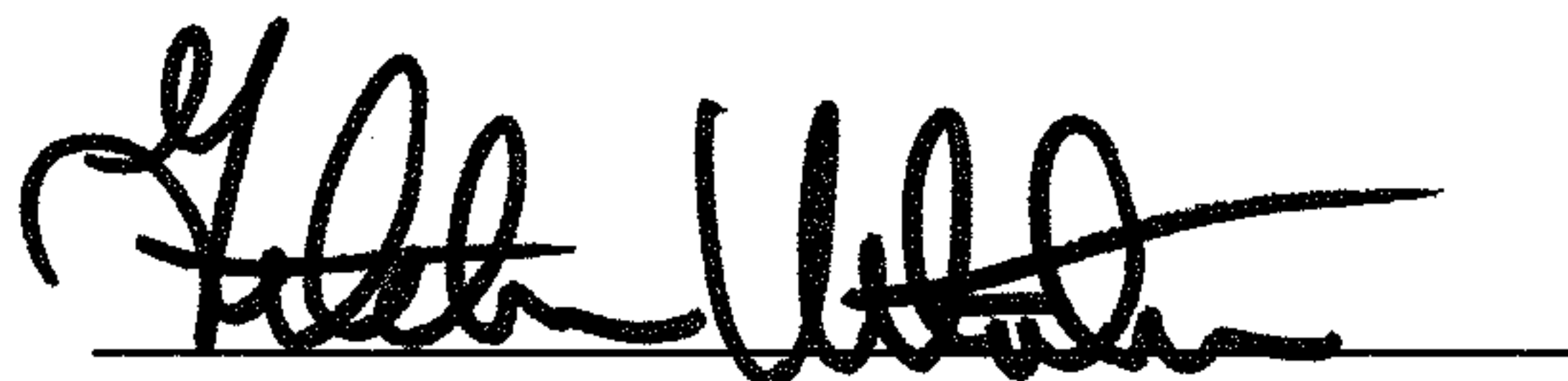
The Michigan Legislature remains committed to seeing that our state builds a vital education system that supports a vibrant economic climate and quality of life for our citizens. That starts by making sure our children are ready when they hit the schoolhouse door.

With the Governor's leadership and the Legislature's partnership, we will get this done.

Sincerely,



Randy Richardville
Senate Majority Leader



Gretchen Whitmer
Senate Minority Leader

Issue Brief

Richard Harbasi



October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

As Chief Executive Officer of the Michigan Academy, I am writing on behalf of the Michigan Academy of Family Physicians and our physician members in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Michigan Academy of Family Physicians (MAFP) is the state's largest specialty physician association. With more than 3,000 members, MAFP is dedicated to assisting family physicians and their practices as they work to ensure high-quality, cost-effective health care for patients of all ages.

Our organization is fully supportive of the priority goals outlined in Michigan's application for the RTT-ELC grant, including the focus on implementing developmental screening in more physician practices and ensuring appropriate referral mechanisms for young children suspected of developmental delay.

Michigan's future depends on our children. Speaking on behalf of the Michigan Academy of Family Physicians, I feel strongly that the RTT-ELC grant has the potential to greatly improve both the health and education for the children of Michigan.

Thank you for your strong support of the health and education of Michigan's children.

Sincerely,

Mark Dickens, CAE
Chief Executive Officer
Michigan Academy of Family Physicians



October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

The Michigan AfterSchool Association (MAA) is pleased to support Michigan's application for the Race to the Top – Early Learning Challenge grant. MAA is the state affiliate of the National AfterSchool Association and we represent public, private and community-based providers of before and after-school programs.

MAA works at the local level to ensure children have access to affordable, quality afterschool programs. We believe that afterschool programs are critical for children and families today, yet the need for programs is far from being met.

After School programs in Michigan offer care and services to children from preschool through high school. We believe that secure relationships with responsive and respectful adults provide the basis for all learning. With these relationships in place, young children develop a capacity for trust, competence and independence that assists them to grow as young children. Our providers strive to provide safe and stimulating environments which will inspire a lifelong love of learning in toddlers and young children.

We applaud your commitment to early childhood education evidenced by your Executive Order which created the Office of Great Start to strategically coordinate all 84 different funding sources both state and federal for early childhood programs in Michigan. We emphatically support the Ministry of Education's application for Race to the Top – Early Learning Challenge funds and we look forward to working with you and other partners in Michigan on this initiative if our state is successful with this proposal.

Best,

A handwritten signature in cursive script that reads 'Crystal J. Rios'.

Crystal Rios
Vice President
Michigan AfterSchool Association (MAA)

Co-Chairs

Michigan Department of Education

Michigan Department of Human Services

Michigan Department of Community Health

Michigan Department of Labor and Economic Growth

Michigan Department of History, Arts and Libraries

Partnership Partners

Bridges to the Future
Genesee County

Early Childhood Investment Corporation

Fight Crime: Invest in Kids

High/Scope Educational Research Foundation

Mayor's Time—Detroit

Michigan Association of Counties

Michigan 4C Association

Michigan AFL-CIO

Michigan Association of Community and Adult Education

Michigan Association of School Boards

Michigan Association of United Ways

Michigan Association of Intermediate School Districts

Michigan Federation for Children and Families

Michigan Recreation and Parks Association

Michigan AfterSchool Association

Michigan State University

Michigan State University—Extension

Michigan's Children

Office of Children, Youth and Families—Grand Rapids

Parent Teacher Student Association

School-Community Health Alliance of Michigan

The Michigan Business Leaders of Education

The Saginaw Chippewa Indian Tribe

United Way of Genesee County

YMCA of Metropolitan Lansing

Junior Achievement of Michigan

The Village Initiative



October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent on behalf of the Michigan After-School Partnership (MASP) in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Since 2004, MASP has been dedicated to linking stakeholders in Michigan to improve opportunities for youth and support families. Challenging times require a strong commitment, alignment of resources and efficient collaboration. MASP strives to engage and link community supports to the school day to boost academic success, improve the lives of Michigan's youth and support working families.

MASP is committed to aligning efforts to support a comprehensive continuum of care for all Michigan children and strongly supports your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start.

We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. MASP will:

- ◆ Coordinate in conjunction with the Office of Great Start and ECIC, alignment of the school age workforce development system with the early learning workforce competency framework;
- ◆ Coordinate school age workforce development opportunities with the Great Start Regional Child Care Resource Centers.

If we can be of additional assistance, please don't hesitate to contact us.

Sincerely,

Mary Sutton
Executive Director



Michigan Alliance for Families
information, support, and education

The Arc Michigan • 1325 S. Washington Ave. • Lansing, MI 48910-1652
(800) 292-7851 • (517) 487-5426 • Fax (517) 487-0303 • www.michiganallianceforfamilies.org

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 20013
Lansing, Michigan 48909

Dear Governor Snyder,

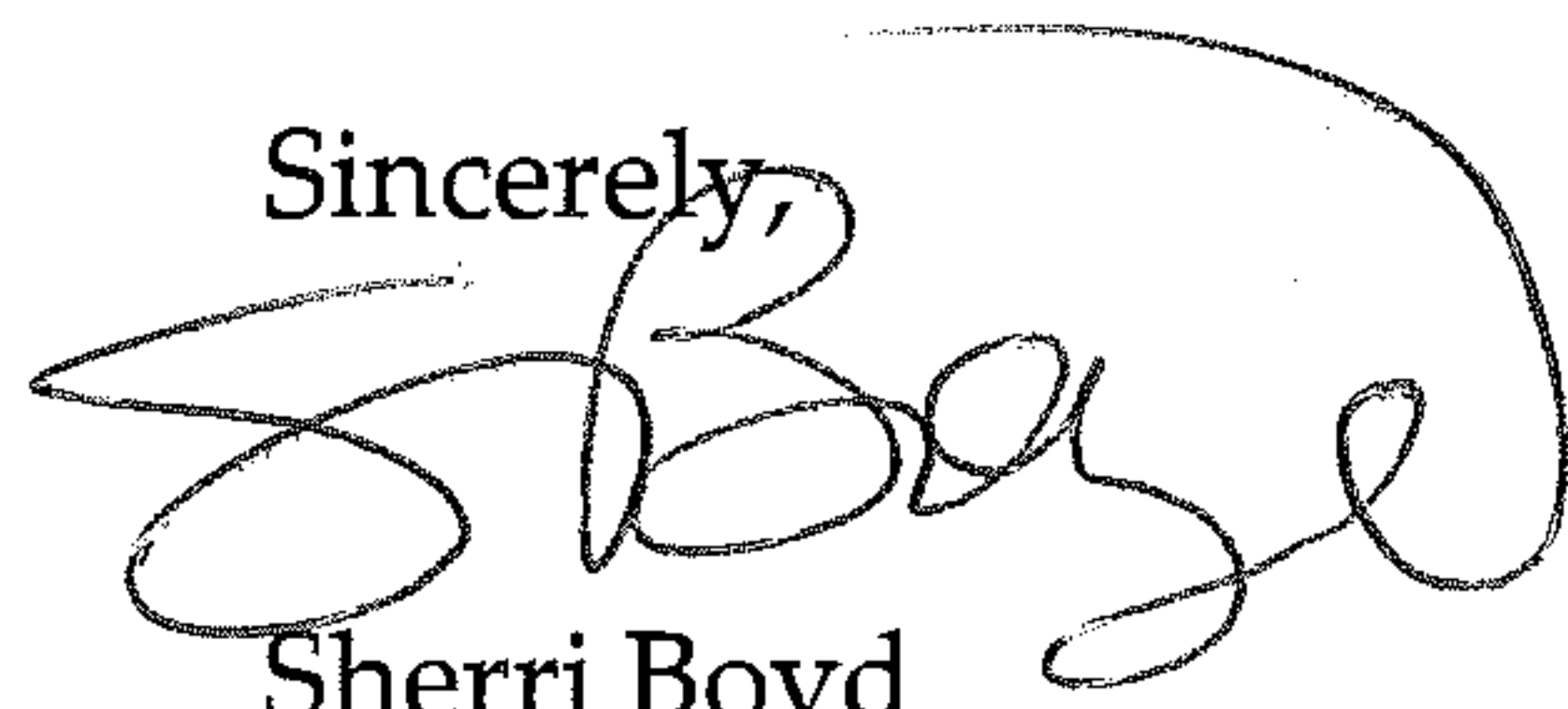
I am writing on behalf of Michigan Alliance PTI (MA-PTI), Michigan's federally recognized Parent Training and Information Center, in strong support of Michigan's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant.

MA-PTI is committed to improving educational outcomes for students with disabilities across Michigan. The organization provides information and referral, mentoring, training and advocacy to the 20,000 families accessing Early On services and the nearly 240,000 parents navigating the special education system in Michigan. Education is the key to Michigan's future and investing in early childhood learning will be instrumental.

