



Instructional
SUMMER

2019

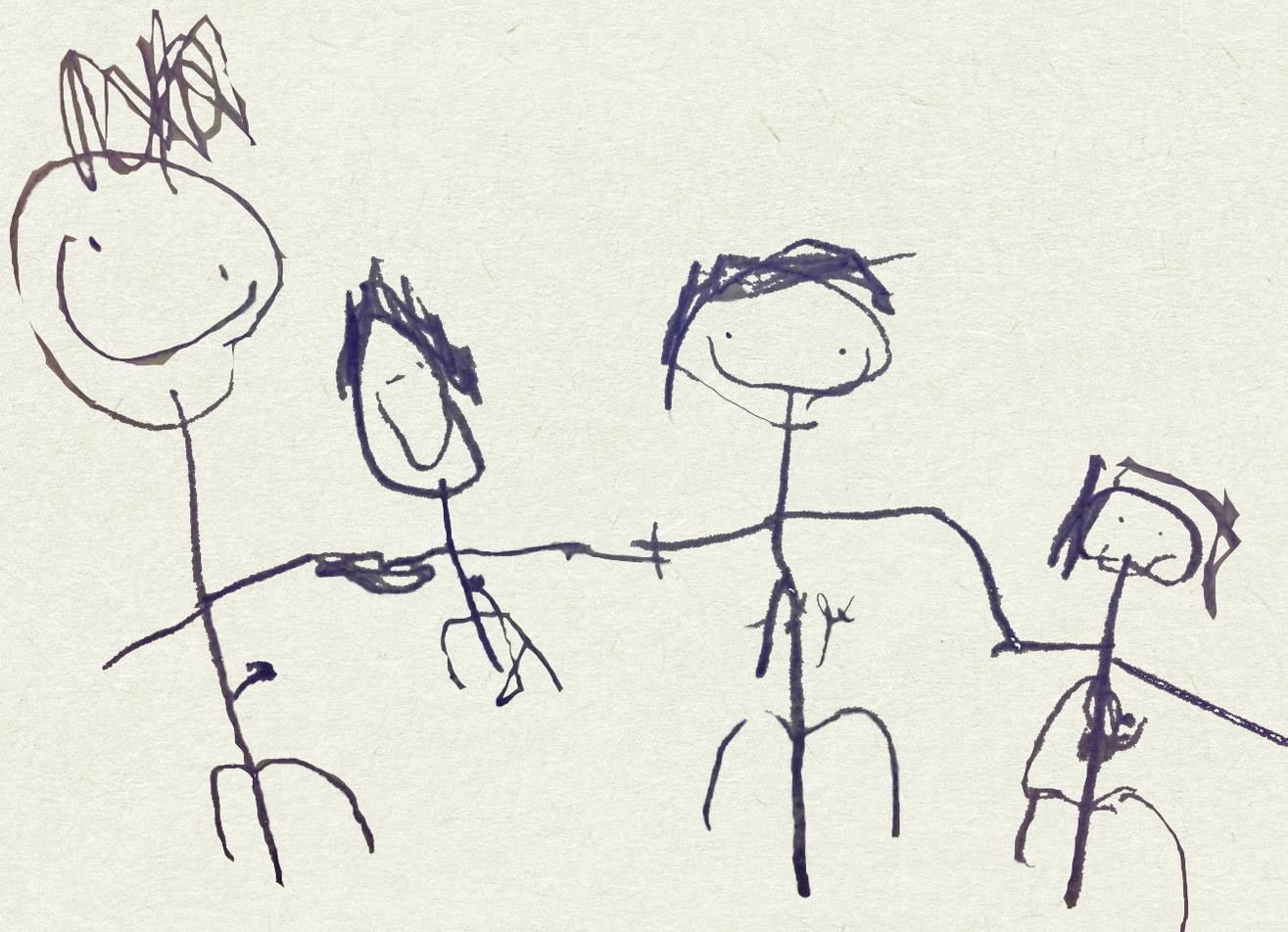
**A SYSTEMATIC COLLECTION OF TRAININGS
FOR CHILD & PROFESSIONAL DEVELOPMENT**



Capital District
Child Care Council

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Onsite Training

YOUR TOPIC, YOUR LOCATION

EVERY TRAINING IN THIS CATALOG (AND MORE) CAN BECOME A CUSTOMIZED ONSITE TRAINING

Whether you run a large child care program with hundreds of staff, or you are a family child care provider working from home, we can tailor an onsite training solution for you. Let us send our expert educators, quality training materials, and hands-on training experiences right to your door. Our educators are happy to tailor training and curriculum to suit your program's unique circumstances, goals and requirements as well as participants' prior knowledge and skills. If necessary, classes can focus on special subjects that are critical to your program or incorporate examples that are related to your program's overall educational goals.

With onsite training, you get customized solutions that are highly convenient, cost-effective, flexible, and specifically designed to help you and your child care staff provide high quality learning experiences that will support children's optimal growth and development.

Even though online training can be time-saving and cost-effective, nothing beats having a live trainer for a more personal and engaging connection.

FAMILY PROVIDERS: BECOME A TRAINING AMBASSADOR

Family providers interested in hosting an onsite training in their home can become a training ambassador. Contact the Council and we will work with you to arrange a training topic and help recruit fellow family child care providers in your neighborhood. You'll receive the training you need at half the cost in the convenience of your own home while developing a network of colleagues from your community. Call for more information.

KEY FOR RECOMMENDED AUDIENCE

F/G = FAMILY/GROUP

C = CENTER

SA = SCHOOL-AGE

LE = LEGALLY EXEMPT



1
3

1
4

D3

2

CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE



Curriculum

PROCESS ART

Process art is all about the experience children have while creating. This art workshop places the emphasis on the route children take to get to the end result, not the result itself.

Deepen your understanding of children's creativity through developmentally appropriate art and sensory experiences in this lively workshop where you can expect to get messy. We will review the differences between process- and product-focused arts and explore a wide variety of sensory materials that will stimulate your senses.

OCFS	CBK	ELG	CDA	QSNY
1	1	D3	2	CPI 6
3	4			

HOURS: 2; CEU: 0.2 | F/G, C, LE

MATH COUNTS

The simple activity of playing with building blocks can teach children shapes, sizes, sorting and spatial awareness. In this workshop, we will review basic mathematical concepts and introduce some fun methods to develop math skills in a developmentally appropriate manner.

OCFS	CBK	ELG	CDA	QSNY
1	1	D3	2	CPI 6
3	4	D4		

HOURS: 2; CEU: 0.2 | F/G, C, LE

BEYOND SCIENCE

There are four science subjects that children can explore in their play: life sciences, physical sciences, earth and space sciences, and ecology. Learn to set up a science area that will generate interest in the exploration of these areas, as well as how you can encourage observations, questions, and other ways of exploring the world around us.

