



**Office of Children
and Family Services**

Town Hall Meeting—Examining the Business Side of Child Care

Co-trainer Guide

This document is provided under a contractual agreement between the

**New York State Office of Children and Family Services
Division of Administration
Bureau of Training and Development**

AND

**Professional Development Program
Rockefeller College of Public Affairs & Policy
University at Albany
Through
The Research Foundation for The State University of New York**

Acknowledgement

This material was developed by the Professional Development Program, Rockefeller College of Public Affairs & Policy, University at Albany, through The Research Foundation for The State University of New York, under a training and administrative services agreement with the New York State Office of Children and Family Services.

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Co-trainer Guide:

“Town Hall Meeting: Examining the Business Side of Child Care”

Thursday, October 25, 2018

6:45 PM - 9:15 PM

Before the evening of the webcast:

- Attend the Co-trainer Webinar on Tuesday, October 23, 2018 from 1 to 2 PM.
- Prepare your computer for the webcast. Test equipment on Tuesday, October 23, 2018 from 2 to 4 PM.
- Read through and follow all policies and procedures as outlined in this guide.
- Verify you have received all necessary materials.
- If materials are missing, please contact the Early Childhood Education and Training Program (ECETP) at (518) 442-6575 or Sarah Iacobacci at siacobacci@albany.edu.

During the webcast please fax, phone or email participant questions to:

Fax: 518-442-6650

Phone: 518-474-3171

Email: webcast_questions@albany.edu

Please remind providers to “like” us on Facebook and subscribe to our YouTube channel so they can receive ECETP updates!

“Town Hall Meeting: Examining the Business Side of Child Care”

Thursday, October 25, 2018

6:45 PM - 9:15 PM

Moderator

Christine Priest

Expert Panelists on Tape

Mark DeCicco

Regional Office Support Unit
Division of Child Care Services
Office of Children and Family Services

Tom Copeland

Licensed Attorney
Private Consultant

**** The activities during this webcast require participants to fill in their activity sheets with information as they watch the case study scenarios and the case study wrap-up conversations. Participants will use the designated activity time to discuss their observations with others at their site. ****

Agenda *(Times are approximate)*

6:45	On-site:	Seating, On-site Registration, & Formulating Questions
6:55	Broadcast:	News to Use This video segment will inform participants about a recent change to public health law regarding smoking in child care homes and provide information about coaching.
7:00	Broadcast:	Program Open & OCFS Welcome Program begins and Janice Molnar, Deputy Commissioner of the Division of Child Care Services, welcomes participants to the training.
7:02	Segment 1: Broadcast:	Injury Scenario Part 1 During this segment, panelists will introduce themselves, describe how everyone in a child care program plays a role in the business side of the program, and introduce the first segment of the injury scenario.
	On-site:	Activity: Injury Scenario Part 1 Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the first segment of the injury scenario.
7:15	Segment 2: Broadcast:	Injury Scenario Part 2 During this segment, panelists explore some of the red flags that the town hall meeting audience noticed in the first segment of the injury scenario and then introduce the second part of the injury scenario.
	On-site:	Activity: Injury Scenario Part 2 Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the second segment of the injury scenario.
7:30	Segment 3: Broadcast:	Injury Scenario Finale During this segment, panelists discuss red flags the town hall meeting audience noticed during the second segment of the injury scenario and then introduce the finale of the injury scenario.
	On-site:	Activity: Injury Scenario Finale Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the final segment of the injury scenario.
7:45	Segment 4: Broadcast:	Injury Scenario Wrap-up and Pick-up Scenario Part 1 During this segment, panelists will engage in a red flag wrap-up discussion with the town hall meeting audience and then introduce the first segment of the pick-up scenario.