MA-PTI is committed to collaborating and supporting this important work. The agency can offer support, training and education to parents on topics such as: Content of the IEP, Content of the IFSP and Effective Communication and Advocacy.

Thank you for your commitment to early learning for ALL students in Michigan.

Sincerely,



Sherri Boyd
Director

The Michigan Alliance for Families is funded by

the Michigan Department of Education and the U. S. Department of Education.

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

October 6, 2011

The Michigan Association for Infant Mental Health (MI-AIMH) is an organization of over 700 members whose mission is to assure the healthy social and emotional development of infants, very young children and families through training, education and advocacy efforts. As the Executive Director of MI-AIMH, I am writing to offer our full commitment to building and sustaining an early care and development system through the Race to the Top-Early Learning Challenge (RTT-ELC) program. The goal is to improve the quality of early learning and development and close the achievement gap for children with high needs. To the extent that MI-AIMH can forge sturdy partnerships across health, mental health and early care systems and involving parents, we will win this "race to the top." Key to a successful state plan is the willingness to make an unprecedented and deep commitment to building a strong foundation for healthy programs and services that put children and their families FIRST.

As Dr. Jack Shonkoff said in his landmark book, *From Neurons to Neighborhood (2000)*, "The first five years are crucial...they set a strong or fragile stage for what follows." We have a robust body of research that demonstrates the importance of early care, right from the start, with parents who offer secure and stable relationships, communities that protect the health and well-being of very young children and their families, and systems that ensure a unified approach for all children throughout the early childhood years.

Michigan's plan will include the following major elements:

Ensure that the early childhood standards for early learning programs are used across programs/systems and that providers/teachers/parents are trained in these standards to develop/know/demand higher quality settings for young children.

Strengthen efforts to better engage parents to better assure their ability to offer secure relationships to their infants, toddlers and young children, increasing their awareness of developmental needs and goals so that children are ready to learn.

MI-AIMH pledges to help the state focus deeply on the early learning and development goals.

Very truly,



Deborah J. Weatherston, PhD, Executive Director
Michigan Association for Infant Mental Health

**Michigan Association
of United Ways**

1627 Lake Lansing Road, Suite B
Lansing, MI 48912-3789



Phone (517) 371-4360
Fax (517) 371-5860
Web www.uwmich.org
Postmaster@uwmich.org

October 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of the Michigan Association of United Ways (MAUW) and its system of 62 local United Ways across the state, we are pleased to offer our support for the Michigan Department of Education's Race To The Top application.

In recent years, Michigan has made constant improvements to build further collaboration among both public and private partners to develop a stronger system of early learning and improve school readiness. At the local level, each United Way has integrated its work with our Great Start Collaboratives, which in tandem with state efforts has built systems across communities with common focus. We continue to maintain our local and state support but it is our hope that Race To The Top helps us to accelerate our work.

For United Way, dependable data is critical to our network for making local priority decisions with our limited resources. Michigan's work toward developing common rating systems and statewide learning standards will further assist local United Ways by establishing best practices across the state that can be replicated. United Way continues its commitment and support towards being an integral part of building such local capacity.

We appreciate the work that has already been put into system development and look forward to expanding our horizons to further improve the network through opportunities brought through a successful Race To The Top application.

Sincerely,

A handwritten signature in black ink that reads "Scott Dzurka".

Scott Dzurka
President/CEO



October 12, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of the Michigan Chamber of Commerce in support of Michigan's application for the Race to the Top – Early Learning Challenge grant. I applaud you in your commitment to the principles of reform for the early childhood education sector as evidenced by your Executive Order creating the Office of Great Start as a key part of your plan to reinvent Michigan's educational system.

The Office of Great Start will refocus Michigan's early childhood investment strategy by adopting a single set of measureable outcomes, including making sure children are born healthy, that they are developmentally on track from birth to third grade, children are ready to succeed in school at the time of entry and they are reading proficiently by the end of the third grade. The Chamber firmly believes that a well-educated workforce is crucial for Michigan's economic recovery and one of the best investments we can make is in early childhood.

The State of Michigan has worked diligently with local Intermediate School Districts, stakeholders from education, advocates, parents, key foundations, business leaders, the private sector and the community for a number of years on early education for our youngest children. Michigan will meet the priorities laid out by the Departments of Education & Human and Health Services by:

- Aligning and coordinating early learning and development across the state;
- Developing and adopting a common, statewide tiered Quality Rating and Improvement System;
- Developing and using statewide, high-quality early learning and developmental standards; and
- Developing a workforce knowledge and competency framework and a progression of credentials.

I would like to reiterate in closing my support for Michigan's application and hope you will give full consideration to the merits of the State of Michigan's proposal.

Sincerely,

Richard K. Studley
President & CEO

RKS/plf

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Michigan Chapter

President

Lawrence Reynolds, MD
Mott Children's Health Center
806 Tuuri Place
Flint, MI 48503
810-767-5750
LawrenceR@mottchc.org

October 4, 2011

The Honorable Rick Snyder
Governor of Michigan
PO Box 30013
Lansing, MI 48909

Executive Director

Denise Sloan
112 E. Allegan
Suite 800
Lansing MI 48933
517/484-3013
Fax: 517/371-9080
dsloan9@gmail.com

Dear Governor Snyder,

On behalf of the 1500 pediatricians that comprise the Michigan Chapter of the American Academy of Pediatrics (MIAAP) I write to express our support for Michigan's application for the Race to the TOP—Early Learning Challenge (RTT-ELC) grant.

The mission of the MIAAP is to identify, develop and manage opportunities to improve the health and welfare of children and the practice of pediatric medicine. We are affiliated with the American Academy of Pediatrics.

Investment in early childhood is a wise investment for it pays many dividends down the road. The MIAAP understands the importance of good physical health as a cornerstone of school readiness. In order for young children to be ready to learn they must be physically and developmentally health. We stand ready to deliver the care that is needed to attain good physical health as well as to continue partnering with the State of Michigan to assure access to care for all children in Michigan.

We are grateful for the commitment you have shown for the health and wellness of children and join you in efforts to ensure that the physical, behavioral and developmental health of children are met.

The Race to the Top-Early Learning Challenge offers Michigan the opportunity to create a successful, comprehensive, systemic approach to ensuring that Michigan's young children are healthy and ready to learn.

Sincerely,


Denise Sloan
Executive Director

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

The Michigan Child Care Task Force and its network of almost 1,500 individuals and organizations supports the Michigan application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant. The Task Force has been supporting policies to improve the affordability, accessibility, and quality of child care for over 30 years.

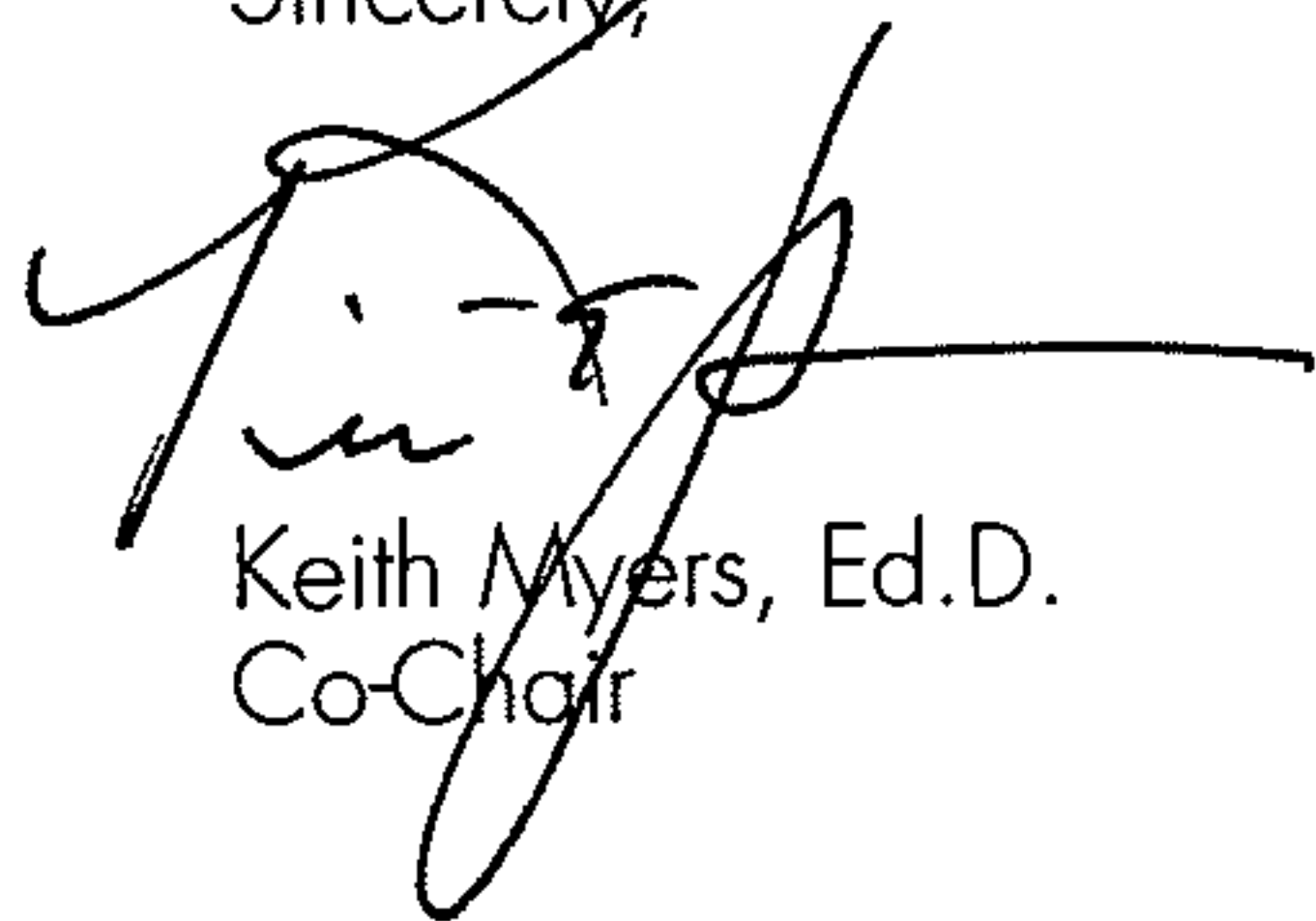
The Task Force meets regularly to share information about issues related to child care and child development and distributes the meeting notes to a wide network throughout the state. Members of the task force include child care providers, administrators, parents, advocates and academics.

Task force members have been deeply involved in developing the Quality Rating and Improvement System and serving in multiple roles on task forces and board committees of the Early Childhood Investment Corporation as it has evolved. Members have also participated in local early childhood system-building efforts through Great Start Collaboratives.


