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Bureau of Training and Development

AND

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Rockefeller College
University at Albany
State University of New York

Acknowledgement

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Training Type

<table>
<thead>
<tr>
<th>Training Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your curricula require certification or approval of the trainer?</td>
</tr>
<tr>
<td>☑ Yes, select from the drop-down list  ☐ No, proceed to Training Information below</td>
</tr>
<tr>
<td>Select One:</td>
</tr>
</tbody>
</table>

Properly indicating if the curricula requires the trainer to be certified or approved will assist EIP staff processing EIP scholarship applications.

Procedure

1. If your curricula is one of the following, please choose “Yes” and select the appropriate title from the drop-down list:
   - Basic Life Support (BLS)
   - First Aid and/or CPR
   - The Classroom Assessment Scoring System (CLASS) for Pre-K and/or K-3
   - Creative Curriculum for Family Child Care
   - Creative Curriculum for Infants and Toddlers and/or Preschool
   - Center on the Social and Emotional Foundations for Early Learning (CSEFEL) for Infant Toddler and/or for Preschool
   - Developmentally Appropriate Practice
   - Eat Well Play Hard with Day Care Homes
   - Eco-Healthy Child Care
   - Health and Safety Training: Competencies for Becoming a Family or Group Family Day Care Provider Curriculum
   - High Scope Curriculum
   - I Am Moving, I Am Learning (IMIL)
   - Mandated Reporter Training in Child Abuse and Maltreatment
   - Medication Administration Training (MAT)
   - New Portage Guide
   - Preventing Child Abuse and Neglect (PCAN)
   - Program for Infant/Toddler Care (PITC)
   - Strengthening Families

2. If your training is not on the list, please choose “No, proceed to Training Information below”
1. For all curricula that require certification or approval of the trainer the officially recognized title will auto-fill for your convenience.

[http://nyworksforchildren.org/ForTrainersCoaches1/EndorsedCurricula.aspx](http://nyworksforchildren.org/ForTrainersCoaches1/EndorsedCurricula.aspx)

2. If chosen both the Health and Safety Training: Competencies for Becoming a Family or Group Family Day Care Provider Curriculum and the Medication Administration Training (MAT) will auto-fill all fields for your convenience.

## Training Information

### Title

The title of the training should be brief and provide a clear idea of the content.

### Procedure

Enter the training title in the text box.

### System Note

There is a 500 character limit on this box.

### Best Practice Tips

Remember, trainings are approved for multiple years – naming matters.

**Do be:**

- Brief
- Specific
- Clear

**Do not include:**

- The location unless it is the only location
- The year/month of the training unless it is the only offering
- Words like MANDATORY & REQUIRED – they are misleading and will not be approved
**Description**

The training description should:

- Describe the information, skills, and professional standards that will be covered in the training
- Identify the target audience of your training
  - Example: This training is targeted to direct care workers who have experience working with infants
- Identify any pre-requisites for the training
  - Example: Previous training in developing curriculum for child care settings is recommended

**Procedure**

Enter the course description in the text box.

**System Note**

There is a 500 character limit on this box.

**Best Practice Tips**

Describe what trainees will learn and be able to do as a result of the training.

---

**Professional Development Level**

Professional Development Level (PDL) is for Training Organizations to identify the level of training being offered, the depth of the content, and the recommended background knowledge for participants.

**Procedure**

Select the level that best describes the training:

- Introductory
- Intermediate
- Advanced

**Best Practice Tips**

- Use the rubric provided below to assist you in identifying the PDL of the training
- Remember, the PDL assists a trainee in deciding if a training offers a sufficient professional challenge for their skill improvement
<table>
<thead>
<tr>
<th>Level of Training</th>
<th>Description of Training Level</th>
<th>Content</th>
<th>Suggested Participant Target Audience</th>
<th>Delivery Examples</th>
<th>Evaluation Examples</th>
</tr>
</thead>
</table>
| Introductory      | • Fundamental overview of general training content  
                   • Beginning stage training | • Introduce early childhood topics and vocabulary relevant to the field  
                   • Exposure to new topics | • Minimal to no knowledge or experience of early childhood topic(s) addressed | • Lecture  
                   • Textbook/Video  
                   • Instructor led demonstration  
                   • Q & A | • Participant Satisfaction Survey  
                   • Pre/Post Knowledge Test or Post Test Only |
| Intermediate      | • Develop recognition leading to understanding of the knowledge, terminology, and essential skills within the field  
                   • Start to make connections between training knowledge and behavior in the workplace | • Expand and build on refining early childhood topic knowledge relevant to the field  
                   • Review of topic theories and concepts | • A working understanding of early childhood topic area(s) | • Textbook/Video  
                   • Instructor/Peer led demonstration  
                   • Discussion  
                   • Games & Activities  
                   • Reflection | • Participant Satisfaction Survey  
                   • Pre/Post Knowledge Test  
                   • Assessment of Presentations  
                   • Skill demonstrations |
| Advanced          | • Focus on mastery and specialization of early childhood topic areas  
                   • Designed to challenge the experienced participant to synthesize knowledge and modify everyday practice | • Opportunities for gaining more in-depth topic knowledge  
                   • Extensive use of critical skills  
                   • Synthesize and draw conclusions  
                   • Effective application of knowledge | • Assumes extensive knowledge of early childhood topic area(s) | • Discussion  
                   • Games & Activities  
                   • Reflection  
                   • Case Scenarios  
                   • Peer teaching  
                   • Mentoring | • Participant Satisfaction Survey  
                   • Pre/Post Knowledge Test  
                   • Case studies  
                   • Mentoring projects  
                   • Research projects  
                   • Peer teaching |
## Goals

Goals should be general statements of the learning that will take place during the training.

### Procedure

1. Enter 1 goal per text box
2. You must enter a minimum of 1 goal
3. Click the [Add more] button to add an additional goal text box if needed

### System Note

1. There is a 500 character limit in each text box
2. You may enter up to 3 goals in the portal
3. Your syllabus should contain as many goals as you need (see Appendices A and B)

### Best Practice Tips

Remember, goals are broad and convey the overall purpose of the training. Include how the learner will:

- Acquire new skills
- Develop new skills
- Improve existing skills

## Objectives

Objectives must be measurable, clearly stated, and lead to the training goals.
### Procedure

1. Enter 1 objective per text box  
2. You must enter a minimum of 1 objective  
3. Click the [Add more] button to add an additional objective text box if needed

### System Note

1. There is a 500 character limit in each text box  
2. You may enter up to 5 objectives in the portal  
3. Your syllabus can contain as many objectives as you need (see Appendix A and B)

### Best Practice Tips

Objectives should:

- Be written from the perspective of what the participant is expected to do in the training (ex: Trainee will be able to…….)  
- Be clearly stated, realistic, behavioral, and measurable  
- Help participants understand the content that will be delivered  
- Be logical and follow the order of the training delivery

### Training Focus

#### Training Focus - Skill Development Area(s): *

- **Children:**
  - Birth to 18 months  
  - 18 to 36 months  
  - 36 to 60 months  
  - School Age

- **Program Professionalism:**
  - Business Development  
  - Curriculum and Learning Environment Development

- **Personal Professionalism:**
  - Personal Professional Development

#### Training Focus - Modality of Care Addressed in Training:

- **Modality:**
  - Day Care Center  
  - Family Day Care  
  - Group Family Day Care  
  - EACC  
  - Small Day Care Center

### Skill Development Areas

The skill development area(s) allow the identification of the general content areas that will be covered in the training including:

- **Children**
  - Birth to 18 months  
  - 18 to 36 months  
  - 36 to 60 months  
  - School Age
- **Program Professionalism**
  - Business Development  
  - Curriculum and Learning Environment Development
- **Personal Professionalism**
### Procedure

1. Select the appropriate box(es) to indicate your choice
2. You must choose a minimum of 1 skill development area
3. You may choose multiple areas as needed

### Best Practice Tip

- Program Professionalism is content that focuses on improving the child care program and the business of child care. Examples: developing curriculum, effective transitions, and classroom management
- Personal Professionalism is content that focuses on improving the individual child care provider’s skills. Examples: stress management, communicating with challenging families, learning about the CDA
- Note: Some trainings may encompass both Program and Personal Professionalism

### Modality of Care

Identifying the modalities of care addressed in your training allows child care providers to select the training most related to their chosen population.

