



**Office of Children  
and Family Services**

# **Town Hall Meeting: Child Abuse and Maltreatment**

**Co-trainer Guide**

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**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: Child Abuse and Maltreatment”**  
Wednesday, November 6, 2019  
6:45 PM - 9:15 PM

**Before the evening of the webcast:**

- Attend the Co-trainer Webinar on Monday, November 4, 2019 from 1-2 PM.
- Prepare your computer for the webcast. Test equipment on Monday, November 4, 2019 from 1-4 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 Sydney Wilk at [swilk@albany.edu](mailto:swilk@albany.edu).

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

**Fax: 518-442-6650**

**Phone: 518-442-6678**

**Email: [webcast\\_questions@albany.edu](mailto: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: Child Abuse and Maltreatment”**

Wednesday, November 6, 2019

6:45 PM - 9:15 PM

Moderator

**Christine Priest**

Expert Panelists on Tape

**Craig Sunkes**

Associate Attorney

NYS OCFS Legal Division– Child Welfare Services Bureau

**Mark DeCicco**

Regional Office Support Unit

Division of Child Care Services

Office of Children and Family Services

**Brian Ishman**

Statewide Central Register (SCR)

**Jennifer Whitney**

Professional Development Program (PDP)

Training Project Coordinator, Department of Child Welfare

*\*\*\* 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 | <b>On-site:</b>                  | <b>Seating, On-site Registration, &amp; Formulating Questions</b>  |
| 6:55 | <b>Broadcast:</b>                | <b>News to Use</b><br>This video segment will feature information on amended child care regulations, comprehensive background clearance requirements, free Graco cribs, winter weather reminders and product recalls.  |
| 7:00 | <b>Broadcast:</b>                | <b>Program Open &amp; OCFS Welcome</b><br>Program begins and Janice Molnar, Deputy Commissioner of the Division of Child Care Services, welcomes participants to the training.   |
| 7:02 | <b>Segment 1:<br/>Broadcast:</b> | <b>Making the Call Scenario Part 1</b><br>During this segment, the moderator and expert on tape, Craig Sunkes– Associate Attorney with the New York State Office of Children and Family Services Legal Division Child Welfare Services Bureau, will explain mandated reporters and define CAM basics. Then the Town Hall Meeting panelists will introduce themselves, define reasonable cause to suspect, and introduce the first segment of the Making the Call scenario. |
|      | <b>On-site:</b>                  | <b>Activity: Making the Call Scenario Part 1 Red Flag Discussion</b><br>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 Making the Call scenario.   |
| 7:15 | <b>Segment 2:<br/>Broadcast:</b> | <b>Making the Call Scenario Part 2</b><br>During this segment, panelists explore some of the red flags the Town Hall Meeting audience noticed in the first segment of the Making the Call scenario and then introduce the second part of the Making the Call scenario.   |
|      | <b>On-site:</b>                  | <b>Activity: Making the Call Scenario Part 2 Red Flag Discussion</b><br>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 Making the Call scenario.  |
| 7:30 | <b>Segment 3:<br/>Broadcast:</b> | <b>Making the Call Scenario Finale</b><br>During this segment, panelists discuss red flags the Town Hall Meeting audience noticed during the second segment of the Making the Call scenario and then introduce the finale of the Making the Call scenario.   |
| 7:45 | <b>Segment 4:<br/>Broadcast:</b> | <b>Making the Call Scenario Wrap-up and Investigative Process Scenario Part 1</b><br>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 Investigative Process scenario.   |

**On-site:** **Activity: Investigative Process 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 Investigative Process scenario.

8:00 **Segment 5:** **Investigative Process Scenario Part 2**  
**Broadcast:** During this segment, panelists explore some of the red flags the Town Hall Meeting audience noticed in the first segment of the Investigative Process scenario and then introduce the second part of the Investigative Process scenario.

**On-site:** **Activity: Investigative Process 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 Investigative Process scenario.

8:15 **Segment 6:** **Investigative Process Scenario Finale**  
**Broadcast:** During this segment, panelists discuss red flags the Town Hall Meeting audience noticed during the second segment of the Investigative Process scenario and then introduce the finale of the Investigative Process scenario.

**On-site:** **Activity: Investigative Process 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 Investigative Process scenario.

8:30 **Segment 7:** **Investigative Process Scenario Wrap-Up**  
**Broadcast:** During this segment, panelists will engage in a red flag wrap-up discussion with the Town Hall Meeting audience, and provide final thoughts regarding the child abuse and maltreatment reporting and investigative processes.

**Segment 8:** **Post-test & Program Closing**  
**Broadcast:** 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 webcast, 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 webcast, 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 webcast, 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: Child Abuse and Maltreatment.” 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’m a mandated reporter, but I’m not sure what that means.
  - Question:** What are my legal obligations as a mandated reporter of child abuse and maltreatment?
  - Participant expectation:** I’m not sure what happens during a child abuse or maltreatment investigation.
  - Question:** What should I expect if I am asked to participate in a child abuse or maltreatment investigation?