The Task Force views the goals outlined in the state's RTT-ELC application to coordinate early learning and development across the state as a critical next step in improving access to quality care for children in the state. The Task Force is particularly interested in the implementation of the common, statewide tiered quality rating and improvement system and the development of a workforce knowledge and competency framework and progression of credentials.

We look forward to collaborating with you and others to realize these goals.

Sincerely,



Keith Myers, Ed.D.
Co-Chair



Jane Zehnder-Merrell
Co-Chair



OUR MISSION

Advocating on behalf of children and their families to assure that all children have access to high quality, affordable, and nurturing early education and care.



October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Attention: Race to the Top—Early Learning Challenge

Dear Governor Snyder,

On behalf of the twenty eight public community colleges in Michigan, please accept this letter as the Michigan Community College Association's full endorsement of the State's application for the federal Race to the Top—Early Learning Challenge funds.

By definition and design, the community colleges are weaved in the tapestry of their local communities, and understand the critical importance of early childhood education. We fully support the efforts by the State in applying for Race to the Top resources to strengthen reform efforts and innovation that will accelerate student achievement at the early stages of their education.

The Association is committed to being part of a stakeholder group that will support the proposals outlined in Michigan's application.

Sincerely,

Michael Hansen
President
Michigan Community College Association



Michigan Council for Maternal and Child Health

MEMBER ORGANIZATIONS

SUSTAINING

William Beaumont Hospitals

Detroit Medical Center,
Children's Hospital of
Michigan

Henry Ford Health System

Hurley Medical Center

University of Michigan C.S.
Mott Children's Hospital and
Von Voigtlander Women's
Hospital

CONTRIBUTING

Michigan Chapter, American
Congress of Obstetrics and
Gynecology

Mott Children's Health
Center

PARTNER ORGANIZATIONS

Comprehensive School
Health Coordinators'
Association

College of Health & Human
Services, Eastern Michigan
University

Detroit Department of
Health and Wellness
Promotion

Genesee County Health
Department

Healthy Mothers Healthy
Babies of Michigan

Inter-Tribal Council of
Michigan

Michigan Association for
Infant Mental Health

Northwest Michigan
Community Health Agency

School-Community Health
Alliance of Michigan

The Arc Michigan

Tomorrow's Child/Michigan
SIDS

Executive Director

Amy Zaagman
azaagman@mcmch.org

October 5, 2011

The Honorable Rick Snyder
Governor
State of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

The Michigan Council for Maternal and Child Health wholeheartedly supports the state's commitment to building an early learning system and the pursuit of Race to the Top Early Learning Challenge (RTT-ELC) grant funding.

The Michigan Council for Maternal and Child Health advocates for public policy promoting the health and well-being of women, infants and children. Volumes of research tell us that only children who are healthy – physically, mentally and emotionally -- and developmentally equipped can learn and become the future leaders of our state.

We are anxious to build on the critical work that is occurring in Michigan to connect our systems of care from prenatal through school age. The ability to advance our system with access to high-quality early learning environments means that children in Michigan's highest risk communities will have opportunities they would not have otherwise. We are particularly impressed with the commitment to:

- develop and adopt a common, statewide tiered Quality Rating and Improvement System;
- adopt and use statewide, high-quality early learning and developmental standards; and
- create a workforce knowledge and competency framework and a progression of credentials.

We stand ready to help you move Michigan forward by building a quality early learning system to support and grow Michigan's future leaders.

Sincerely,

Amy U. Zaagman
Executive Director

221 N. Walnut Street - Lansing, MI 48933
phone 517 482-5807 fax 517 372-3002 <http://www.mcmch.org>



STATE OF MICHIGAN
STATE BUDGET OFFICE
LANSING

RICK SNYDER
GOVERNOR

JOHN E. NIXON, CPA
DIRECTOR

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909


Dear Governor Snyder:

I am writing this letter of support on behalf of the Department of Technology, Management & Budget (DTMB) for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

DTMB is committed to assisting the participating agencies in meeting the five key areas of reform set forth in the RTT-ELC grant. DTMB is especially committed to working with the Office of Great Start, other state participating agencies and the early learning community in building an early learning data system capable of measuring program outcomes useful for improving instruction, practices, services and policies.

To this end, we are committing resources from both the Center for Educational Performance and Information and our information technology teams to leverage the Michigan Longitudinal Data System, as well as enterprise-shared solutions. These resources will focus on implementing an early learning system that links data across the health, human services and education domains to meet the needs of our most at risk children in this state and ensure that our public investments prepare our children to thrive and succeed.

Sincerely,

for 
John E. Nixon, CPA
Director, State Budget Office

MEMSPA

The Principal is the Key

MICHIGAN ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS ASSOCIATION

Wednesday, October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

The Michigan Elementary & Middle School Principals Association wishes to add its support to Michigan's application for Race to the Top – Early Learning Challenge Grant. MEMSPA provides quality educational leadership and support to our membership of over 1,100 elementary and middle level principals in our great state of Michigan.

MEMSPA is dedicated to supporting principals in the delivery of quality educational experiences to students in Michigan by providing leadership opportunities, legislative advocacy, professional development and guidance.

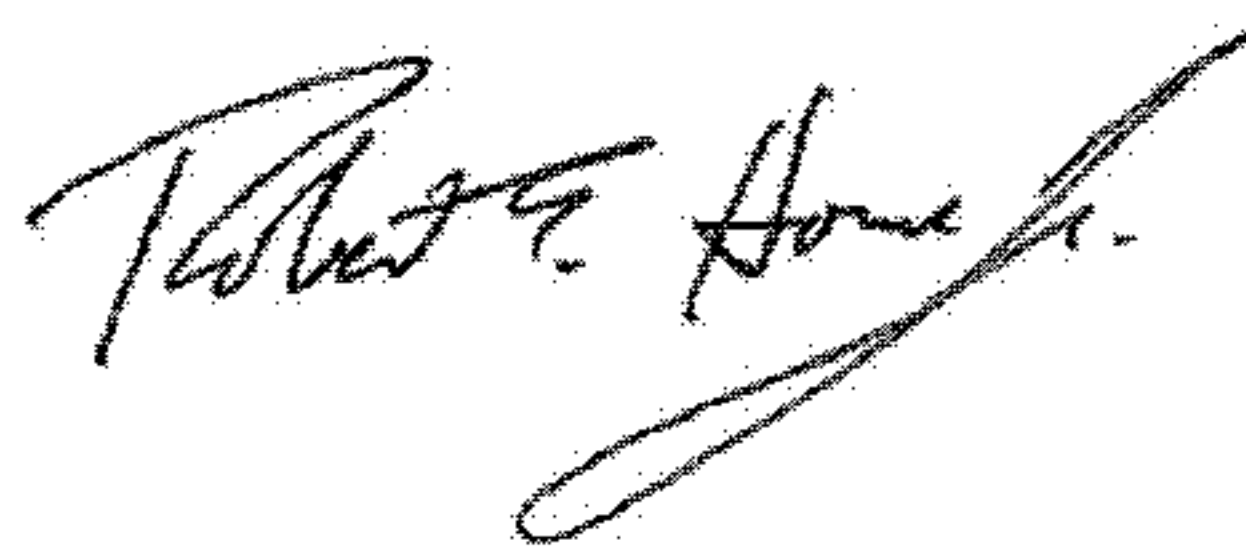
MEMSPA knows that one of the best ways to support Michigan's economic recovery is to support our youngest citizens – our future workforce - with high quality early childhood programs.

Principals of elementary and middle schools in Michigan understand the crucial importance and value of early childhood learning. In fact research verifies that it is essential. We understand that learning begins at birth and in order for our children to compete globally in a knowledge-based society, we must ensure that Michigan's children arrive at school ready to learn, that children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

Unfortunately, too many children, between one-third to one-half, start kindergarten unprepared each year in Michigan. The consequences of this situation are devastating, not only to the individual child, but to our society as a whole.

MEMSPA is an organization with a vested interest in improving children's education and we give our full support to the Michigan Department of Education's application. We support a high quality early childhood system which is a hallmark of Michigan's Race to the Top application.

Sincerely,



Robert E. Howe, Jr.
Executive Director

1980 N. College Road, Mason, MI 48854

517.694.8955 ** Fax 517.694.8945 ** www.memspa.org

**Michigan Family-To-Family
Health Information & Education Center**

3056 W. Grand Blvd., Suite 3-350 • Detroit, MI 48202 • www.bridges4kids.org/f2f



The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

The Michigan Family-to-Family Health Information and Education Center (F2FHIEC) is one of fifty centers in the country charged with supporting families of children birth to age twenty-one with special needs. Michigan F2FHIEC is committed to promoting the health, behavioral, and developmental needs of our state's most vulnerable citizens along with our forty-five partners which include family organizations and state government education, health, mental health agencies. These family/professional partnerships exemplify Michigan's ability to develop and implement successful and sustainable initiatives.

Our Center serves over 18,000 families from across the state annually who seek resources including early intervention and education services to better meet their children's needs. Information and referral is made to local Early On, Head Start and Project Find Coordinators in these cases. We are delighted that Michigan will be applying for a Race to The Top – Early Learning Challenge (RTT-ELC) grant to increase the number of programs available to young children and establish a more coordinated early childhood system. Our staff will have more programs to refer more families.

We look forward to collaborating with you and other partners to increase the number of young children who receive early learning opportunities through information distribution and the provision of educational opportunities to families.

Sincerely,

Lisa Cook-Gordon
Director

Lisa Cook-Gordon MSA, BSW

Director

Direct (313) 456-4387 • Fax (313) 456-4390 • cook-gordonl@michigan.gov

***MICHIGAN INTERAGENCY
COORDINATING COUNCIL***

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

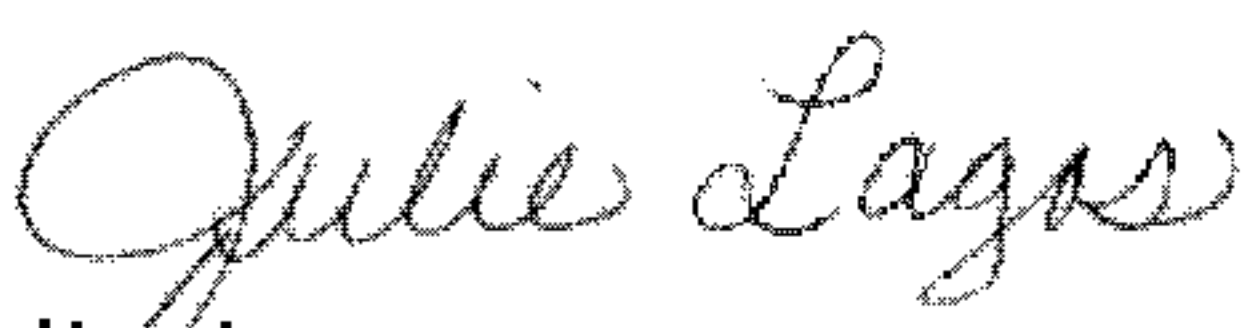
Dear Governor Snyder:

The Michigan Interagency Coordinating Council (MICC) is a federally-mandated Governor-appointed body of stakeholders selected to advise and assist the Michigan Department of Education in matters related to Part C of the Individuals with Disabilities Education Act (IDEA), the early intervention system for infants and toddlers with disabilities, known in Michigan as *Early On*[®]. Membership consists of parents of infants and toddlers with disabilities, public and private service providers of early intervention services, a representative from the Michigan Legislature, a Head Start representative, a personnel preparation representative, a physician, a representative of the tribal government, and director designees from the Departments of Education, Human Services, and Community Health.