OCFS	CBK	ELG	CDA	QSNY
1	1	D3	2	CPI 6
3	4	D4		

HOURS: 2; CEU: 0.2 | F/G, C, LE

LITERACY AND LANGUAGE DEVELOPMENT

Look in detail at the language and writing milestones for each stage of development. Together we'll review activities that encourage literacy and language development and compile a list of resources and materials to build on those skills.

OCFS	CBK	ELG	CDA	QSNY
1	1	D5	2	CPI 6
3	4			

HOURS: 2; CEU: 0.2 | F/G, C, LE

SCIENCE ENVIRONMENTS THAT ROCK

Discovering how things work is an exciting time in the preschool classroom. Come and play as we explore such experiences as cauldron bubbles, Gak, as well as discuss how to connect children to their natural environment by having collections of living things in the classroom.

OCFS	CBK	ELG	CDA	QSNY
1	4	D4	2	CPI 6
3				

HOURS: 2; CEU: 0.2 | F/G, C, LE



BLOCK PLAY

Blocks are a valued part of nearly every early childhood classroom; fostering independence, cognitive development, and cooperative play. The simple activity of playing with blocks can teach children shapes, sizes, sorting, and spatial awareness. Many factors impact children's experience with blocks, but it is the influence and support of the adult that can become the most important component of block play. In this training we will discuss how teachers can motivate children's block building and the teacher's role in fostering a sense of cooperation among children in the block area.

HANDS AT PLAY

A quality classroom offers children many opportunities to explore and develop fine motor skills. Preschoolers need daily experience with developmentally appropriate fine motor activities to build the confidence and skills they will need such as handwriting, computer keyboarding, science experiments, and more complex art projects. Teachers should provide ample opportunities for children to participate in drawing, cutting, gluing, stringing, and manipulating objects with their hands. We will review teaching strategies, materials and activities to promote fine motor development in preschool.

LOOSE PARTS

Loose parts provide infinite play possibilities. Loose parts mean alluring, beautiful, found objects and materials that children can move, manipulate, control, and change while they play. Children can carry, combine, redesign, line up, take apart, and put loose parts back together in endless ways. The materials come with no specific set of directions, and they can be used alone or combined with other items. Children can turn them into whatever they desire: a stone can become a character in a story; an acorn can become an ingredient in an imaginary soup. These objects invite conversations and interactions, and they encourage collaboration and cooperation. Playing with loose parts promotes social competence such as creativity and innovation.

VALUE OF PLAY

Play is one of the primary approaches to learning available to children in early childhood. Children use play to express their ideas, feelings, and creativity. Through play, they try on every role and situation they've encountered in life. They explore the world around them and make it their own. This class will discuss what play is, how play supports children's learning and development and how teachers can support play within the classroom. In addition, we will create strategies to use play to enhance the developmental domains of the children in the program.

				
1 3	1 4	D3 D4	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

				
1 3	1 4	D1 D3	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

				
1 3	1 4	D3 D4	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

				
1 3	1	D3 D4	3	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE



DUAL LANGUAGE LEARNERS

For professionals working with children who are bilingual or learning a second language during early childhood, it can be difficult to determine and plan strategies to support those children. During this workshop participants will understand the importance of respecting each child's home culture and language. Participants will learn the Benefits of Being Bilingual. Participants will learn strategies for helping children feel confident to engage in verbal communication in their classroom. Participants will learn the stages of English language learning.

OCFS	CBK	ELG	CDA	QSNY
1 3	2	D5	4	FIS 9 (FCC) FIS 10 (C)

HOURS: 2; CEU: 0.2 | F/G, C, LE

Classroom Planning & Management

DEVELOPMENTALLY APPROPRIATE PRACTICE

Developmentally Appropriate Practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn. In this workshop, we will unpack the components of Developmentally Appropriate Practice and discuss what it looks like for infants, toddlers, preschool and school age children. Learn to strengthen your teaching and environment.

OCFS	CBK	ELG	CDA	QSNY
1 3	1 4	D3 D4	1 8	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

ROOM ARRANGEMENT

Learn how to arrange play and learning areas for infants, toddlers, and preschoolers in order to optimize engagement and learning. Discuss how storage, open-ended materials, noise levels, and interest centers can contribute to a well-managed space that reduces challenging behaviors.

OCFS	CBK	ELG	CDA	QSNY
1 3	1 4	D1	1	CE 1 HE 1

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

GROWING FAMILY ENGAGEMENT

Learn how to take your communication with families to the next level by employing strategies to build family engagement. Walk away with ideas to implement a family engagement plan that meets the NYS Core Body of Knowledge standards for early childhood professionals.

OCFS	CBK	CDA	SAC
3 4	2	4	13

HOURS: 2; CEU: 0.2 | F/G, C, LE

LESSON PLANNING

Children learn through meaningful experiences, hands-on activities, repetition, and relationships. Thoughtful lesson planning with written goals and objectives focusing on these four learning avenues help create opportunities to nurture children's development. Learn to write a lesson plan with clear and measurable goals for children that will strengthen your program and enhance children's development.

OCFS	CBK	ELG	CDA	QSNY
1 3 5	4	D1 D2 D3 D4 D5	7	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE



OBSERVING AND RECORDING BEHAVIOR

When you watch children play you can discover their interests, assess their developmental level, and uncover skills they need to practice. Learn to record your observations of children and document those observations in a way that will aid in program management and enhance children's growth.

			
1 3 5	3	7	COA 6 (FCC) COA 8 (C)

HOURS: 2; CEU: 0.2 | F/G, C, LE

COMMUNICATION WITH FAMILIES

Learn strategies to improve interactions with families and create consistency between care and home through effective communication. Find out if you are a good listener and learn techniques to improve active listening skills.

			
3 4 5	2	4	13

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

Behavior Management

EMOTIONAL LITERACY

Emotional regulation means better cooperation and fewer temper tantrums and emotional outbursts. Helping children identify and regulate their emotions fosters resiliency and self-control. Walk away with simple strategies to teach children how to talk about their emotions and identify triggers.

			
1 3	1	D2	3

HOURS: 2; CEU: 0.2 | F/G, C, LE

COZY CORNERS

A cozy corner is a physical space that serves as a strategy for building self-regulation, the ability to understand and express feelings and react appropriately. Join us to learn how self-regulation develops from infancy and beyond. We will look at examples of effective cozy corners, examine the differences between cozy areas and the cozy corner strategy and extend the cozy corner to your home.