	On-site:	Activity: Pick-up Scenario Part 1 Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the first segment of the pick-up scenario.
8:00	Segment 5: Broadcast:	Pick-up Scenario Part 2 During this segment, panelists explore some of the red flags that the town hall meeting audience noticed in the first segment of the pick-up scenario and then introduce the final part of the pick-up scenario.
	On-site:	Activity: Pick-up Scenario Finale Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the second segment of the pick-up scenario.
8:15	Segment 6: Broadcast:	Pick-up Scenario Finale During this segment, panelists discuss red flags the town hall meeting audience noticed during the second segment of the pick-up scenario and then introduce the finale of the pick-up scenario.
	On-site:	Activity: Pick-up Scenario Finale Red Flag Discussion During this activity, participants have the chance to discuss with others at their site some of the red flags they noticed during the final segment of the pick-up scenario.
8:30	Segment 7: Broadcast:	Pick-up Scenario Wrap-Up During this segment, panelists will engage in a red flag wrap-up discussion with the town hall meeting audience, discuss ways to improve business skills and provide us with final thoughts regarding the business side of child care.
	Segment 8: Broadcast:	Post-test & Program Closing During this segment, there is a 1-minute countdown clock until the post-test begins. Each test question and 3 answer choices will appear on the screen and are read by a narrator. After all 10 questions and answer choices are read the entire sequence is repeated.
9:00	On-site:	Post-test, Survey (“As a result of this videoconference, I will...”) & Participant Reaction Questionnaire (PRQ) During this segment, participants complete and return to the Co-trainer their post-test, Survey (“As a result of this videoconference, I will...”), and PRQ.

On-site: Seating, On-site Registration & Formulating Questions

1. Objectives:

As a result of this activity, participants will:

- Receive all participant materials including the post-test
- Identify their expectations for the training

- Formulate questions for the panelists

2. Materials:

- Participant Materials
- *Questions I Have* form
- PRQ
 - In order for accurate reporting, each participant must clearly and precisely fill out their PRQ. Additional writing or scribbling may void the document and jeopardize training credit.
- Post-test
 - In order for accurate reporting, each participant must clearly and precisely fill out the document and sign and date the attestation statement at the bottom of the post-test in order to receive training credit. Additional writing or scribbling may void the document and jeopardize training credit.
- Survey (“As a result of this videoconference, I will...”)
 - Distribute this with all other materials.

3. Directions for Activity:

- Welcome and check-in participants using the prepared registration list.
- Distribute and ask participants to review the Participant Materials. Include any additional resources you brought.
- Introduce yourself and share something about your background or experience as it relates to the topic.
- Communicate housekeeping details including location of bathrooms and exits, as well as “house rules” (smoking areas, clean-up duties or other expectations).
- Elicit participant’s expectations for the training. For example you may say:
“Good evening and welcome to tonight’s webcast: “Town Hall Meeting: Examining the Business Side of Child Care.” What expectations do you have for this training? What do you hope to learn?”
- Record participant’s expectations on a flip chart or wipe-off board.
- Encourage participants to generate questions for the panel using the *Questions I Have* form. For example you may say:
“It is important to us that tonight’s training answers as many of your questions as possible. Take the next few minutes to formulate a question based on your expectations for tonight’s training using the Questions I Have form. We’ll fax, phone or email your questions to the panel to be answered throughout the training.”
- Select an expectation from the list and demonstrate how it can be turned into a question. For example:
Participant expectation: I know I should have insurance but I’m not sure how much to get.
Question: How much insurance coverage should I have for the type of child care program I work in?
Participant expectation: I’m not the owner or director of a program so I don’t need to know about the business of child care.
Question: Can you explain some of the ways I play a role in the business of child care?

4. Activity Wrap-up:

- Transition to the webcast. For example you may say:

"If your question is not answered tonight, someone from the Early Childhood Education and Training Program will follow up with a response so please remember to include your name and a phone number or e-mail address on the Questions I Have form."

b) Fax, phone or email participant questions to:

- Fax: 518-442-6650
- Phone: 518-474-3171
- Email: webcast_questions@albany.edu

Segment 1: Injury Scenario Part 1

This segment will focus on:

- introducing the Town Hall Meeting panelists;
- describing how everyone plays a role in the business of child care;
- introducing Part 1 of the Injury Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching Part 1 and writing them down in the "Segment 1 red flags" section of the "Injury Scenario" activity sheet on page 2 of the Participant Materials.

On-site: Activity: Injury Scenario Part 1 Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during Part 1 of the Injury Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 2

3. Directions for Activity:

- a) Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the first segment of the Injury Scenario.