The MICC strongly supports Michigan's Race to the Top-Early Learning Challenge application. Annually, *Early On* serves approximately 20,500 infants and toddlers, ages birth to three with disabilities or a developmental delay of at least 20 percent and their families. Federal funds are limited for this most vulnerable population. Providing services, support, and resources to these children and their families is critical in the campaign to improve child outcomes in Michigan. The lead agency for *Early On* is the Department of Education, and there are many partners throughout the state, including Early Head Start, Head Start, the Department of Human Services, and the Department of Community Health. The MICC supports your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start, and securing the Race to the Top-Early Learning Challenge grant would strengthen the current collaboration and help to provide services and support for all children who are vulnerable.

Thank you for your strong support and attention towards the education of Michigan's youngest learners. We look forward to partnering with you and others to implement this initiative if our state is one of the grantee recipients.

Sincerely,


Julie Lagos


Mark J. Larson, Ph.D.



Michigan League FOR Human Services

October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

The Michigan League for Human Services (MLHS) and its network of 1,500 individuals and organizations supports Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant. For almost a century MLHS has sought to foster economic opportunity, independence and security for Michigan's economically vulnerable population by shaping public policy through objective data-driven research, education and advocacy.

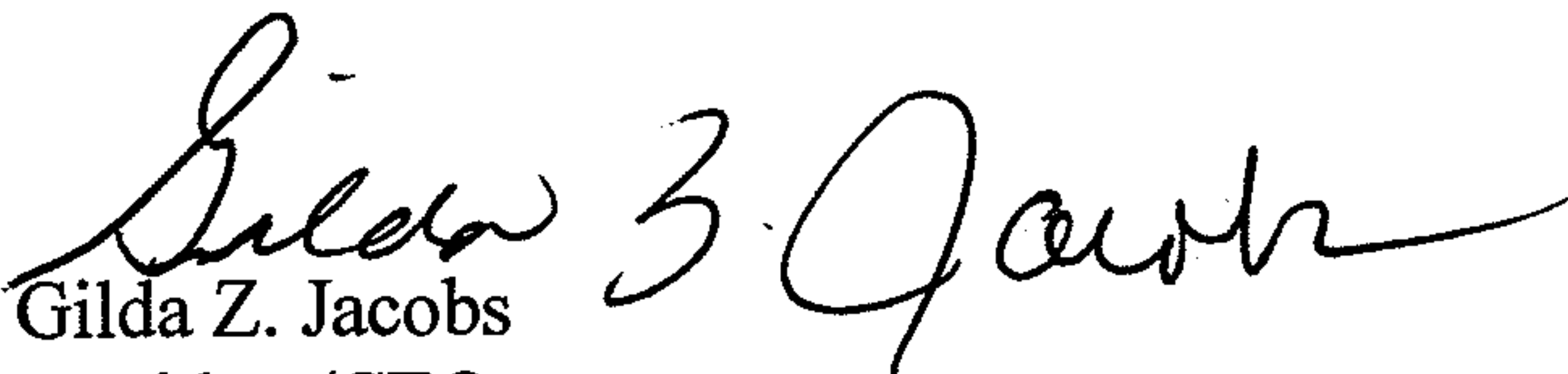
As the state Kids Count grantee the League has regularly compiled and shared data on key indicators of well-being among young children and advocated for improving services to families of young children, including parental options for quality child care, particularly for disadvantaged children. League staff have also participated in the Early Childhood Investment Corporation efforts to create and enhance systems to support families with young children in Michigan communities.

To address the substantial achievement gap among children disadvantaged by economic insecurity or race/ethnicity, early, effective and coordinated services and interventions are key. Too many children arrive unprepared at the kindergarten door. Without a cohesive system from birth that addresses the multiple aspects of child well-being in the context of their families and communities, the persistent gaps in achievement will not be erased.

MLHS endorses the priority goals outlined in the state's RTT-ELC application to coordinate early learning and development across the state; to implement a common, statewide tiered quality rating and improvement system; to use statewide, high-quality early learning and developmental standards; to develop a workforce knowledge and competency framework and a progression of credentials.

We look forward to working with you and others to implement this initiative.

Sincerely,


Gilda Z. Jacobs
President/CEO

1223 Turner Street • Suite G1 • Lansing, MI 48906

517.487.5436/PHONE • 517.371.4546/FAX • WWW.MILHS.ORG



October 4, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of the Michigan Primary Care Association and our 32 Federally Qualified Health Centers (FQHCs) and safety net providers in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

The Michigan Primary Care Association is an organization comprised of the FQHCs and safety net providers across the state of Michigan committed to promoting, supporting, and developing comprehensive, accessible, and affordable community-based health care services to everyone in Michigan. Nearly 600,000 patients are seen annually in Michigan's community health centers and in 2010, 204,451 children aged 0-19 were served at an FQHC.

In 2009, MPCA in partnership with the Association of United Ways, was awarded a Children's Health Insurance Reauthorization Act (CHIPRA) Cycle 1 Grant of \$915,000. Through this, MPCA has helped enroll nearly 1,400 children in Healthy Kids and MICHild who would otherwise go without care. In 2011, MPCA received a continuation of the Cycle 1 Grant as well as an award of \$814,000 for a two-year CHIPRA Cycle 2 Grant, focusing on coverage retention and utilizing a technology-driven approach to help parents and 89,000 enrolled children in nine Michigan Community Health Centers maintain their coverage.

MPCA shares your commitment to ensuring Michigan excels and will continue to advocate for identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness.

MPCA is proud to lend strong support for Michigan's RTT-ELC grant application and we appreciate your consideration of Michigan's application.

Sincerely,

A handwritten signature in black ink that reads "Kim E. Sibilsky". The signature is written in a cursive, flowing style.

Kim E. Sibilsky
Executive Director

Michigan Primary Care Association is a leader in building a healthy society in which all residents have convenient and affordable access to quality health care. Its mission is to promote, support, and develop comprehensive, accessible, and affordable quality community-based primary care services to everyone in Michigan.

SPECIAL EDUCATION ADVISORY COMMITTEE

Advisory to the State Board of Education and the Michigan Department of Education

Office of Special Education and Early Intervention Services
P.O. Box 30008 • Lansing, Michigan 48909
Telephone (517) 373-9433 • Facsimile (517) 373-7504

Representation:

8 Members At-Large
Arc Michigan
Autism Society of Michigan
Learning Disabilities
Association of Michigan
Michigan Association for
Children with Emotional
Disorders
Michigan Association of
Administrators of Special
Education
Michigan Association of
Intermediate School
Administrators
Michigan Association of
Intermediate Special
Education Administrators
Michigan Association of
Nonpublic Schools
Michigan Association of Public
School Academies
Michigan Association of School
Administrators
Michigan Association of School
Boards
Michigan Association of School
Psychologists
Michigan Association of School
Social Workers
Michigan Association of
Secondary School Principals
Michigan Association for
Supervision and Curriculum
Development
Michigan Association of
Teachers of Emotionally
Disturbed Children
Michigan Council for
Exceptional Children
Michigan Education
Association
Michigan Federation of
Teachers
Michigan Speech-Language-
Hearing Association
Michigan Transition Services
Association
Special Education Supervisors
of Michigan
Statewide Parent Advisory
Committee

October 11, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

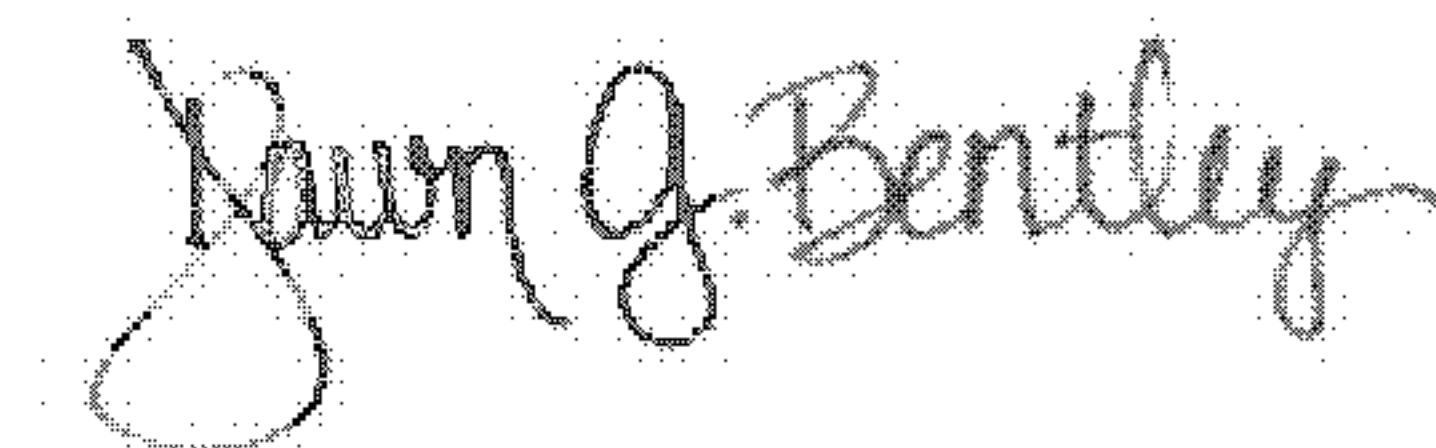
Dear Governor Snyder:

I am writing to you as chair of the Michigan Special Education Advisory Committee and on their behalf. The Special Education Advisory Committee (SEAC) is Michigan's Individuals with Disabilities Education Improvement Act (IDEA) mandated State Advisory Panel to the State Board of Education and the Michigan Department of Education (MDE). The members of the SEAC represent a broad diversity of stakeholders – administrators, providers, advocates and consumers -- concerned with the education of all children, including students with disabilities. We are pleased to offer this letter of support for the Race to the Top- Early Learning Challenge (RTT-ELC).

The SEAC is most concerned with the education of all children, in particular children with disabilities. We know the earlier students are engaged in the learning process, the more likely they are to be successful.

We look forward to working with the Office of Great Start to advance a unified system of early childhood education, particularly as it relates to children with disabilities.