				
1 3	1	D2	3	6

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

CHALLENGING BEHAVIOR FOR PRESCHOOL

Join this session for an in depth study of the functions of challenging behavior in order to better understand why a child appears to be misbehaving. Is the child overwhelmed or understimulated? Attention-seeking? Escaping/avoiding? By the end of the session, you will have solid strategies for identifying, understanding, and making a plan to address this behavior.

			
1 3	1	D2	3

HOURS: 2; CEU: 0.2 | F/G, C, LE

MAKING FRIENDS

Social skills have a powerful impact on children's learning and overall success. Learn the milestones of social development in preschool children, problem solving techniques, and how social skills affect learning and behavior.

			
1 3	1	D2	3

HOURS: 2; CEU: 0.2 | F/G, C, LE



POSITIVE GUIDANCE FOR SCHOOL-AGE

Understand how optimistic thinking and social awareness can strengthen a child's resilience and improve academic learning. Develop proactive strategies such as establishing rules and expectations.

 OCFS	 CBK	 SAC
1 3	1	6

HOURS: 2; CEU: 0.2 | F/G, C, SA

SUPERVISION OF CHILDREN

Supervision of children is a major responsibility of a teacher working in a licensed child care program. It states in the OCFS regulations that, "Children cannot be left without competent supervision at any time. Competent supervision includes awareness of and responsibility for the ongoing activity of each child. It requires that all children be within a teacher's range of vision and that the teacher be near enough to respond when redirection or intervention strategies are needed. Competent supervision must take into account the child's age emotional, physical, and cognitive development." This training is focused on creating strategies to remain in compliance with the Supervision of Children regulations.

 OCFS	 CBK	 ELG	 CDA	 SAC
4 5	5	D1	1	3

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

EFFECTIVE ENGAGEMENT FOR SCHOOL-AGE

Effective engagement with children in after-school programs aids staff in developing positive relationships with children while fostering healthy social and emotional development. In this workshop we will discuss ways for staff to create opportunities for children to make choices, plan and reflect on activities and take responsibility throughout their day.

 OCFS	 CBK	 SAC
1 3	4	5 12

HOURS: 2; CEU: 0.2 | F/G, C, SA

Infant & Toddler

INFANT FEEDING

This training provides an overview of infant feeding practices for the first year of life. We will identify babies' hunger and fullness cues and learn how to tell when babies are ready to transition to solid food. Learn about the safe handling and storage of breast milk and understand regulatory expectations for providers. We will review the process for becoming a Breastfeeding Friendly designated program per the Child and Adult Care Food Program (CACFP).

 OCFS	 CBK	 ELG	 CDA	 GSNY
1 2	5	D1	1 8	PH 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

OPEN ENDED PLAY FOR INFANTS

Plastic hair curlers and a felt square can provide endless opportunities for infant play and help foster creativity and growth. Natural, recycled and unconventional materials can be all that a young child needs to deepen their problem solving and critical thinking skills. You will walk away with knowledge of how to strengthen your program and improve engagement.

OCFS	CBK	ELG	CDA	QSNY
1 3	1 4	D3	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

INFANT & TODDLER LANGUAGE AND LITERACY

They may not be able to talk yet, but babies are constantly communicating. Our job is to translate this communication into spoken language as they grow. Learn to build language and literacy skills in infants and toddlers through positive experiences and loving relationships. We will read, review, and discuss the best types of books and techniques for making language connections.

OCFS	CBK	ELG	CDA	QSNY
1 3 5	1	D5	8	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

IDENTIFYING DEVELOPMENTAL DELAYS USING THE AGES AND STAGES QUESTIONNAIRES

The Ages and Stages Questionnaires (ASQ) can help determine what typical development is and what might be considered at risk for a delay. Resources and materials for communicating concerns with families will be shared. Ways to use the Ages and Stages Questionnaires to support lesson planning and engagement will also be discussed.

OCFS	CBK	ELG	CDA	QSNY
1 3	1 2 3 4	D1 D2 D3 D4 D5	2 3 4 6 7 8	COA 6 (FCC) COA 8 (C)

HOURS: 2; CEU: 0.2 | F/G, C, LE

INDEPENDENT EXPLORATION

A thoughtfully arranged learning environment invites infants and toddlers to explore independently. Join us for hands on exploration of room arrangement and area development. We will create environments that encourage children to move about freely, building independence and confidence as they explore and learn.

OCFS	CBK	ELG	CDA	QSNY
1 3	1 4	D1 D2 D3 D4 D5	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

HALT! BITING

Understanding the reasons why children bite can help us to decrease biting incidents. In this training we will discuss these reasons, work to find the right response to biting behaviors, and learn how to uncover the triggers that may cause children to bite. Together, we will learn strategies to prevent biting, starting with H.A.L.T.!

OCFS	CBK	ELG	CDA
1 3 4	1 4	D2	3

HOURS: 2; CEU: 0.2 | F/G, C, LE



RESPECTFUL PRACTICE FOR INFANTS AND TODDLERS

This training will cover seven relationship-based principles that have been adapted from the RIE Institute. These principles form the foundation for a culture of respect for infancy and early childhood. They help to build the relationships and capabilities of a truly authentic child; one who feels respected, strong, secure, confident, independent, and safe. Respect involves intentional caring in which the teacher puts aside her own ideas and motivations to truly understand the needs and wishes of the child. We will explore the many ways a teacher can demonstrate respect for infants and toddlers and their development.

OCFS	CBK	ELG	CDA
1 3	1 4	D1 D2	8

HOURS: 2; CEU: 0.2 | F/G, C, LE

SCIENCE WITH BABIES

Infants and young toddlers may not be ready for big science projects like erupting volcanoes or solar system mobiles but they are natural born explorers! Using their senses, they develop theories about how things work, they test hypotheses and share discoveries with friends. In this training, we will learn to spot the natural scientific exploration found in children's play and development. We will also explore many simple, gathered materials that encourage this scientific exploration and play.

OCFS	CBK	ELG	CDA	GSNY
1 3	1 4	D1 D2 D5	2	CPI 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

AGES AND STAGES QUESTIONNAIRES: SOCIAL EMOTIONAL

These are a series of questionnaires filled out by families and teachers to help them better understand their child's developing social emotional skills. As loving caregivers and families we often have questions about behaviors we are seeing in our children. We wonder how we can better help them when they are upset or struggling in some way. We wonder if there is a delay in their development and how we can help boost the social skills they may be lacking. The ASQ:SE helps unite caregivers and families to better understand the development and needs of their children and helps to guide a plan for supporting these needs moving forward.