## 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: 518-442-6678
- Email: [webcast\\_questions@albany.edu](mailto:webcast_questions@albany.edu)

**If you call and receive a voicemail message please hang up and try again until your call is answered.**

### **Segment 1: Making the Call Scenario Part 1**

This segment will focus on:

- defining mandated reporters and child abuse and maltreatment basics;
- introducing the Town Hall Meeting panelists;
- defining reasonable cause to suspect;
- introducing Part 1 of the Making the Call scenario; and
- participants identifying red flags observed while watching Part 1 and writing them down in the "Segment 1 red flags" section of the "Making the Call Scenario" activity sheet on page 2 of the Participant Materials.

### **On-site: Activity: Making the Call 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 Making the Call 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 Making the Call scenario.

### **Segment 2: Making the Call Scenario Part 2**

This segment will focus on:

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



**On-site: Activity: Making the Call 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 Making the Call 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 Making the Call scenario.

**Segment 3: Making the Call Scenario Finale**

This segment will focus on:

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

**On-site: Activity: Making the Call 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 Making the Call 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 Making the Call scenario.

**Segment 4: Making the Call Scenario Wrap-up and Investigative Process Scenario Part 1**

This segment will focus on:

- sharing 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 “Making the Call Scenario” activity sheet on pages 3 of the Participant Materials;
- introducing Part 1 of the Investigative Process scenario; and
- participants identifying red flags observed while watching Part 1 and writing them down in the “Segment 1 red flags” section of the “Investigative Process Scenario” activity sheet on page 4 of the Participant Materials.

**On-site: Activity: Investigative Process 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 Investigative Process 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 4

**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 Investigative Process scenario.

**Segment 5: Investigative Process Scenario Part 2**

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing Part 2 of the Investigative Process scenario; and
- participants identifying red flags observed while watching Part 2 and writing them down in the “Segment 2 red flags” section of the “Investigative Process Scenario” activity sheet on page 4 of the Participant Materials.

**On-site: Activity: Investigative Process 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 Investigative Process 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 4

**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 Investigative Process scenario.

### **Segment 6: Investigative Process Scenario Finale**

This segment will focus on:

- sharing red flags identified by Town Hall Meeting audience members;
- introducing the final segment of the Investigative Process scenario; and
- participants identifying red flags observed while watching the final part of the Investigative Process Scenario and writing them down in the “Segment 3 red flags” section of the “Investigative Process Scenario” activity sheet on page 4 of the Participant Materials.

### **On-site: Activity: Investigative Process 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 Investigative Process 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 4

#### **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 Investigative Process scenario.

### **Segment 7: Investigative Process Scenario Wrap-up**

This segment will focus on:

- sharing 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 “Investigative Process Scenario” activity sheet on page 5 of the Participant Materials;
- discussing ways OCFS is a partner and a resource; and
- reinforcing final thoughts regarding suspected child abuse and maltreatment reporting and investigations.

### **On-site: Post-test, Survey (“As a result of this webcast, 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 webcast, I will...”) and PRQ

#### **2. Materials:**

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

### 3. Directions for Activity:

- Ask participants to complete the post-test, Survey (“As a result of this webcast, 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.
- Inform participants that those with an ECETP account will have faster access to their training certificate.
- Remind participants to sign the roster and the post-test so as not to jeopardize their ability to receive training credit.
- 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.
- Collect the post-test, Survey (“As a result of this webcast, I will...”), and PRQ from participants and check them to be sure they are filled out accurately and completely.
- Separate post-tests for those participants without an ECETP account and paperclip them to the registration form so they can be processed by the Early Childhood Training Program.

### 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 to fulfill your responsibilities as a mandated reporter of child abuse and maltreatment.”*

## 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](http://www.ocfs.ny.gov).

### **Registration Policy**

Participants may register via mail, fax or online at [www.ecetp.pdp.albany.edu](http://www.ecetp.pdp.albany.edu). The Early Childhood Education and Training Program cannot accept registration over the telephone.

Registration will close 24 hours prior to the webcast in order to maximize the number of participants. We encourage you to print an updated training roster on the day of the 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.

**Creating an ECETP Account**—All participants are encouraged to create an ECETP account. This will streamline the registration process and provide access to training certificates in a more timely fashion.

Follow these steps to create and ECETP account:

- Go to <https://www.ecetp.pdp.albany.edu/mytraining/login.aspx>
- Click on “Create a New ECETP Account”
- You will be asked to fill in your
  - First name,
  - Last name and
  - an Email address – this should be a personal email not a work email
- Then click “Send Verification Link”
- Check email supplied and click on the link in the verification email
- Create a password then click “Create your account”
- Click “Go to login”
- Enter your email and password then click “Login”
- Enter demographic information then click “Submit”

After completing these steps providers can log in at any time to access e-Learnings, register for webcasts, and retrieve certificates.

Participants with an ECETP account should access certificates through their accounts. PDP will only mail certificates to those participants without ECETP accounts.