Sincerely,



Dawn Bentley
2011-2012 Chairperson
Michigan Special Education Advisory Committee

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of Michigan's Children and its Board of Directors, I am thrilled to support the Race to the Top – Early Learning Challenge (RTT-ELC) grant for the state of Michigan.

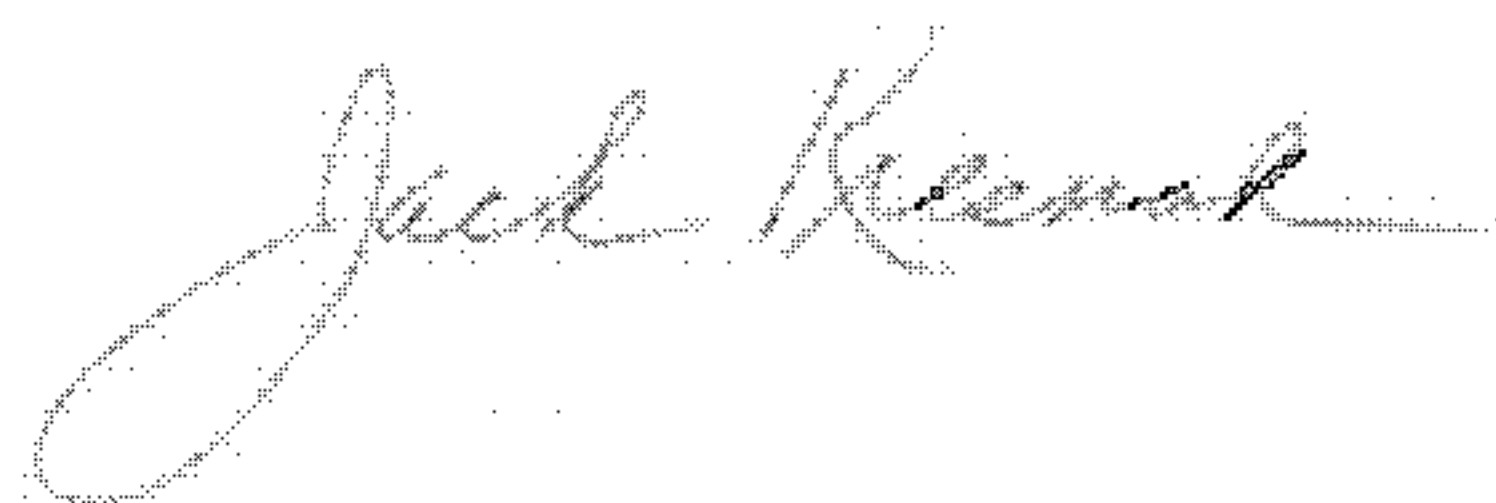
Michigan's Children is a statewide, independent voice for children and their families. We work with lawmakers, business leaders, and communities to make Michigan a place where all children have the opportunity to thrive. At Michigan's Children, we advocate for programs and services that support children and their families from cradle to career, with a focus on Michigan's most at-risk children and children of color.

We know that to best support Michigan's economic recovery, we must support our future workforce – our youngest citizens – with high quality early childhood programs that ensure that young children are healthy, supported and prepared to thrive in school. Furthermore, high quality early childhood programs save taxpayer dollars through a high return on investment while narrowing the achievement gap.

Michigan's Children strongly supports a high quality early childhood system that is coordinated and aligned with the state's K-12 system. The creation of the Office of Great Start is an excellent first step in realizing an education system that supports children from cradle to career. The RTT-ELC would allow Michigan to strengthen its early education system by expanding and improving our Quality Rating and Improvement System to increase quality of care in all early childhood settings. Moreover, a kindergarten assessment, as supported by the RTT-ELC, would allow teachers to better understand and teach to students' needs while strengthening linkages between early education and K-12.

Michigan's Children will continue to advocate for sound public policies that support the most at-risk children and families from cradle to career. We strongly support a high quality early childhood system and thus, strongly support Michigan's application for the RTT-ELC.

Best,



Jack Kresnak, President & CEO
Michigan's Children

National Association of Social Workers

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Governor Snyder,

The National Association of Social Workers - Michigan Chapter is an organization of over 6,700 members whose mission is to support, promote and advocate for professional social work practice, practitioners and the social work profession, to improve the quality of life for the people of Michigan. As the Executive Director of NASW - Michigan, I am writing to offer our full support for Michigan's application for Race to the Top - Early Learning Challenge (RTT-ELC) grant. The goal of this initiative is to improve the quality of early learning and development as well as to close the achievement gap for children with high needs.

The first five years are crucial for young children and they set a strong or fragile stage for what follows. We have a robust body of research demonstrating the importance of early care, right from the start, with parents who offer secure and stable relationships, communities that protect the health and well-being of very young children and their families, and systems that ensure a unified approach for all children throughout the early childhood years.

Michigan's RTT-ELC plan includes the following elements:

- Strengthen efforts to better engage parents to assure their ability to offer secure relationships to their infants, toddlers and young children, increasing their awareness of developmental needs and goals so that children are ready to learn;
- ensure that the early childhood standards for early learning programs are used across programs/systems and that providers/teachers/parents are trained in these standards to develop, know and demand higher quality settings for young children.

We thank you for your vision and leadership and we look forward to working with you and other partners to implement race to the top - early learning challenge in our state if we are fortunate to be deemed a recipient by the federal government.

Sincerely,



Maxine Thome, Ph.D., LMSW, MPH
Executive Director
NASW-Michigan

Parent Leadership In State Government Advisory Board

Wednesday, October 5, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

As Co- Chairperson of the Parent Leadership in State Government Advisory Board, I would like to express our Board's support for Michigan's application for *Race to the Top – Early Learning Challenge*.

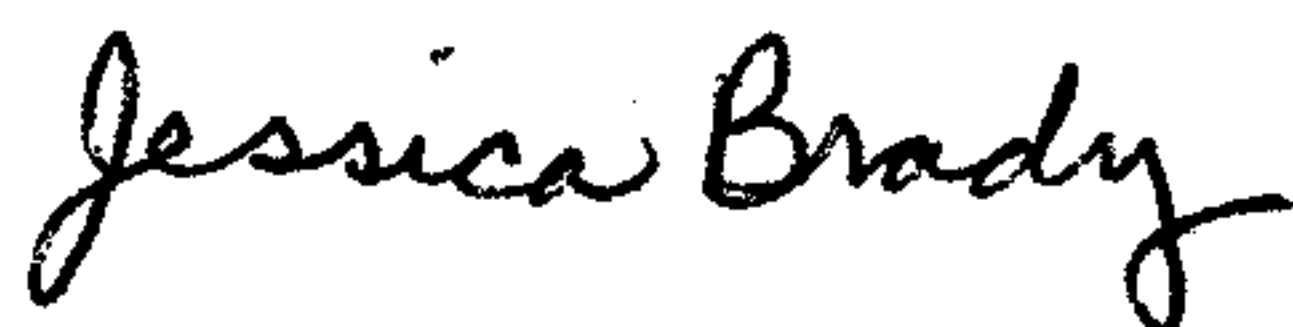
Parent Leadership in State Government is an inter-agency effort in designed to recruit, train, mobilize, deploy and support parents who use a variety of public services to incorporate the family voice in the development of programs and policies at all levels of government.

The need in Michigan is intense. Michigan's tradition of strong educational opportunities is being eroded by a struggling economy, rising levels of poverty, a loss of net population and changing demographics. The state of poverty in Michigan is 16% and sadly, this level is on the rise. Our rate of free & reduced lunch-eligible families continues to rise. Michigan was the first state to experience a recession and has been in a deep recession for more than 10 years. As a group of parents and professionals partnering to bring the parent voice to the table to improve state programs and policy, we are concerned that many of our youngest children are struggling as never before. We have a huge need in Michigan to dramatically increase the number of infants and toddlers who are healthy and emotionally secure and are participating in high-quality educational programs; being deemed a Race to the Top recipient will greatly assist our efforts.

Parent Leadership in State Government fully supports the Michigan Department of Education's efforts to improve the quality of early learning programs, track overall progress as well as increase young children's readiness for school, and to fully include families in the implementation of grant activities.

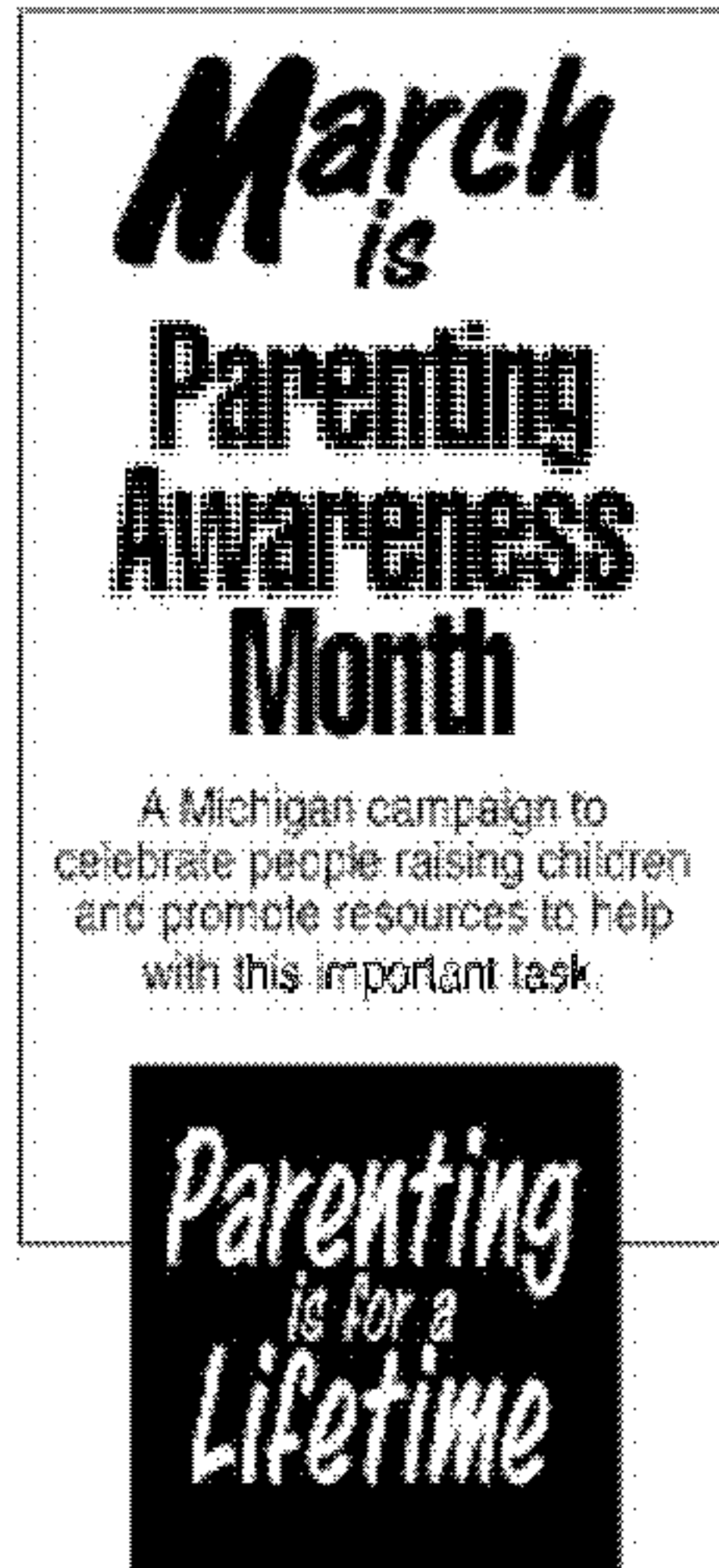
We will continue to collaborate with the Michigan Departments of Community Health, Education, and Human Services, as well as the Children's Trust Fund and Great Start Parent Coalitions throughout the state to increase parent leadership to influence and improve programs and policy, and look forward to offering our training and support to parents who are involved in implementing Race to the Top activities. Please contact me if I can be of any further assistance.