OCFS	CBK	ELG	CDA	GSNY
1 3 5	1 2 3	D2	3	COA 6 (FCC) COA 8 (CENTER)

HOURS: 2; CEU: 0.2 | F/G, C, LE



Advanced Practice

TRAUMA AND BEHAVIOR PART 1

In this session you will learn how early childhood trauma affects development and behavior. Engage in the discussion around risk and protective factors in each child's life and dive into the effects of trauma on a developing brain. We will take the Adverse Childhood Experiences (ACEs) questionnaire together to gain a deeper understanding of childhood trauma.

TRAUMA AND BEHAVIOR PART 2

In this session you will recap the knowledge gained in part 1 and practice hands-on strategies for addressing traumatic stress behavior in programming. Practice reframing behavior in a variety of ways and demonstrate your ability to use grounding techniques. Prerequisite: Trauma and Behavior Part 1

TRAUMA AND BEHAVIOR PART 3

During part 1 we learned about brain development and stress in children who have experienced trauma, in part 2 we looked deeper at our own teaching practices and our response to behaviors, now it's time to pull it all together. In part 3, use your knowledge and skills to solve a series of behavior related puzzles testing your ability to "respond to the red" stress behaviors we often face. Prerequisite: Trauma and Behavior parts 1 & 2

FLIP-IT

FLIP-IT is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. Learn to use this strategy to address children's feelings, set positive limits, inquire about problem solving, and prompt children to use their self-regulation skills to gain control of their behaviors. FLIP-IT is best practice made simple.

CONTRACTS & POLICIES

Gain essential information to better develop and understand the necessity of written contracts and policies. Bring a copy of your current contracts and policies for evaluation and revision.

OCFS	CBK	ELG	CDA	SAC
1 3	1 2	D2	3	2 5

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

OCFS	CBK	ELG	CDA	SAC
1 3	4	D2	3	6

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

OCFS	CBK	ELG	CDA	SAC
1 3	4	D2	3	6

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

OCFS	CBK	ELG	CDA	SAC
1 3	1 4	D2	3	6

HOURS: 8; CEU: 0.8 | F/G, C, SA, LE

OCFS	CBK	CDA
1	7	5

HOURS: 2; CEU: 0.2 | F/G



TAX PREPARATION

Get help with the small business dilemmas of organizing documents and identifying what records to keep and how long to keep them. Find out what criteria might trigger an IRS audit and how to avoid them. Other topics to be discussed will be employees and employer self-employment tax.



5 7 5

HOURS: 2; CEU: 0.2 | F/G

ENVIRONMENT RATING SCALES (ERS) SERIES

The ERS is a set of tools you can use to evaluate your whole program to reveal strengths as well as opportunities for improvement. In this 2-part training, you'll learn how to use the ERS to assess your program and develop an action plan for improvements.



1 4 1 7 CE 1
2 5 HE 1
3
4

HOURS: 5; CEU: 0.5 | F/G, C, SA

PART 1: DEFINING QUALITY IN EARLY CHILDHOOD ENVIRONMENTS (3-HOURS):

Discuss the specific components of quality child care using NYS minimum requirements, best practices, industry standards such as NAEYC and QUALITYstarsNY, and the principle of focusing on the developmental readiness of individual children. Examine the four sets of environment rating scales designed for a specific segment of child care and learn how to score. Explore the scoring system in depth focusing on how well your program scores regarding cultural preferences curriculum, physical conditions, finances, and staffing.

PART 2: MAKING LONG-LASTING CHANGES WITH THE ERS (2 HOURS)

Using what you've learned in the first session as well as your completed self-assessment of your environment using the appropriate ERS, we'll develop both short and long term quality improvement plans to increase your rating scores.

QUALITY FROM AN ADMINISTRATIVE PERSPECTIVE

Building quality programs starts from the top. Using the Program Administration Scale (PAS) is a way to measure that quality. This workshop will give an overview of the tool and how to score each indicator. We will discuss how to gather the necessary information in order to finalize the rating. Follow up coaching will be available for those directors who would like to refine their administrative practices.



5 7 5 14

HOURS: 3; CEU: 0.3 | Administrators

Self Care

BUILDING QUALITY TEAMS

Being an effective teaching team is an important aspect of having a successful child care program. Each teacher has their own personality and way they communicate with others. This workshop will explore different personality styles as well as strategies to work with a teacher that has a style different from one's own.

OCFS	CBK	CDA	SAC
3	6	6	1
5			

HOURS: 3; CEU: 0.3 | C, SA

STRESS MANAGEMENT

Can an indoor snowball fight help relieve stress? Stress management is about taking charge. No matter how stressful life gets, there are steps you can take to relieve the stress and stay in control. Learn to identify and understand stress triggers and how to control them. We will explore how to manage stress inside and outside of work and develop strategies to manage tension. The simple act of laughing can be enough to lower stress levels. Join us to enjoy a fun filled "snowball fight," and dance the stress away.

OCFS	CBK	ELG	CDA	SAC
1	1	D2	6	1
3	2			

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

BUILDING ADULT RESILIENCE

Reflect on stressors in life and how they affect our effectiveness in working with children and families. Learn strategies to beat burnout by examining what it means to be resilient. Identify and build a support system and learn techniques to help feel refreshed and in control.

OCFS	CBK	CDA	SAC
1	1	3	12
3	6	6	

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE



Nutrition & Physical Activity

FAMILY STYLE DINING

Family style dining is the best practice for encouraging children to eat a wide variety of fruits and vegetables while creating positive attitudes toward food consumption. You will learn different methods to encourage positive food relationships and habits during meal time.

OCFS	CBK	ELG	CDA	QSNY
1 2	1 5	D1 D2	1	PH 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

PHYSICAL ACTIVITY

There are numerous benefits of physical activity on children's growth and development, such as establishing balance, practicing motor skills, and developing their brains. We will explore these benefits, and more, through a variety of activities. Be open to discuss, laugh, and learn in this interactive workshop. Best practice recommendations for movement will also be discussed.

OCFS	CBK	ELG	CDA	QSNY
1 2 3	1 4 5	D1	2	PH 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

PICKY EATING

Picky eating is a common behavior for children ages 2-5 years old. In this training we will discuss concerns and difficulties, and learn strategies to encourage food acceptance, and increase food variety. We will also learn about how adult preferences, and modeling positive relationships with foods play a role in children's eating behaviors.

OCFS	CBK	ELG	CDA	QSNY
2	5	D1	1	PH 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

MENU PLANNING

Exploring the different meal components children need to grow and develop can help you thoughtfully plan and implement a well-designed menu. We will analyze sample menus to ensure they meet CACFP and OCFS guidelines to better help you customize your program's menu. We will also practice reading food labels to accurately classify commercial products in order to make informed decisions on the food you serve regularly.