### **Roster Policy**

The Early Childhood Education and Training Program will provide a roster of participants for each training. The roster will be included as part of the webcast mailing and will be placed in the Co-trainer packet. **DAY OF WEBCAST: PRINT MOST CURRENT ROSTER**. The roster is available on the Training Portal. This gives you the opportunity to see the number of providers registered at your site before you receive the box of training materials. This also allows you the opportunity to do local outreach.

Each participant must sign the roster and post-test in order to receive a training certificate. 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.

### **Training No Show**

If a participant does not show up for the training you must mark him/her as a no show in the Training Portal. In the Training Portal check the “Never showed up” box for that provider and click save.

### **Seating Policy**

Participants must arrive at the training site no later than 6:45 PM. The broadcast portion of the webcast begins at approximately 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 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.

Then, 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 paper clipped to post-tests for non-registered participants and returned to the ECETP for data processing and certificate distribution.**

### **Post-Test**

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 participant in the space indicated and returned to the Co-trainer. A passing score of 70% is required. All who pass the post-test successfully will be issued a certificate by mail or via their ECETP account. **If the participant fails to sign both the post-test and the roster, no certificate will be issued.** Because the post-test is designed to confirm the participant’s knowledge of the material covered in that particular webcast, there will be no re-testing.

Participants who registered online and pass the post-test can access their certificates online via their ECETP account immediately. Please allow up to 4 weeks after the webcast for certificates to be processed and sent to participants without an ECETP account.

**For any provider without an ECETP account or who attends as a walk in, paperclip their post-test to the walk in registration form and return to ECETP for data entry and certificate distribution.**

Mail all original participant post-tests to ECETP.

### **Scoring Post-Tests**

The Training Portal requires the trainer to verify the post-test answers for each registered provider once the training has been completed. If the provider has all correct answers, no action needs to be taken by the trainer. If there are incorrect answers, the trainer will need to engage in the test verification process.

The Training Portal automatically displays the correct answers for each question.

If a provider indicates an incorrect answer on their post-test you must change the answer in the Training Portal. To do this click on the triangle next to the answer for that question. A pop-up appears with answer options. Change the answer to what appears on the provider's post-test.

Once you have finished verifying all post-test answers scroll to the bottom of the page and click "Save." The Training Portal will automatically update the roster information and the provider will receive an email stating his or her training status has changed.

ECETP will verify post-test answers in the Training Portal for providers upon receiving training materials from the trainer.

### **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 post-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 post-test 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.**

### **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.

We do not have the ability to provide partial training credit to participants who arrive at webcasts late or leave early.

### **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.

**If you call in a question for the panel and receive a voicemail message please hang up and try again until your call is answered.**

### **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 Sydney Wilk at 518-442-6557 or [swilk@albany.edu](mailto:swilk@albany.edu). Then, using your registration roster, which can be found on the Training Portal at any time, contact registered participants 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.

### **Signage**

Please be mindful of your training location. Signage with contact information should be posted in order to assist in directing participants to the correct location.

### **Webcast**

In an effort to provide child care providers with high quality training the 2019 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 Sydney Wilk 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, July 16, 2019.

To access the link visit: [webcast.pdp.albany.edu](http://webcast.pdp.albany.edu)

If you have any questions before the night of the webcast, please feel free to contact Sydney Wilk or Colleen Faragon at 518-442-6575 or [swilk@albany.edu](mailto:swilk@albany.edu) or [cfaragon2@albany.edu](mailto:cfaragon2@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 Sydney Wilk.

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 1-800-295-9616 or 518-442-6575.**

**If you call and receive a voicemail message please hang up and try again until your call is answered.**

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 Sydney Wilk at 518-442-6557 or [swilk@albany.edu](mailto:swilk@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.**

### **Materials to be Returned to ECETP**

The following materials should be returned to ECETP within 10 days of conducting the webcast:

- Co-trainer Feedback Form(s) – Filled out only by the Co-trainer(s) with his/her name, site number and feedback.
- Invoice (if applicable) – Be sure to use the current year's invoice and that it includes your site number.
- Original (not photocopied) Registration Roster –Be sure to include your signature on the bottom of the roster cover page.
- Original (not photocopied) Walk-in Roster Registration Sheets – Have walk-in participants clearly print their name, address, email and telephone number on the sheets. Please include your signature and date. **Remember to paper clip the walk-in registration to post-tests for non-registered participants before returning them to ECETP for data processing and certificate distribution.**
- Participant Reaction Questionnaires (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 Materials (post-test and survey) – An original (not photocopied) post-test should be submitted for each participant. In order for accurate reporting, participants 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. **Remember to paperclip the post-test for any provider without an ECETP account or who attends as a walk in, to the walk in registration form and return to ECETP for data entry and certificate distribution.**
- Unanswered "Questions I Have" forms – Any questions not answered during the webcast should be returned to ECETP. Please be sure the participant's contact information (phone number or email address) is included on the sheet.

### **Return materials to:**

Professional Development Program  
Attn: Sydney Wilk

4 Tower Place, 4<sup>th</sup>Floor  
Albany, NY 12203

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