Yours,



Jessica Brady
Co-Chairperson
Parent Leadership in State Government Advisory Board

Parenting Awareness
MICHIGAN



October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of Parenting Awareness Michigan which represents a diverse network of parent and family service providers, professionals, and volunteers, I am pleased to support Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) Grant.

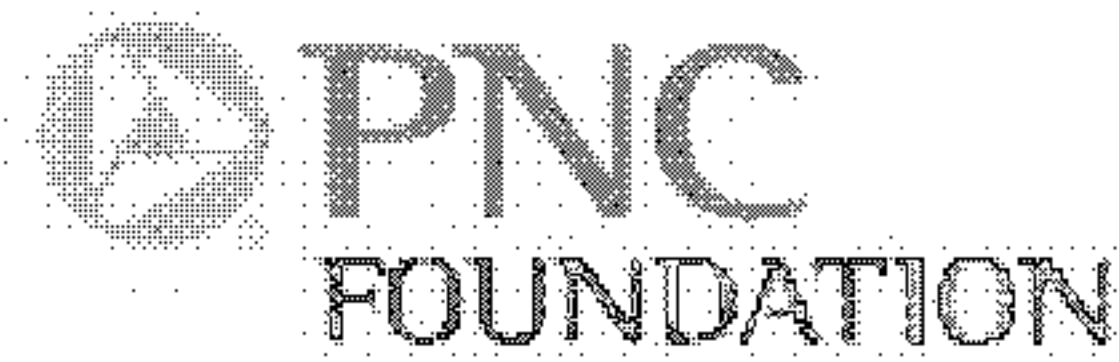
Parenting Awareness Michigan has served as a statewide initiative for 19 years! We believe that effective parenting is a key factor in the prevention of risk behaviors in children and youth, and that protective factors contribute to their well-being. We wholeheartedly support efforts to create success for our youngest learners and to engage parents and caregivers in creating supportive environments for children and families.

As part of our commitment, Parenting Awareness Michigan can serve as a network to provide information, materials, and updates on developing and sustaining a comprehensive early learning system in Michigan – especially as these pertain to the inclusion of parents, caregivers, and those who work with parents and families.

Thank you for your commitment to the care and education of Michigan's youngest learners, and the individuals and systems that can have an important impact on their educational health and well-being. We look forward to working with you and other partners if Michigan is selected as one of the RTT-ELC Grantees.

Sincerely,

Luanne Beaudry
Statewide Coordinator
Parenting Awareness Michigan



October 10, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Attention: Race to the Top- Early Learning Challenge

Dear Governor Snyder,

I am writing on behalf of the PNC Foundation to express our emphatic support for Michigan's application for the federal Race to the Top - Early Learning Challenge grant.

Research has found that for every \$1 invested in early childhood education, there is a \$16 savings for society. The PNC Foundation receives its principal funding from the PNC Financial Services Group, and is part of a \$3 million investment in early childhood education that PNC has been introducing throughout Michigan and Northwest Ohio. The PNC Foundation has through its signature philanthropic cause, *Grow Up Great*, made a 10-year, \$100 million initiative, which as of October 5, 2011, has been extended for an additional 10 years and increased to \$250 million to improve early childhood education. *Grow Up Great* was created in 2004 to help parents, caregivers and their communities increase the potential for young children to succeed. Today, it is considered one of the most comprehensive corporate school readiness programs and has earned national recognition for helping kids to succeed in school and life.

Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms needed to fuel education innovation that will accelerate and drive growth in children's achievement in the early stages of their development. This grant will strengthen our youngest citizens for the future of Michigan.

PNC Foundation is committed to the improvement of educational outcomes for young children in Michigan and we fully support this application. I urge you to deem Michigan as a recipient for this grant.

Best,


Barbara K. Bascom, Vice President
Mid Michigan Region, PNC Foundation

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Attention: Race to the Top—Early Learning Challenge

Dear Governor Snyder

I would like to express the Presidents Council, State Universities of Michigan's support of Michigan's application for the federal Race to the Top—Early Learning Challenge funds. The Presidents Council serves as an advocate in the state for the 15 public universities on public policy issues and legislation. The Council works closely with the Michigan Department of Education (MDE) and the Center for Education Performance and Information (CEPI) on P-20 efforts including the P-20 Student Longitudinal Data System, P-12 curriculum and college preparation, testing, and teacher preparation and evaluation.

The universities understand the criticality and value of early childhood learning. Many of our universities work with local communities on early childhood health, welfare and education. This is in addition to the work of the colleges of education at these universities.

We agree that Race to the Top represents a critical opportunity for Michigan to engage in the fundamental reforms that are needed to fuel education innovation that will accelerate and drive growth in student achievement at the early stages of their development. We see this grant as a way to strengthen our citizenry for the future of Michigan.

As an association with a vested interest in improving the education of Michigan children, we recognize the importance of our state receiving this grant and are committed to being part of a stakeholder group that will support the implementation of proposals outlined in our state application.

Sincerely,



Michael A. Boulus
Executive Director

Reach Out and Read

October 6, 2011

Dear Governor Snyder,

Thank you for your efforts on behalf of the children of Michigan through your application for the Race to the Top- Early Learning (RTT-ELC) grant. We strongly support this effort to improve the education level of our workforce.

We represent Reach Out and Read Michigan, a preprimary literacy program. We currently have 107 sites in the state of Michigan. We annually serve approximately 90,000 children in our state with 616 trained physician providers.

Reach out and Read prepares America's youngest children to succeed in school by partnering with doctors to prescribe books and encourage families to read together. Doctor's, nurse practitioners, and other medical professionals incorporate Reach Out and Read and Read's **evidence-based model** into regular pediatric checkups, by advising parents about the importance of reading aloud and giving developmentally-appropriate books to children. The program begins at the **6-month checkup and continues through age 5**, with a special emphasis on children growing up in low-income communities. Families served by Reach Out and Read read together more often, and their children enter kindergarten with larger vocabularies, stronger language skills, and a **six month developmental edge**.

Reach Out and Read shares your strong commitment to the education of our children. As a long term solution to upgrading of our work force and job creation we feel the best investment for our state is in early childhood. Thank you for your supporting the education of Michigan's youngest learners. We look forward to partnering with you and others to implementing this initiative if our state is one of the grantees in the near future.

Best Wishes,

Cynthia S. Macks

Cynthia S. Macks, Program Director, MI

Reach Out and Read

cindy.macks@reachoutandread.org

248-891-5688



October 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

**Office of the
Tribal Chairman**

523 Ashmun Street

Sault Ste. Marie

Michigan

49783

Phone

906.635.6050

Fax

906-632.6289

E-mail

**Government
Services**

**Membership
Services**

Dear Governor Snyder,

On behalf of the Sault Ste. Marie Tribe of Chippewa Indians, I am pleased to write this letter of support for the Race to the Top – Early Learning Challenge grant application submitted by the State of Michigan.

The Sault Tribe is the largest of the twelve federally-recognized Indian tribes in Michigan. There are 13,476 Sault Tribe members residing in Michigan and 1,159 are under five years of age. For our school-aged tribal members, approximately 99% attend public school. The future of education in Michigan is paramount to the future of our Tribe.

The Sault Tribe is willing to serve a vital role in promoting the Race to the Top core strategies by educating our tribal membership through our monthly tribal newspaper and our tribal website and by encouraging stakeholder participation by our families with young children. We look forward to additional opportunities for meaningful involvement in this exciting and vital project to improve early learning outcomes for high need students.

The Sault Tribe has provided leadership at the state level regarding early childhood education with the appointment of Anne Suggitt to the State's Early Learning Advisory Committee. Anne Suggitt, a tribal member, is the Early Childhood Programs Manager for the Sault Tribe, overseeing a model Head Start/Early Head Start and Child Care Center serving 150 children ages 0-5. In addition, Laura McKechnie, a tribal member, serves on the Michigan Interagency Coordinating Council for Infants and Toddlers with Developmental Disabilities. Laura is the Disabilities Coordinator for our Head Start and Early Head Start programs, which is the largest tribally-operated program in Michigan. We support the continued involvement of our outstanding tribal members and employees to serve on committees and demonstrate our support for early childhood education.

In conclusion, both the State and the Tribe shall reap the benefits of a solid foundation of early education for our youth and, likewise, our mutual potential will be hindered if we do not invest at this critical time. Miigwetch (thank you).

Sincerely,

Joe V. Eitrem, Chairperson
Sault Ste. Marie Tribe of Chippewa Indians



Working together to build a healthy future!

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

On behalf of the School-Community Health Alliance of Michigan, I am pleased to provide this letter of support to the Great Start Early Learning Advisory Council in its application for the Race to the Top- Early Learning Grant. The Advisory Council represents a broad range of constituents, including education, health, child care, Head Start, higher education, state government, foundations, parents, and local early childhood governance structures.

While the Alliance is not a member of the Advisory Council, our organization is a partner of many of the constituent organizations as we strive to provide comprehensive health care to children in school-based and linked settings.

We whole-heartedly endorse the work of the Advisory Committee to achieve the following outcomes in relation to the development of a comprehensive early learning system in Michigan:

- A significant increase in the number of young children, especially those from underrepresented and special populations, who have the opportunity to participate in high quality early learning programs.
- Stronger, more efficient coordination and collaboration among federal and state programs for early learning.
- Aligned early learning expectations and standards that lead to school readiness, including health.
- Established infrastructure for an early childhood data system that collects essential information on where young children spend their time and the effectiveness of programs that serve them.

Thank you for supporting the education of Michigan's youngest learners.

Sincerely,

A handwritten signature in cursive script that reads 'Michele M. Strasz'.