OCFS	CBK	ELG	CDA	QSNY
2 5	5 7	D1	1	PH 6

HOURS: 2; CEU: 0.2 | F/G, C, LE

FOOD ALLERGIES

Providing safe substitutes to children with food allergies can be a challenge. It is important to learn to recognize and respond to allergic reactions, and be aware of what the top food allergens are. We will discuss safe preparation for these most common food allergies, and examine food package labels to identify potential allergens.

OCFS	CBK	ELG	CDA
1 2 4	1 5	D1	1

HOURS: 2; CEU: 0.2 | F/G, C, LE

2019 Schedule of Events

February 4 | Empire State Campaign for Child Care DAY OF ACTION Legislative Office Building, Albany

Practice your leadership, professionalism, and public speaking skills while advocating for children, families, and the early childhood field. Join the Council as we visit State leadership in Albany and lend your voice to the Empire State Campaign for Child Care's Day of Action. Family/Group, Center, and School-age professionals, as well as parents/families and business owners are encouraged to attend.

March 13 | Child Development Associate (CDA) Preparatory Program begins Saratoga County

Wednesdays, 6:00-9:00 through April 2020

See page 19 to learn more about this nationally recognized credential.

March 30 | Saturday Mini Conference Doubletree by Hilton, 100 Nott Terrace Heights, Schenectady

If you find it hard to get away for a weekday conference, a Saturday mini-conference is the perfect alternative! Our mini-conferences provide the same rich opportunities for professional growth, education, and interaction with fellow early childhood professionals. Offered again in September in Saratoga County.

April 9, 11, 16, 18, 25 | Protecting Childhood Campaign

Childhood is precious. Every child needs a safe harbor where innocence reigns and they feel protected from the realities of life. As caregivers, we play a role in protecting children from stress, trauma, and harm. Our goal is not to inhibit a child's understanding of the world, but to create a protective bubble that slowly dissipates over time, as the child becomes ready to face the next challenge. When the bubble is popped too soon; through abuse or other stressors; childhood is at risk. Join one of five opportunities offered near you to learn how you can be a protector of childhood.

OCFS: 6, 8, 9; HOURS: 2, CEU: 0.2

Free to members, \$20 non-members | Locations and registration schedules will be available on the Council website and by enews.

April 13 | Children's Art Experience & Show Colonie Youth Center, 15 Avis Drive, Latham

Get your artist groove on! Have children create artwork to be displayed at the Council's first Annual Children's Art Experience & Show. Then join the fun as we gather at Colonie Youth Center to enjoy the beautiful artwork and create masterpieces of our own at one of our creation stations. Refreshments, silent auction, and fundraiser for the Child Care Council. This is a family friendly event.

Events

April 27 | Full day Infant Toddler Workshop SUNY Cobleskill

Focus on infant development at this free, full-day training hosted by the Council's Regional Infant Toddler Technical Assistance Center in cooperation with SUNY Cobleskill's Early Childhood and Psychology Department. Save the date and follow us on Facebook and enews for details.

May 15 | 34th Annual Child Care Provider Appreciation Dinner Glen Sanders Mansion, Scotia

Recognize and celebrate colleagues at this annual event where you are the star. Nominate your co-worker to be recognized in one of four categories that highlight the teacher's role in understanding children's development. Every nominee will be recognized, but only one winner will be chosen from each category. Video nominations are encouraged! Look for invitations by mail in April and on Facebook.

July 15 | Trivia Night Il Faro Restaurant, Menands

Don't miss the most fun training night of the year! Show off your early childhood and pop culture knowledge. Bring a team or join a table! Categories will include questions about children's development, curriculum, play, art, and more! Light refreshments, prizes, and 1 training hour. Cover charge.

July 22 | Child Development Associate (CDA) Preparatory Program begins Albany County

Mondays, 6:00-9:00 through June 2020. Registration begins May 2019.
See page 19 to learn more about this nationally recognized credential.

September | Saturday Mini Conference Saratoga County

If you find it hard to get away for a weekday conference, a Saturday mini-conference is the perfect alternative! Our mini-conferences provide the same rich opportunities for professional growth, education, and interaction with fellow early childhood professionals.

October 14 | Making Connections Hilton Garden Inn, Troy

Our biggest training day of the year, Making Connections hosts a wide variety of presenters from the early childhood field to bring a fresh perspective and professional overview of current trends and ideas in early childhood development.

Prevention Strategies

FIRE SAFETY

In this training, we'll begin with considering children's glorified perceptions of fire, as well as safe practices for families such as avoiding lighters that look like toys. We will learn how we can prevent children from playing with fire and help them take the steps to be safe when one occurs. This training is based on the Play Safe! Be Safe! Fire-prevention program.

OCFS	CBK	ELG	CDA	SAC
1 3 4	5 7	D1	1	3

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

INFECTION CONTROL

Improve your infection control practices to stop the spread of germs and learn simple techniques you can use while diapering, cleaning, and hand washing. We'll also review daily health checks and how to determine when to send sick children home.

OCFS	CBK	ELG	CDA	SAC
2 4 5 7	5	D1	1	3 4

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

DISASTER PREPAREDNESS

To be prepared for a disaster, it is helpful to have knowledge of community, essential supplies, and a plan to shelter in place. We'll look specifically at the regulations for sheltering and evacuation and evaluate your current plan.

OCFS	CBK	ELG	CDA	SAC
1 3 4 5 7	5 7	D1	1	3 4

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

PLAYGROUND SAFETY

Learn the fundamentals of a safe and fun playground in order to reduce serious injury among children. Walk away with a ranking system for risk assessment of surfacing materials, equipment, and location.

OCFS	CBK	ELG	CDA	SAC
1 2 3	1 5	D1	1	3

HOURS: 2; CEU: 0.2 | F/G, C, SA, LE

REGULATIONS

Learn to navigate the NYS Child Care Regulations and clarify your responsibilities in upholding the regulations. Join us to evaluate scenarios to learn how to accurately interpret and apply regulations in real world situations.

OCFS	CBK	CDA	SAC
7	7	1 5	3 4 14

HOURS: 2; CEU: 0.2 | F/G, C, SA

Health And Safety

Classes scheduled monthly, visit our website and join enews to receive schedule announcements

HEALTH AND SAFETY: COMPETENCIES FOR BECOMING A FAMILY OR GROUP FAMILY CHILD CARE PROVIDER

Learn the steps to start a child care program in your home, including assistance with the NYS application and support in navigating the process. You'll increase your knowledge of the NYS OCFS regulations regarding safe child care environments, supervision, nutrition and food safety, mandatory reporting, and health care plans.