- Day Care Center
- Small Day Care Center
- Group Family Day Care
- Family Day Care
- SACC

### Procedure

1. Select the appropriate box(es) to indicate your choice
2. “Modality of Care” is an optional area
3. You may choose multiple modalities

### Best Practice Tips

Correctly identifying the focus of the training is important so trainees can select training appropriate to their employment and/or skill development goals.
# Training Alignment with Professional Standards

<table>
<thead>
<tr>
<th>OCFS 9 Regulatory Topic Areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principles of Childhood Development</td>
<td>☐</td>
</tr>
<tr>
<td>2. Nutrition and Health</td>
<td>☐</td>
</tr>
<tr>
<td>3. Child Care Program Development</td>
<td>☐</td>
</tr>
<tr>
<td>4. Safety and Security</td>
<td>☐</td>
</tr>
<tr>
<td>5. Business Records</td>
<td>☐</td>
</tr>
<tr>
<td>6. CAFM ID and Prevention</td>
<td>☐</td>
</tr>
<tr>
<td>7. Child Care Statutes and Regs</td>
<td>☐</td>
</tr>
<tr>
<td>8. CAFM Statutes and Regs</td>
<td>☐</td>
</tr>
<tr>
<td>9. Shaken Baby Syndrome</td>
<td>☐</td>
</tr>
</tbody>
</table>

To qualify for Educational Incentive Program (EIP) scholarship funds, trainings must correspond to one or more of the NYS Office of Children and Family Services (OCFS) 9 Regulatory Topic Areas.

## Procedure

1. Select the appropriate box(es) to identify the OCFS 9 Regulatory Topic Area(s) addressed in your training
2. Enter the number of hours trained in each area(s)
3. For each of the OCFS 9 Regulatory Topic Areas chosen, the corresponding areas in Core Body of Knowledge, NYS Early Learning Guidelines, and the Federal Health and Safety Requirements will open—you must select at least one of the applicable related areas from each category EXCEPT Federal Health and Safety Requirements.

## Core Body Knowledge:

- 1. Child Growth and Development
- 2. Environment and Curriculum
- 3. Health, Safety, and Nutrition
- 4. Administration and Management

## NYS Early Learning Guidelines:

- Domain 1: Social and Emotional Development
- Domain 2: Approaches to Learning (Intrinsic Factors)
- Domain 3: Cognition and General Knowledge
- Domain 4: Language, Communication, and Literacy

## Federal Health and Safety Requirements:

- Appropriate Precautions in Transporting Children
- Building and Physical Premises Safety
- Emergency Preparedness and Response Planning
- Handling and Storage of Hazardous Materials

## System Note

1. Hours can be assigned in a minimum of 30 minute (.5) blocks
   a. Example: 1.5 hours = one hour and thirty minutes of training time
2. The hours associated with each of the OCFS 9 Regulatory Topic Areas selected will automatically calculate and appear in “Total Hours”
### Best Practice Tips
- Use the crosswalk provided ([Appendix C](#)) to help you properly align your training
- Total training hours should equal the total time participants spend in active training. Do not include time spent on breaks and lunches/dinners

### Upload Syllabus

Upload of the syllabus is a mandatory part of the Event Approval Process. You may upload your syllabus when you enter the training into the portal. All syllabi must be received:

- Within 60 days of training approval
- OR
- By the first date of training delivery

Whichever date comes first

#### Procedure

1. Click the “Browse” button  
   - A pop-up window will open
2. Locate the saved file on your computer
3. Click “Open”
   - The pop-up window will close
4. Click “Upload”
5. Next to “Received File:” you will see your files name
6. You can click on the file name to open and verify the file

#### System Notes
Syllabi may only be submitted in “PDF” or “Word” formats

#### Best Practice Tips
Save the syllabus file with a name that clearly associates it with your organization and the training with which it is affiliated.