Michele M. Strasz
Executive Director



October 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of Spartan Child Development Center and our 130 families and 25 Early Childhood Educators in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

Spartan Child Development Center (SCDC) is committed to providing quality educational opportunities for children birth through age 5 years. We are located in a very diverse community as an affiliate of Michigan State University. We are a non-profit organization that provides an educational child care program for the East Lansing Community.

SCDC shares your commitment to ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application:

- Aligning and coordinating early learning and development across the state;
- Developing and adopting a common, statewide tiered Quality Rating and Improvement System;
- Developing and using statewide, high-quality early learning and developmental standards;
- Aligned early learning expectations and standards that lead to school readiness, are integrated with state and local quality improvement efforts, and serve to guide curriculum and program development birth-3.
- Developing a workforce knowledge and competency framework and a progression of credentials.

Thank you for your continued support of Early Childhood Education.

Sincerely,

Gloria M. Sabourin

Gloria Sabourin
Interim Director
Spartan Child Development Center

Spartan Child Development Center 1730 East Crescent East Lansing, MI 48823
phone: (517) 353-5154 fax: (517) 432-3157 e-mail: children@msu.edu

Spartan Child Development Center is a non-profit development facility which does not discriminate in membership or employment based on race, color, creed, sex or national origin of the applicant.



REGIONAL EDUCATIONAL SERVICE AGENCY

499 Range Road, PO Box 1500
Marysville, MI 48040
(810) 364-8990 | (810) 364-7474 Fax
www.sccresa.org

Monday, Oct. 3, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

St. Clair County has long recognized the importance of early childhood education. The St. Clair County Regional Educational Service Agency has been and continues to be a primary advocate for programs designed to ensure our children enter school ready to learn. We at RESA strongly support Michigan's effort to win *Race to the Top — Early Learning Challenge* funding.

The need in Michigan is intense. Its tradition of strong educational opportunities is being eroded by a struggling economy, rising levels of poverty, a loss of net population and changing demographics. The Michigan Department of Education, which is spearheading this application, recognizes that Michigan's best hope of long-term improvement is building anew its educational system. A range of new initiatives and expectations in Michigan demonstrates the state's commitment to substantive educational change.

RESA is among the state leaders in education innovation. RESA educators coordinate the county's Great Start Initiative and Early On programming. They are deeply involved in educational improvement efforts K-12 in the county. They are committed to the future of St. Clair County and Michigan.

The state's poverty level is 16%. St. Clair County, sadly, is only a few percentage points better than that. Our rate of free & reduced lunch-eligible families continues to rise. Our youngest children are struggling as never before in recent years. We need to dramatically increase the number of infants and toddlers who are participating in high-quality educational programs. The state's economic troubles limit the state's resources in efforts to make that leap on behalf of our children.

The *Race to the Top — Early Learning Challenge* offers Michigan an opportunity to create a broad, systemic, sustainable approach to effective early children education. If awarded that funding, RESA will participate fully with the state and continue to be a leader in early childhood education.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan L. DeGrow".

Dan L. DeGrow, Superintendent

St. Clair County RESA is a non-profit, equal opportunity employer. RESA does not discriminate in its educational opportunities to an individual based upon race, religion, color, gender, or national origin. Auxiliary aids and services are available to individuals with disabilities. Voice TDD (800) 649-3777.



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
OFFICE OF CHILDREN'S OMBUDSMAN
LANSING

VERLIE M. RUFFIN
DIRECTOR

October 11, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, MI 48909

Dear Governor Snyder:

As the Director of the Office of Children's Ombudsman, I am pleased to submit this letter of support for Michigan's Race to the Top-Early Learning Challenge (RTT-ELC) grant application.

The Office of Children's Ombudsman is an independent state agency whose mission is to assure the safety and well-being of Michigan's children in need of foster care, adoption, protective services, and to promote public confidence in the child welfare system. We accomplish this through independently investigating complaints, advocating for children and recommending changes to improve law, policy and practice for the benefit of current and future generations of children who enter the child welfare system.

Research has shown that children who enter out-of-home care are two to three years below grade level; and once they are in the system, they tend to be at multiple risk for educational failure. Statistics also show that approximately 40 percent of all children entering foster care are under five years of age. In order to improve educational outcomes for children, it is imperative that interventions such as those identified in the "Race to the Top-Early Learning Challenge" grant be utilized to ensure future success in school for young children, especially those experiencing the challenges of the foster care system.

Since 1994, the Office of Children's Ombudsman through its "advocacy voice" has supported legislative educational initiatives, as well as the Michigan Department of Education and Michigan Department of Human Services programs and policies that prioritize and promote high quality early learning programs that meet the educational needs of children.

I strongly support the RTT-ELC grant application and your effort to bring greater attention to the education of young children in Michigan.

Sincerely,

A handwritten signature in cursive script that reads "Verlie M. Ruffin".

Verlie M. Ruffin, Director
Office of Children's Ombudsman

steelcase foundation

October 10, 2011

The Honorable Rick Snyder
Governor of Michigan
Executive Office of the Governor
PO Box 30013
Lansing, MI 48909

President
Susan K. Broman

Trustees
James P. Hackett
Earl Holton
Mary Anne Hunting
Elizabeth Welch Lykins
Mary Goodwillie Nelson
Robert C. Pew III
Kate Pew Wolters

Dear Governor Snyder:

The Steelcase Foundation is pleased to provide this letter of support for Michigan's application for the Race to the Top-Early Learning Challenge funding. The Steelcase Foundation has a long history of working with numerous organizations at the state and local level to advance the development of the early childhood learning system. On the state level, the foundation's president will continue her leadership as chair of the Great Start Early Learning Advisory Council and as a board member (previous chair) of the Early Childhood Investment Corporation. On the local level, the foundation's president will continue as a board member of the First Steps Commission as well as the chair of the Kent County Family and Children's Coordinating Council. The foundation board chair, Kate Pew Wolters, will continue her leadership as co-chair of the First Steps Commission. The Steelcase Foundation will also continue to fund innovative early childhood projects and systems building work in West Michigan.

The foundation strongly believes that the development of high quality early learning programs is the best investment we can make to ensure that our children can compete and thrive in the global economy. Based on the systems building work of the last decade, Michigan is positioned to make significant strides in the development of our state's early learning system with the successful award of the Early Learning Challenge grant.

The Steelcase Foundation appreciates your leadership in supporting the continued development of Michigan's early learning system. We applaud your creation of the Office of Great Start. The Early Learning Challenge grant will accelerate our state's efforts to better serve our youngest Michigan citizens. We strongly encourage the US Department of Education to fund Michigan's Race to the Top-Early Learning Challenge grant.

Sincerely,


Susan Broman, President
Steelcase Foundation



Douglas Luciani
President & CEO

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing on behalf of the Traverse City Area Chamber of Commerce and its 2100 business members in the five-county Grand Traverse region to express the Chamber's strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

The Chamber has been deeply involved and committed to improving the education and welfare of our region's children from pre-natal through age 5. The Chamber has been the host for the Great Start Collaborative staff since the program started in our region, and has been a strong advocate for local, state, and federal investment in early childhood programs. It has also challenged the business community to engage in advocacy and in providing private funds to match public resources.

The Chamber agrees with the overwhelming evidence that a well-educated workforce is essential to Michigan's economic recovery and the best investment for our state is in early childhood. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start. You are to be commended for including this as a pillar of your vision for the state and for mentioning it in your first State of the State address.

Thank you for your strong support of Michigan's children and the network that supports them. We look forward to helping in any way possible if our state is one of the grantees in the near future.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas Luciani". The signature is fluid and cursive, with a long horizontal stroke at the end.



INTERNATIONAL UNION, UNITED AUTOMOBILE, AEROSPACE & AGRICULTURAL IMPLEMENT WORKERS OF AMERICA – UAW

BOB KING, *PRESIDENT*

DENNIS D. WILLIAMS, *SECRETARY-TREASURER*

VICE-PRESIDENTS: JOE ASHTON • CINDY ESTRADA • GENERAL HOLIEFIELD • JIMMY SETTLES

October 7, 2011

(via electronic mail)

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder:

I am writing on behalf of the International Union, United Automobile, Aerospace & Agricultural Implement Workers of America – UAW and our International Executive Board in support of Michigan's effort to secure *Race to the Top – Early Learning Challenge* funding. The UAW has more than one million active and retired members in the United States, Canada and Puerto Rico representing workplaces ranging from multinational corporations, small manufacturers and state and local governments to colleges and universities, hospitals and private non-profit organizations.

The UAW has been a leader in the struggle to secure economic and social justice for all people and has been actively involved in every civil rights legislative battle since the 1950s. One of the issues the UAW continues to play a vital role in is fighting for better schools and better education for all of our children.

We know that in order to best support Michigan's economic recovery, we must support our future workforce – our youngest citizens – with high quality early childhood programs to ensure children are healthy, supported and prepared to thrive in school and in life, whatever their family's socio-economic status. In addition, high quality early childhood programs save taxpayer dollars through a high return on education investment while narrowing the achievement gap.

We support the Michigan Department of Education's application, its efforts to improve the quality of Michigan's early learning programs, and its work to increase school readiness for our youngest learners. The UAW will continue to advocate for sound public policies supporting the most at-risk young children and their families from cradle to career. We recognize the importance for our state being a recipient of *Race to the Top – Early Learning Challenge* funding, and we endorse this application with our full support.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cindy Estrada'.

Cindy Estrada, Vice President
International Union, UAW

CE:sw
opeiu494
cc: Tim Hughes
Judy Samelson

Appendix Page 610

CO-CHAIR:
CONGRESSIONAL AUTOMOTIVE CAUCUS
CONGRESSIONAL NATIVE AMERICAN CAUCUS

DALE E. KILDEE
5TH DISTRICT, MICHIGAN

October 5, 2011

The Honorable Arne Duncan
Secretary
US Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202

Grant Name: Race to the Top - Early Learning Challenge Grant
Funding Opportunity Number: ED-GRANTS-082611-001
Requesting Agency: State of Michigan

Dear Mr. Secretary:

I write in support of the State of Michigan's application for a Race to the Top - Early Learning Challenge grant.

As a former teacher and current Ranking Member of the Education and the Workforce's Subcommittee on Early Childhood, Elementary, and Secondary Education I am proud to have played a role in funding the Race to the Top program. This program rewards states who are leading the way with ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. Michigan is one of our nation's emerging leaders in early childhood education and I cannot think of a better fit for this grant given the purpose of the Early Learning Challenge grant.

In 2005, Governor Jennifer Granholm launched the state's Great Start program and created the Michigan Early Childhood Investment Corporation (ECIC) as a statewide public-private organization to lead that work. Great Start is a state-wide network of 54 local Great Start Collaboratives as well as 70 Great Start Parent Coalitions with more than 18,000 parent members. ECIC shares the priorities for Race to the Top program

Today, Governor Rick Snyder is building upon this work with a commitment to ensuring the education system positions Michigan's children to compete globally in a knowledge-based economy. Governor Snyder consolidated numerous early childhood programs and resources into a single office to provide a great start for all Michigan's young children through its responsive, high quality programs.