PREREQUISITE | Attend or view online:
Child Day Care Orientation to receive the NYS Application to Become a Family Child Care Provider. Submit some or all of that application before registering for this course.

OCFS	CBK	CDA	SAC
2	5	1	3
4	6	5	4
5	7		14
6			
7			
8			
9			

HOURS: 15; CEU: 1.5 | F/G

THE FUNDAMENTALS OF FAMILY CHILD CARE

This supplementary training to Health and Safety adds child care business and child development topics, creating a comprehensive training experience that will fully prepare you for running a successful and high quality family child care program. You'll be introduced to the topic of developmentally appropriate practice (DAP), a foundation to help you make decisions on appropriate activities and materials for children; and a health care consultant will walk you through developing your OCFS required health care plan. Small business management strategies including taxes and insurance, meal reimbursements, marketing, and policies will be covered. [Included with your registration for Health and Safety: Competencies for Becoming a Family or Group Family Child Care Provider.](#)

OCFS	CBK	ELG	CDA	SAC
1	1	D3	1	3
2	4		5	4
3	5			14
4	7			
5				

HOURS: 7; CEU: 0.7 | F/G

HEALTH AND SAFETY: COMPETENCIES FOR DAY CARE CENTER AND SCHOOL-AGE CHILD CARE

Directors are responsible for hiring, training and maintaining staff who provide a healthy and safe environment for children. This course will help you look at policies and procedures that reinforce high-quality health and safety practices.

OCFS	CBK
2	5
4	6
5	7
6	
7	
8	
9	

HOURS: 15; CEU: 1.5 | C, SA

Medication Administration Training

Classes scheduled monthly, visit our website and join enews to receive schedule announcements

INDEPENDENT MAT

An online MAT curriculum with in-person skills training. After completing the online portion, please call to schedule your in-person portion with one of our MAT trainers. The online training is available at: ecept.pdp.albany.edu.

OCFS 2, 4, 7

HOURS: 8; CEU: 0.8 | F/G, C, SA

MAT RENEWAL

MAT certification requires renewal every three years. The first two renewals can be completed online. To renew a third time, complete an online written test and then demonstrate your medication administration skills with a MAT trainer.

OCFS 2

HOURS: 1; CEU: 0.1 | F/G, C, SA

EMERGENCY MEDICATION ADMINISTRATION OVERVIEW (EMAO)

If a child is having a medical emergency, you can give certain emergency medications without being MAT-certified under NYS OCFS regulations. Learn which medications can legally be given in an emergency or life-threatening situation. We will cover the causes, signs, symptoms, and prevention methods associated with severe allergic reactions and asthma attacks and you will learn how to administer the appropriate medications.

OCFS 2, 4, 7

HOURS: 2.25; CEU: 0.225 | F/G, C, SA

MEDICATION ADMINISTRATION TRAINING (MAT)

Becoming MAT-certified allows you to provide continuous care to children with medication needs. Learn the procedures and precautions of administering medication and the different ways medication can be given. At the end of the training, you will complete a written exam and demonstrate to a trainer that you can safely administer a medication. Upon completion of the training, you will be MAT-certified under NYS OCFS regulations; the certification lasts three years.

OCFS 2, 4, 7

HOURS: 8; CEU: 0.8 | F/G, C, SA

Red Cross

BLENDED ONLINE LEARNING FOR CPR, FIRST AID, AND AED

This blend of online learning with an in-person skills session allows you to confidently earn the Red Cross certifications in all three lifesaving skills with the convenience of completing part of the course online. Pre-register to receive the link to the online portion, then bring your certificate of completion to the in-person skills session.



HOURS: 6; CEU: 0.6
F/G, C, SA

2
4

5

If you need in-person instruction for CPR, First Aid, and AED please call to make arrangements.



CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

Nutrition is an important part of quality child care and a healthy lifestyle. As a child care provider, you play a key role in children's lives. By working with children each day, you help them learn and grow. By serving nutritious meals and snacks, you help children get the nourishment and energy they need to learn, grow and be healthy.

The Child and Adult Care Food Program (CACFP) is available to you to help improve the quality of your program, make care more affordable for low-income families, and provide you a wonderful nutritional program with ongoing training and support, and a significant financial benefit.

By joining the CACFP, family child care providers receive:

- Reimbursement for some of the cost of providing healthy meals and snacks to children in care
- Free training
- Ongoing education on food safety, nutrition, menu planning, shopping and budgeting
- Consultation with registered dietitians
- A great marketing tool for your home child care business, assuring parents that children in your care are receiving healthy meals and snacks

CHILD DEVELOPMENT ASSOCIATE (CDA) PREPARATORY PROGRAM

CDA is a nationally-recognized credential awarded by the Council for Professional Recognition in Washington, DC for professionals working in the early childhood field. It is the most recognized credential in early childhood education (ECE) as a stepping stone on the path of career advancement. This 40-week course will help you prepare for obtaining your CDA certification, signifying readiness for leadership, dedication and professionalism. This preparatory program provides the 120 classroom hours necessary to apply for the credential and individual advisement from a qualified mentor.

CLASS PRE-K OBSERVATION RELIABILITY TRAINING

The CLASS tool measures the quality of interactions between teachers and students in preschool classrooms. This two-day training is for those who wish to become a reliable observer with the Pre-K CLASS observation tool. Participants must attend both days of training to become eligible for the reliability test. The cost of the course includes 2 days of training, materials, the reliability test, one year of reliability certification upon passing the test, and light refreshments.