- Example: PDPBehavModInf.pdf
The TO portal has been redesigned to provide TOs with the ability to:

- Save training information:
  - For later completion
  - To edit if needed during the Event Approval Process
- Submit training information for review
- Cancel training information entry:
  - To delete unsaved trainings
  - To discard changes before they are saved

**Procedure**

1. Click the appropriate button to complete desired task:
   a. Save = save information for later completion
   b. Submit = information is complete and ready to be reviewed by PDP staff
   c. Cancel = unsaved information will be deleted
Appendix

Appendix A: Sample Multi-Day Syllabus Template

Appendix B: Sample Single Day Syllabus Template

Appendix C: Professional Standards Crosswalk
Appendix A: Sample Multi-Day Syllabus Template

Training Information:

Title – Click here to enter text.
Hours – Click here to enter text.
Pre-requisites – Click here to enter text.

Training Materials: (PowerPoint, articles, worksheets, books, etc.)
Click here to enter text.

Goal(s): Click here to enter text.

Objective(s): Click here to enter text.

Policies & Procedures: (Attendance, completion requirements, refund policy, etc.)
Click here to enter text.

<table>
<thead>
<tr>
<th>Session/Module</th>
<th>Topic</th>
<th>Goal(s)</th>
<th>Assignment(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Sample Single Day Syllabus Template

Title: Click here to enter text.

Date: Click here to enter text.

Training Hours: Click here to enter text.

Pre-requisites: Click here to enter text.

Materials: (PowerPoint, articles, action plan, worksheets) Click here to enter text.

Goal(s): what will students learn and be able to practice upon completing this training

Objective(s): measurable steps to reach goal/s

Topic Areas: Click here to enter text.

Evaluation: Click here to enter text.

Resources for Further Information: Click here to enter text.
## Appendix C: Professional Standards Crosswalk

<table>
<thead>
<tr>
<th>9 OCFS Regulatory Topic Areas</th>
<th>Core Body of Knowledge</th>
<th>ECAC Early Learning Guidelines</th>
<th>10 Federal Health and Safety Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Principles of childhood development</td>
<td>(1) Child Growth and Development</td>
<td>Domain 1: Physical well-being, health and motor development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Environment and Curriculum</td>
<td>Domain 2: Social and Emotional Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) Health, Safety and Nutrition</td>
<td>Domain 3: Approaches to Learning (intrinsic factors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domain 4: Cognition and General Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domain 5: Language, Communication, and Literacy</td>
<td></td>
</tr>
<tr>
<td>2 Nutrition and health</td>
<td>(5) Health, Safety and Nutrition</td>
<td>Domain 1: Physical well-being, health and motor development</td>
<td>Prevention and control of infectious diseases (including immunization)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prevention of sudden infant death syndrome and use of safe sleeping practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administration of medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prevention of and response to emergencies due to food and allergic reactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>First Aid and CPR</td>
</tr>
<tr>
<td>3 Child day care program development</td>
<td>(7) Administration and Management</td>
<td></td>
<td>Building and physical premises safety</td>
</tr>
<tr>
<td>4 Safety and security procedures</td>
<td>(5) Health, Safety and Nutrition</td>
<td></td>
<td>Emergency preparedness and response planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Handling and storage of hazardous materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appropriate precautions in transporting children</td>
</tr>
</tbody>
</table>
### Professional Standards Crosswalk, continued

<table>
<thead>
<tr>
<th>9 OCFS Regulatory Topic Areas</th>
<th>Core Body of Knowledge</th>
<th>ECAC Early Learning Guidelines</th>
<th>10 Federal Health and Safety Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Business record maintenance and management</td>
<td>(7) Administration and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Child abuse and maltreatment identification and prevention</td>
<td>(6) Professionalism and Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Statutes and regulations pertaining to child day care</td>
<td>(5) Health, Safety and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6) Professionalism and Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(7) Administration and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Statutes and regulations pertaining to child abuse and maltreatment</td>
<td>(5) Health, Safety and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(6) Professionalism and Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(7) Administration and Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Education and information on the identification, diagnosis, and prevention of shaken baby syndrome</td>
<td>(5) Health, Safety and Nutrition</td>
<td></td>
<td>Prevention of shaken baby syndrome and abusive head trauma</td>
</tr>
<tr>
<td>XXX</td>
<td>(2) Family and Community Relationships</td>
<td>Domain 2: Social and Emotional Development</td>
<td></td>
</tr>
<tr>
<td>XXX</td>
<td>(3) Observations and Assessment</td>
<td>Domain 2: Social and Emotional Development</td>
<td></td>
</tr>
</tbody>
</table>