The Honorable Arne Duncan

October 5, 2011

Page 2

Again, I support the State of Michigan's application for a Race to the Top - Early Learning Challenge grant and I ask they receive full and fair consideration to the extent federal law and agency regulations apply.

Sincerely,

A handwritten signature in black ink that reads "Dale E. Kildee". The signature is written in a cursive, slightly slanted style.

Dale E. Kildee, M.C.

CARL LEVIN
MICHIGAN

RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510-2202
(202) 224-6221

United States Senate

WASHINGTON, DC 20510-2202

COMMITTEES:
ARMED SERVICES
GOVERNMENTAL AFFAIRS
SMALL BUSINESS
INTELLIGENCE

October 11, 2011

Honorable Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7241

Dear Honorable Duncan:

I am writing to express my support for the Race to the Top - Early Learning Challenge grant application submitted by the State of Michigan.

Michigan has already made advances towards enhancing the state's pre-kindergarten system. In 2005, Governor Jennifer Granholm created the Early Childhood Investment Corporation (ECIC) as a statewide public-private organization to serve as the focal point for information and investment in early childhood. The state now boasts a network of 54 local Great Start Collaboratives, as well as 70 Great Start Parent Coalitions with more than 18,000 parent members.

Governor Rick Snyder has continued this effort of advancing early childhood development by instituting an Office of Great Start to integrate, consolidate and maximize resources aimed at improving child outcomes in Michigan. This grant will augment Michigan's efforts by allowing our state to establish a rating and improvement system that will vastly improve the quality and learning focus of Michigan childcare, pre-K and Head Start by helping providers improve the quality of their settings and programs and by helping parents make good choices for their children.

I trust you will give this application every consideration for funding. I would like to be informed as to the timetable for processing these applications and of the disposition of this application in particular. Please address your response to my Lansing office at the address and telephone number shown below.

Sincerely,



Carl Levin

CL/mh

STATE OFFICES

DETROIT
477 MICHIGAN AVENUE
SUITE 1860
DETROIT, MI 48226
(313) 226-6020

ESCANABA
524 LUDINGTON STREET
SUITE LL-103
ESCANABA, MI 49829
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GRAND RAPIDS
FEDERAL BUILDING
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GRAND RAPIDS, MI 49503
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LANSING
124 WEST ALLEGAN STREET
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SAGINAW
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SAGINAW, MI 48607
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TRAVERSE CITY
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SUITE E
TRAVERSE CITY, MI 49684
(231) 947-9569

WARREN
30500 VAN DYKE AVENUE
SUITE 206
WARREN, MI 48093
(586) 573-9145

United States Senate

133 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-2204

October 13, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, Sw
Washington, DC 20202

Dear Mr. Secretary,

I am pleased to write in strong support of the Race to the Top – Early Learning Challenge Program Grant application submitted by the State of Michigan.

This program represents a critical opportunity for Michigan to develop and fuel educational innovation, as well as accelerate growth in student achievement. Michigan is committed to preparing its children to compete globally in a knowledge-based economy and that begins with preparing children before they ever enter a classroom.

The State of Michigan has about 750,000 children from birth to 5 years of age and is one of the leaders in early childhood education. In 2005, the state created the Early Childhood Investment Corporation as focal point for information and investment in early childhood. In April, the state created the Office of Great Start to consolidate all early childhood programs and resources in Michigan into a single office. These efforts are focused on helping children achieve, reducing duplication and administrative overhead, and reinvesting resources to focus on quality improvement and service delivery. The Office of Great Start will coordinate all 84 separate early childhood funding streams currently managed throughout various state government agencies.

As you and I well know, too many children – one-third to one-half, start kindergarten unprepared each year. The consequences of this situation are staggering. Michigan's economic stability depends on our ability to turn this tide and give our children the opportunity for life success that we know is rooted in a strong educational background.

Michigan is highly qualified and in a strong position to succeed in implementing and achieving the outcomes under each of the priorities identified in the application. I hope you will give their application serious consideration.

Sincerely,



Debbie Stabenow
United States Senator



United Way
for Southeastern Michigan

660 Woodward Ave., Suite 300
Detroit, MI 48226-1899
Phone: 313.226.9200
Fax: 313.226.9210
Web: www.LiveUnitedSEM.org

October 7, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder;

United Way for Southeastern Michigan strongly supports Michigan's application for the Race to the Top – Early Learning Challenge (RttT-ELC) grant. We are pleased to continue and grow our partnerships with the State of Michigan for the collective goal of helping children arrive at kindergarten prepared to succeed in school and life.

United Way is committed to ensuring that all residents of Southeastern Michigan have the building blocks for a good quality life – Education, Income, and Basic Needs. One of the many ways we accomplish this is by serving as a Regional Resource Center for Southeastern Michigan. In collaboration with the state, the Early Childhood Investment Corporation, local community-based organizations, and public and private funders, we support 30 Early Learning Community (ELC) hubs where parents and caregivers can go to learn how to create nurturing, literacy-rich learning environments. A crucial role of the ELCs is to train and offer technical assistance to the 8,000 individuals in Wayne, Macomb, and Oakland counties that provide state-subsidized childcare to approximately 10,000 children under age five.

We share your dedication to create a best-in-class system for early childhood care and development. United Way has sought to identify, support, and expand promising practices that improve the quality of care for young children, and especially low-income children. We intend to continue this work in collaboration with public and private partners, with a specific focus on opportunities to:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Tenbusch".

Michael Tenbusch
Vice President, Educational Preparedness

October 11, 2011

The Honorable Rick Snyder
Governor of Michigan
Executive Office of the Governor
PO Box 30013
Lansing, MI 48909

Dear Governor Snyder:

The W.K. Kellogg Foundation is pleased to provide this letter of support for Michigan's application for Race to the Top – Early Learning Challenge funding.

Our support stems from the knowledge the Foundation has gleaned from our historical investments in early childhood and elementary education and from the personal engagement of our program and executive staff with educational innovators in our state. Their innovations have prepared vulnerable children for school entry, successfully closed achievement gaps and strengthened families and communities in our great state. We believe that Michigan is well positioned to utilize the Early Learning Challenge grant to scale such innovations, make sustainable improvements in our early learning system, and propel vulnerable children forward toward success.

Ultimately, the Early Learning Challenge grant will enable Michigan to better serve its youngest citizens, particularly its most vulnerable children. As an organization deeply committed to equity and excellence in early learning, the W.K Kellogg Foundation greatly values your leadership in helping develop a national model for early learning education. We strongly encourage the U.S. Department of Education to fund Michigan's Race to the Top – Early Learning Challenge grant.

Sincerely,



Sterling K. Speirn
President & CEO



One Michigan
Avenue East
Battle Creek, MI
49017-4012
USA
269-968-1611
TDD on site
Facsimile: 269-968-0413
www.wkkf.org

*The W.K. Kellogg
Foundation supports
children, families, and
communities as they
strengthen and create
conditions that propel
vulnerable children to
achieve success as
individuals and as
contributors to the larger
community and society.*

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION
DIVISION OF TEACHER EDUCATION
DETROIT, MI 48202
(313) 577-0902 (313) 577-4091 Fax

October 6, 2011

The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

This letter is on behalf of the Early Childhood Education (ECE) faculty in the College of Education at Wayne State University. Our faculty provides an ECE curriculum with Michigan Department of Education (MDE) approval to the certification standards in the specialty area of Early Childhood General and Special Education (ZS endorsement). Our graduates work in both public and private school settings that provide high quality services and education programs for young children birth-to 8 years of age (3rd grade) and their families. We strongly support Michigan's application for the Race To The Top-Early Learning Challenge Grant (RTT-ECL) with the focus on giving families information and supports to encourage their child's development and learning and to select the best program for their child.

Over the years we have worked closely with other ECE faculty members from community colleges and other university in collaboration with the MDE in various continuous improvement efforts to strengthen the quality and consistency of ECE teacher preparation programs and local EC programs across Michigan. Most recently these efforts were the development of the new ZS endorsement standards that were approved by the State Board of Education in 2008, and then the implementation of the MDE approved ZS endorsement programs aligned to those standards at our colleges and universities. Earlier efforts included the development of Michigan early childhood standards of quality for both curricula and programs for infant, toddlers, and preschool-age children. Given these standards and the results of our continuous improvement efforts as a state across our EC systems, we believe Michigan's application clearly addresses the priorities of the RTT-ECL Challenge Grant:

1. Aligning and coordinating early learning and development across the state;
2. Developing and adopting a common, statewide tiered Quality Rating and Improvement System;
3. Developing and using statewide high-quality early learning and development standards; and,
4. Developing a workforce knowledge and competency framework and a progression of credentials.

Thank you for your continued attention and commitment to Michigan's youngest learners and their families. The Michigan application will improve our system of information and supports for families, as well as the coordination necessary for families to select a high quality program for their child.

Sincerely,



Mark J. Larson, Ph.D.
Early Childhood Education Coordinator



**Providing life
transforming services
to children, families &
our community.**

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The Honorable Rick Snyder
Governor of Michigan
P.O. Box 30013
Lansing, Michigan 48909

Dear Governor Snyder,

I am writing a letter of intent on behalf of Western Great Start Regional Child Care Resource Center, a program of Pathways, MI., in strong support for Michigan's application for the Race to the Top – Early Learning Challenge (RTT-ELC) grant.

As the Regional Resource Center, we provide training and technical assistance to 4,207 care providers in ten counties in Michigan.

Pathways, MI is committed to improving quality of early care and education. We strongly support your efforts to coordinate early childhood programs in Michigan through the creation of the Office of Great Start. We share your commitment for ensuring Michigan excels with the priority goals that are a hallmark of our state's RTT-ELC application. Our organization, Pathways, MI will:

- Support the regional implementation of the Tiered Quality Rating and Improvement System (TQRIS) with early learning and development programs and unlicensed providers, by providing:
 - Quality improvement plan development, review and support to achieve goals identified in the plan
 - Quality improvement consultation to support changes in practice resulting in higher quality
 - Quality rating and assessment
 - Support for early learning and development programs to complete self-assessments
- Provide intensive quality improvement supports and services to those programs serving children with the highest need.
- Provide workforce development opportunities aligned to support professional growth and learning to improve quality. Content of opportunities include but are not limited to:
 - Early Learning Standards
 - Family Engagement
 - Health Promotion Practices
 - TQRIS
 - Self-assessments
 - Quality Improvement Plans
 - Social and Emotional Health and Development
 - Child Development
- Support the early learning and development programs and providers with research and best practice information, resources and consultations.
- Support families with resources and information to understand quality and the importance of quality impacts on early childhood development.

Sincerely,

Jeanette Hoyer, L.P.C.
Executive Director