Segment 2: Injury Scenario Part 2

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing Part 2 of the Injury Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching Part 2 and writing them down in the "Segment 2 red flags" section of the "Injury Scenario" activity sheet on page 2 of the Participant Materials.

On-site: Activity: Injury Scenario Part 2 Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during Part 2 of the Injury Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 2

3. Directions for Activity:

- a) Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the second segment of the Injury Scenario.

Segment 3: Injury Scenario Finale

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing the final segment of the Injury Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching the final part of the Injury Scenario and writing them down in the “Segment 3 red flags” section of the “Injury Scenario” activity sheet on page 2 of the Participant Materials.

On-site: Activity: Injury Scenario Finale Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during the final part of the Injury Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 2

3. Directions for Activity:

- a) Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the final segment of the Injury Scenario.

Segment 4: Injury Scenario Wrap-up and Pick-up Scenario Part 1

This segment will focus on:

- sharing enforcement/regulatory and business red flags identified by the Town Hall Meeting audience members and what should be done to rectify them;

- participants writing down concerns and suggestions made by the panelists and audience members in the “Findings” section of the “Injury Scenario” activity sheet on pages 2-3 of the Participant Materials;
- introducing Part 1 of the Pick-up Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching Part 1 and writing them down in the “Segment 1 red flags” section of the “Pick-up Scenario” activity sheet on page 27 of the Participant Materials.

On-site: Activity: Pick-up Scenario Part 1 Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during Part 1 of the Pick-up Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 27

3. Directions for Activity:

- Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the first segment of the Pick-up Scenario.

Segment 5: Pick-up Scenario Part 2

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing Part 2 of the Pick-up Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching Part 2 and writing them down in the “Segment 2 red flags” section of the “Pick-up Scenario” activity sheet on page 27 of the Participant Materials.

On-site: Activity: Pick-up Scenario Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during Part 2 of the Pick-up Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 27

3. Directions for Activity:

- a) Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the second segment of the Pick-up Scenario.

Segment 6: Pick-up Scenario Finale

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing the final segment of the Pick-up Scenario; and
- participants identifying regulatory, enforcement and business red flags observed while watching the final part of the Pick-up Scenario and writing them down in the “Segment 3 red flags” section of the “Pick-up Scenario” activity sheet on page 27 of the Participant Materials.

On-site: Activity: Pick-up Scenario Finale Red Flag Discussion

1. Objective:

As a result of this activity participants will be able to:

- share red flags they found during the final part of the Pick-up Scenario with others at their site; and
- write down additional red flags they hear from others at their site.

2. Materials:

- Pen/pencil
- Participant Materials, page 27

3. Directions for Activity:

- a) Ask participants to discuss with others at the site some of the red flags they wrote down on their activity sheet while watching the final segment of the Pick-up Scenario.

Segment 7: Pick-up Scenario Wrap-up

This segment will focus on:

- sharing enforcement/regulatory and business red flags identified by the Town Hall Meeting audience and what should be done to rectify them;
- participants writing down concerns and suggestions made by the panelists and audience members in the “Findings” section of the “Pick-up Scenario” activity sheet on pages 27-28 of the Participant Materials;
- discussing ways to improve business skills; and
- reinforcing final thoughts regarding the business side of child care.

Segment 8: Post-test & Program Closing

The post-test will begin 1 minute after the program has ended. Participants should have their post-test and pen or pencil ready. If participants have completed their post-test before the post-test video begins they may hand it in, along with the Survey (“As a result of this videoconference, I will...”), and PRQ, and leave. Remind participants to leave quietly so that those who are watching the post-test are not disturbed.

Post-test questions will be shown and read aloud on the video screen and repeated a second time.

***Important to remember:** The post-test is open-book and can be completed by participants during the webcast. During the webcast encourage participants to follow along in their Participant Materials, as this assists in reinforcing the information being discussed.

On-site: Post-test, Survey (“As a result of this videoconference, I will...”) & Participant Reaction Questionnaire (PRQ)

1. Objectives:

As a result of this activity, participants will be able to:

- a) Test their understanding of the webcast material
- b) Provide feedback through the Survey (“As a result of this videoconference, I will...”) and PRQ

2. Materials:

- Pen/pencil
- Post-test
- PRQ
- Survey (“As a result of this videoconference, I will...”)