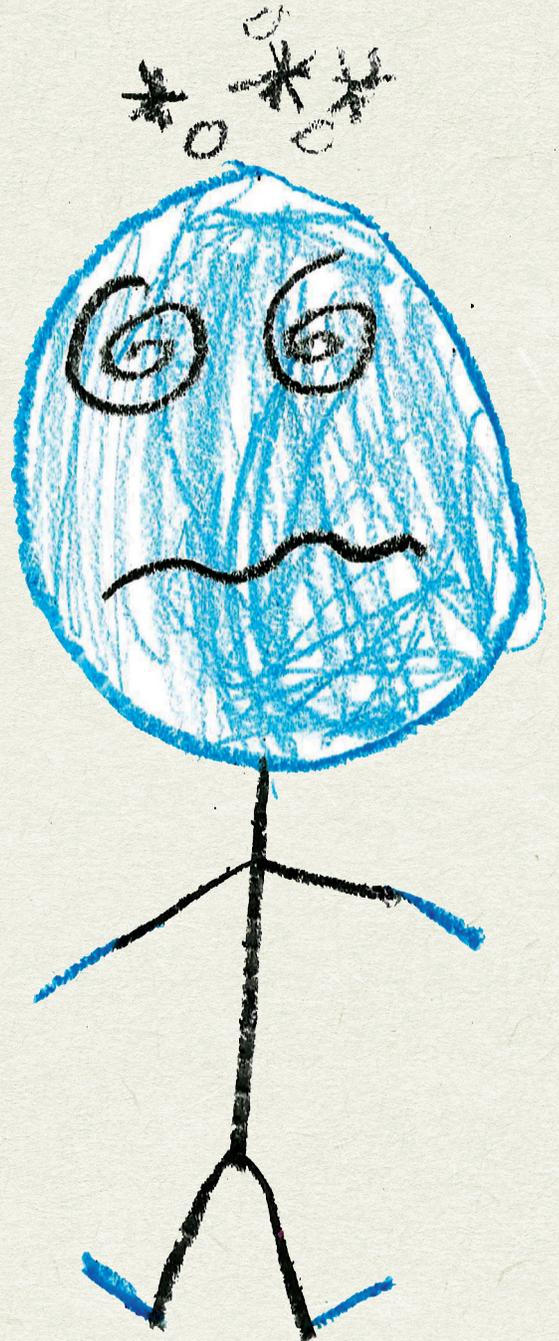
COACHING

A team's success is measured by its overall record, yet winning isn't the only measure of achievement. A great team is made up of a group of unique individuals, each with their own varying skills and experience; that, when paired with an effective coach, can accomplish great things. Coaching at the Child Care Council is a collaborative partnership led by you and supported by a Council educator with specialized adult learning knowledge and skills. Your coach will work with you one-on-one to determine your specific professional development goals and focus on positive, personal relationships to help you succeed.

INTENSIVE TECHNICAL ASSISTANCE (ITA)

Let Council educators provide one-on-one consultation, what we call Intensive Technical Assistance (ITA), using advanced tools to help you assess and improve your program quality. This goal-oriented service will help you provide infants, toddlers, preschoolers, and school-age children with higher-quality, developmentally appropriate care through observation and one-on-one support from a member of our trained and knowledgeable staff. We work directly with child care center and school-age teachers and directors, and family child care providers on every aspect of caring for children and running a child care or after school business. We will:

- Help you decide how you would like to strengthen or enhance your program
- Assist in planning and arranging environments, implementing curriculum, introducing new activities, managing children's behaviors, and more
- Inform you of best practices for the care and teaching of infants, toddlers, preschoolers and school age children
- Coach and mentor you and your staff



EAT WELL PLAY HARD

Eat Well Play Hard, administered by the NYS Department of Health and funded through SNAP-ED, aims to help preschool children, their families and preschool center staff eat better and move more. When you join the Eat Well Play Hard initiative, your child care center will benefit from nutrition and physical activity lessons and workshops for children, families, and staff. This is a center-wide program that aims to create an environment that promotes a culture of health and supports healthy lifestyles.

What you get:

- 12 preschool classroom lessons
- 6 family workshops
- 3 Nutrition and wellness staff trainings (1 CEU per workshop)
- Support and mentorship from an Eat Well Play Hard Dietitian
- A toolkit of materials to support a sustainable, healthy center environment

Toolkit materials include:

- Children's books
- Nutrition curriculum and lesson planning resources
- Child sized serving utensils and cutting mats
- Colorful posters and fruit & veggie visual cards

FARM TO PRESCHOOL

Farm to Preschool promotes efforts to serve local or regionally produced foods in early child care and education settings; provides hands-on learning activities such as gardening, farm visits, and culinary activities; and integrate food-related education into the curriculum.

What you get:

- 6 preschool planting & gardening exploration lessons
- USDA's Team Nutrition Grow It, Try It, Like It Curriculum
- Opportunity to create an onsite garden or improve an existing one
- A Farmers Market brought right to your day care center
- Support and mentorship from a Farm to Preschool dietitian

This program is offered at no cost to eligible CACFP-participating centers in high-needs zip codes and is funded through the USDA's Supplemental Nutrition Assistance Program: Nutrition Education and Obesity Prevention Program (SNAP-Ed) and the NYS Department of Health.

LEGALLY EXEMPT ENROLLMENT SERVICES

A Legally Exempt (LE) provider is an unlicensed, informal child care provider who cares for up to 2 children and receives payment from the Department of Social Services.

LE caregivers who provide child care services to families receiving child care subsidies need to complete an OCFS approved training that complies with the federal minimum health and safety pre-service training requirements. Along with LE enrollment services, the Council offers an LE Health and Safety training that meets the state requirement. Visit our website or call for dates.

PLAYGROUND INSPECTIONS

With a certified playground safety inspector assessment, you'll be ready when your children seek the thrill of the playground. Your playground safety inspector can identify hazards and other conditions that may otherwise go unnoticed and could potentially harm a child. The inspector will examine playground conditions such as surfacing, equipment height and hardware, sharp edges and entrapment points using the latest tools and standards recommended by the National Recreation Park Association.

REGIONAL INFANT TODDLER TECHNICAL ASSISTANCE CENTER

Infant/Toddler Specialists work to promote safe, nurturing, quality environments for infants, toddlers, families, and child care professionals by providing resources, coaching, and training on best practices and child development. They also work along with community partners from various disciplines; to coordinate and promote quality infant/toddler programs and experiences.

The Infant/Toddler Technical Assistance Network, funded by the NYS OCFS, is an initiative aimed at supporting high quality infant and toddler care. Counties served by the local resource center are: Albany, Columbia, Delaware, Fulton, Greene, Hamilton, Otsego, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington, Clinton, Essex, and Franklin.

CHILD CARE HEALTH CONSULTANTS ADD A NURSE TO YOUR TEAM

Child Care Health Consultants (CCHCs) are registered nurses that know about children's health, development, and safety in child care settings. CCHCs work with you to promote healthy and safe environments for children and staff. Onsite and telephone consultations are available to assess health and safety practices, develop strategies for inclusion, develop and review health care plans and policies, and manage common childhood health conditions such as diabetes, seizure disorder, asthma and allergies.

Your nurse will also collaborate with you and your families in the creation of special needs health care plans and will support the implementation of the plan as well as provide additional training. CCHCs also provide educational training on infection control, medication administration (MAT), emergency medication administration overview, diabetes, seizure disorder, EpiPen, and more.

THE ASPIRE REGISTRY

The Aspire Registry is an online system that supports early childhood professionals and recognizes the valuable work that you do. Aspire works to bring increased recognition and professionalism to the early childhood field across New York.

What The Aspire Registry can do for you:

- Provide you with a free online professional portfolio
- Keep a record of your education, employment, and professional development all in one place
- Help you find and register for training and professional development

What The Aspire Registry can do for the early childhood field:

- Bring increased recognition, professionalism, and compensation to the early childhood field
- Collect important data to influence policy decisions

MEMBERS SAVE ON CONFERENCES

Join today to receive benefits such as:

- Subscription to the Council's new Magazine "Home & Classroom" coming in early 2019
- Reduced rates on conferences
- Free Protecting Childhood workshop
- Calendar Keeper (family/group family providers)
- A copy of the Council's Annual Report, Picture of Child Care, and the Strategic Plan mailed when published
- Free job postings

We're Here for You

Support can be as simple as a phone call (or email) away. Contact us and ask your biggest questions. We're here to help you find the program tested solutions you need.



518.426.7181



91 Broadway
Menands NY 12204



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info@cdccc.org

PRICING

ONSITE PER HOUR RATES

- \$12/person** 1 hour on site training (Minimum \$120, not to exceed 30 participants for \$350)
- \$18/person** 1.5 hour on site training (Minimum \$150, not to exceed 30 participants for \$500)
- \$24/person** 2 hour on site training (Minimum \$200, not to exceed 30 participants for \$625)
- \$30/person** 2.5 hour on site training (Minimum \$250, not to exceed 30 participants for \$675)
- \$36/person** 3 hour on site training (Minimum \$360, not to exceed 30 participants for \$735)

*Payment must be paid in full prior to the date of the scheduled training. The Council will not train a group larger than 30 to ensure the quality of participation and engagement. \$5/person materials fee may be added for hands on topics.

INTENSIVE TECHNICAL ASSISTANCE: \$70/hour

The Council offers Intensive Technical Assistance for staff in a one-on-one setting, see page 20 for details. Funding may be available for ITA through NYS OCFS. Call for details.

CHILD DEVELOPMENT ASSOCIATE (CDA) CREDENTIAL: \$2,250

CONFERENCES: \$110 (\$130 non-member)

CLASS PRE-K: \$325

HEALTH AND SAFETY

- \$230** Health and Safety: Competencies for Day Care Center and School-age Child Care
- \$285** Health and Safety: Competencies for Becoming a Family or Group Family Child Care Provider including the Fundamentals of Family Child Care
- \$65** The Fundamentals of Family Child Care

MEDICATION ADMINISTRATION

- \$150** Medication Administration Training (MAT)
- \$70** MAT Renewal
- \$100** Independent MAT

RED CROSS

- \$75** Blended Online Learning for CPR, First Aid, & AED

Prices subject to change. Visit cdccc.org for current pricing.

FINANCIAL AID FOR TRAINING

CSEA/VOICE PROFESSIONAL DEVELOPMENT PROGRAM

Family child care providers attend training for FREE with CSEA/VOICE!

The CSEA/Voice Professional Development Program is designed to help Family and Group Family Child Care providers afford quality training. Sign up with VOICE and register for training with us, free of charge.

EDUCATIONAL INCENTIVE PROGRAM (EIP)

The Educational Incentive Program (EIP) is a scholarship program funded by the NYS OCFS (NYS OCFS). Its purpose is to assist child care providers in paying for the professional development training and education they need to provide quality care to children.

THE MAT REBATE PROGRAM

Medication Administration Training

The MAT Rebate Program is for day care facilities to offset the cost of the training to certify staff to administer medication in a child care setting.

THE DIANNE MECKLER SCHOLARSHIP

The Dianne Meckler Scholarship was created and named after the Council's first executive director to celebrate and honor her leadership. Each year, one scholarship is awarded to a professional who has exhibited leadership in the field of early childhood or school-age care.

The scholarship will be up to \$1,000. To apply, please submit the following information:

- **Name of applicant's child care program**
- **License/registration number**
- **Number of years you have worked in the child care field**
- **How you will use the scholarship**

Write an essay stating the reason you should be the recipient of the Dianne Meckler Scholarship. Be sure to include a description of your leadership accomplishments. Please include your name and phone number in the top left corner of the essay.

This scholarship is awarded annually at the Child Care Provider Appreciation Dinner. Applications are accepted all year.



Training Topic Index

OCFS

NYSOCFS REGULATION AREAS (OCFS)

1. Principles of childhood development
2. Nutrition and health needs of children
3. Child day care program development
4. Safety & security procedures, including communication between parents & staff
5. Business record maintenance & management
6. Child abuse and maltreatment identification and prevention
7. Statutes & regulations pertaining to child day care
8. Statutes and regulations pertaining to child abuse & maltreatment
9. Shaken baby syndrome

CBK

CORE BODY OF KNOWLEDGE CORE COMPETENCY AREAS (CBK)

1. Child growth and development
2. Family and community relationships
3. Observation and assessment
4. Environment and curriculum
5. Health, safety and nutrition
6. Professionalism and leadership
7. Administration and management

ELG

NYS EARLY LEARNING GUIDELINES (ELG DOMAIN)

- Domain 1 (D1): Physical well-being, health, & motor development
- Domain 2 (D2): Social & emotional development
- Domain 3 (D3): Approaches to learning
- Domain 4 (D4): Cognition & general knowledge
- Domain 5 (D5): Language, communication & literacy

CDA

CDA CONTEXT AREAS

1. Planning a safe, healthy, learning environment
2. Steps to advance children's physical & intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child growth and development

SAC CREDENTIAL SKILL AREAS

1. Professionalism
2. Child development
3. Safety
4. Health
5. Self
6. Guidance
7. Out of school environment
8. Creative
9. Physical
10. Cognitive
11. Communication
12. Social
13. Families
14. Operational program management

QUALITYSTARSNY EARLY LEARNING AND DEVELOPMENT PROGRAM STANDARDS

CENTER BASED:

CE1: Program administrative staff attends training on the Environment Rating Scales (ERS)

COA 8: All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.

CPI 6: All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.

PH 6: Teaching or administrative staff attends training regarding implementation of the obesity prevention program.

FIS 10: Program staff is trained to address the needs of children whose home language is not English.

FAMILY CHILD CARE BASED:

HE 1: Provider attends training on the Family Child Care Environment Rating Scale-R (FCCERS-R).

COA 6: Provider and any regular assistants have annual training(s) in child observation and assessment including recognition of developmental milestones, identifying possible developmental delays and linking child observation and assessment to curriculum implementation.

CPI 6: Provider and any assistants receive annual training to implement the curriculum.

PH 6: Provider attends training regarding implementation of the obesity prevention program.

FIS 9: Provider obtains training to address the needs of English language learners.

**Capital District Child Care
Coordinating Council, Inc**

91 Broadway, Menands, NY 12204

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