3. Directions for Activity:

- a) Ask participants to complete the post-test, Survey (“As a result of this videoconference, I will...”), and PRQ.
 - In order for accurate reporting, each participant must clearly and precisely fill out the documents and sign and date the attestation statement at the bottom of the post-test in order to receive training credit. Additional writing or scribbling may void the documents and jeopardize training credit.
- b) Inform participants that “**Trainer(s)/Presenter(s)**” on the PRQ refers to the live panelist on set and not the Co-trainer(s) on site.
- c) Collect the post-test, Survey (“As a result of this videoconference, I will...”), and PRQ from participants and check them to be sure they are filled out accurately and completely.

4. Closing Remarks:

Thank the participants for attending the webcast. For example you may say:

“Thank you for your participation in tonight’s training. I hope that this session has provided you with valuable insight into how all staff in child care programs play a role in the business of child care.”

Policies and Procedures

As a webcast Co-trainer, you play an important role in the success of this training. Co-trainers must maintain a professional and supportive atmosphere for the training to be a valuable experience for each individual in attendance.

For each webcast training Co-trainers must prepare in advance by:

- Reviewing the Co-trainer Guide;

- Attending the Co-trainer Webinar;
- Checking to be sure there are enough materials for each registered participant and contacting the Early Childhood Education and Training Program if anything is missing;
- Gathering any additional materials/resources to enhance the on-site activities and discussion opportunities; and by
- Bringing a copy of the New York State Office of Children and Family Services Regulations for Day Care Centers (418), Family Day Care Homes (417), Group Family Day Care Homes (416) and School-age Child Care (414).
 - The regulations can be found online at www.ocfs.ny.gov.

Registration Policy

Licensed and registered child care providers receive a brochure from the Early Childhood Education and Training Program via mail or email listing webcast training opportunities for the 2018 calendar year.

Participants may register via mail, fax or online at www.ecetp.pdp.albany.edu. The Early Childhood Education and Training Program *cannot* accept registration over the telephone.

Registration deadline is two (2) weeks prior to the webcast training.

If a registered participant is unable to attend the training, the Early Childhood Education and Training Program asks that he or she calls us directly to cancel. Following the cancellation, we will contact the declined participants.

Roster Policy

The Early Childhood Education and Training Program will provide a roster of participants for each training based on the confirmation and declination list. The roster will be included as part of the webcast mailing and will be placed in the Co-trainer packet. Each participant must sign the roster in order to receive a certificate by mail, or via their ECETP account, upon successful completion of the post-test. Each page of the roster must be signed by the Co-trainer where indicated to certify that it is an accurate reflection of attendance. Please keep a copy of the roster for your records, in case there are any questions about attendance.

As part of the Co-trainer agreement, the original (not photocopied) roster must be completed accurately and returned to the Early Childhood Education and Training Program.

Seating Policy

Participants must arrive at the training site no later than 6:45 PM. The broadcast portion of the webcast begins at 6:55 PM and concludes at 9:15 PM. Seating is limited and seats will not be reserved for participants arriving later than 6:45 PM.

Depending on the size of the training space, you may be able to accommodate declined and walk-in participants. This decision is up to each individual site.

Using the roster, seat all registered and confirmed participants first. Ask all others to wait.

Second, seat participants who are listed on the “declination list” only if you have enough room to accommodate them.

Finally, seat any walk-in participants and ask them to fill out all of the necessary information on the walk-in registration form that is included in the Co-trainer packet only if you have enough room to accommodate them. The walk-in registration form must be returned to the Early Childhood Education and Training Program.

Certificate Policy

Webcast training is an adult learning experience designed to help child care providers fulfill the training requirements of the New York State Office of Children and Family Services regulations.

The expectation of an adult training session is that a participant will be actively engaged in the broadcast, and the on-site activities and discussions.

At the conclusion of the training, each training site's attendees will take a written post-test consisting of ten questions. The questions on the post-test will appear on the screen and be read out loud twice. The completed post-test sheet must be signed by the attendee in the space indicated and returned to the Co-trainer. The tests will be submitted to ECETP by the Co-trainer for grading. A passing score of 70% is required. All who pass the test successfully will be issued a certificate by mail or via their ECETP account. **If the participant fails to sign both the test and the roster, no certificate will be issued.** Because the test is designed to confirm the provider's knowledge of the material covered in that particular webcast, there will be no re-testing.

Participants who registered online and pass the test can access their certificates online via their ECETP account. Please allow up to 4 weeks after the webcast for certificates to become available online.

Cheating Policy

It is the responsibility of the Co-trainer to ensure that an adult learning environment is maintained at all times throughout the webcast. As a result, all written post-tests should be completed independently without giving or receiving any assistance as stated by the Attestation Statement on the back of the test.

If at any time the Co-trainer observes that a participant's work is not his or her own, the Co-trainer must collect the participant's exam and the participant should be informed that he or she **will not be receiving credit for the Early Childhood Education and Training Program's webcast.**

Faxing, Phoning and Emailing Questions to the Panel Policy

Using the "Questions I Have" form provided by the Early Childhood Education and Training Program, Co-trainers may assist participants in formulating questions to ask the panel during the broadcast.

In order for a participant's question to be answered on-air, the "Questions I Have" form must be completed with the participant's name, site number/location and a daytime telephone number.

Co-trainers must screen questions for professionalism and/or regulatory issues. The Co-trainer must address lack of professionalism and/or regulatory issues immediately.

Children Attending Training Policy

Webcast training is an adult learning experience; due to the sensitive nature of some of the topics **children are not permitted.**

Inclement Weather Policy

The policy of the Early Childhood Education and Training Program is to conduct the webcast training as scheduled, regardless of inclement weather. It is at your discretion, as a Co-trainer, to continue as scheduled or to cancel due to the weather in your area.

If you choose to cancel, immediately contact Sarah Iacobacci at 518-442-6556 or siacobacci@albany.edu. Then, using your registration roster, contact registered participants by phone to inform them of the cancellation. Post a sign on the facility's door indicating the training has been cancelled due to the weather and will be rescheduled. Also include the location and contact information and the ECETP contact information on the sign.

Contact the Early Childhood Education and Training Program the next day to reschedule the training.

Webcast

In an effort to provide child care providers with high quality training the 2018 webcast training series will be presented to you via internet webcasting. In order to participate via webcast, you will need ONE of the following:

- A computer with access to the internet, a projector and speakers; or
- An HDTV that can be hooked up to a computer with internet access; or
- A smart board with internet access.

The night of the webcast:

You will use the link below to access the broadcast. This link will also be sent to you by Sarah Iacobacci in an email prior to the webcast. Be sure to click on the webcasting link that was sent to you prior to the training. This will help to ensure the link is entered correctly. If you enter the link manually it may not work properly.

Please note: This link will not be live until 6 PM the night of the training, Thursday, October 25, 2018.

To access the link visit: webcast.pdp.albany.edu

If you have any questions before the night of the webcast, please feel free to contact Sarah Iacobacci at 518-442-6556 or siacobacci@albany.edu.

Technical Policy

If you are experiencing technical difficulties on the night of the broadcast please refer to the "Preparing Your Computer for Webcast" document sent to you by Sarah Iacobacci.

If you are experiencing technical difficulties on the night of the broadcast and are at a site that has a media or technical services representative, please use their expertise.

If you are experiencing technical difficulties on the night of the broadcast and are at a site that does NOT have a media or technical services representative, please contact the Early Childhood Education and Training Program at 518-408-3400 or 518-486-5101.

After you have contacted the Early Childhood Education and Training Program and the technical problem cannot be remedied:

1. Send participants home and let them know they will be contacted with an alternate training date.
2. Contact Sarah Iacobacci at 518-442-6556 or siacobacci@albany.edu the next day to report the technical problems and reschedule. The Early Childhood Education and Training Program will assist with technical issues and send a DVD or link of the broadcast for the rescheduled training.

Conducting training using the participant materials is not an acceptable form of training.

*****Failure to comply with any of these policies may result in non-payment to the agency and/or individual.**