



APPENDIX A.3

WORK PROCESS SCHEDULE



ON-THE-JOB TRAINING OUTLINE
RELATED INSTRUCTION OUTLINE



Appendix A.3

WORK PROCESS SCHEDULE

Early Childhood Operations Manager

O*NET-SOC CODE: 11-9031.00 RAPIDS CODE: 3080CB

This schedule is attached to and a part of these Standards for the above identified occupation.

● APPRENTICESHIP APPROACH

Time-based

Competency-based

Hybrid

● TERM OF APPRENTICESHIP

The term of the apprenticeship is competency based with an OJL attainment of approximately 2 years, supplemented by the minimum required 292 hours of related instruction.

● RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker ratio is: 1 Apprentice(s) to 1 journey worker(s).

● APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journeyworker wage rate, which is: Apprentices will begin at the mid to upper range salary scale for *Lead Teachers based on experience and skills following published business salary scale. Progression through each of the periods (traditional 16-week college semesters) and proficiency as outlined below will result in a salary increase of \$0.50 per hour. These incremental salary increases represent adoption of skills for a Director and will culminate in an entry level director salary*

Period 1/Level One Competencies:

First Semester

Completion of at least two college courses and 1/3 of non-college related instruction.

Competencies 1 and 2 should have a proficiency of 0 through 2, as these may be new skills or skills not yet started.

Competencies 3 through 5 should have a proficiency of a 2 or 3, possibly a 4 or 5 as these skills should be inherent to a lead teacher



Competencies 6 through 9 should have a proficiency of a 0 through 2, as these may be new skills or skills not yet started.

Period 2/Level Two Competencies:

Second Semester

Completion of at least three college courses and $\frac{2}{3}$ non-college related instruction.

Competencies 1 and 2 should have a proficiency of 1 through 3, as these may be new skills.

Competencies 3 through 5 should have a proficiency of a 2 or 3, possibly a 4 or 5 as these skills should be inherent to a lead teacher

Competencies 6 through 9 should have a proficiency of a 1 or 2, as these may be new skills.

Period 3/Level Three Competencies:

Third Semester

Completion of five college courses and all non-college related instruction.

Competencies 1 and 2 should have a proficiency of 3 or higher

Competencies 3 through 5 should have a proficiency of a 3 or higher

Competencies 6 through 9 should have a proficiency of a 3 or higher

● PROBATIONARY PERIOD

Every applicant selected for apprenticeship will serve a probationary period of 180 days or probationary period as outlined in the employee handbook for the company, whichever period is greater.



Appendix A.3

ON-THE-JOB TRAINING OUTLINE

Early Childhood Education Operations Manager

O*NET-SOC CODE: 11-9031.00 RAPIDS CODE: 3080CB

Occupational Description: Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.

Competency 1: Developing as a Professional	Date: Rating:	Date: Rating:	Date: Rating:
<i>Professional Development</i>			
Practices self-awareness and shared reflective dialogue with support from supervisor/mentor.			
Produces a list of local and state resources for professionals who work with children and families.			
Prepares own professional development plan based on learning needs and goals			
Participates in a supervisory or mentoring relationship as a mentee			
<i>Standards of Quality</i>			
Complies with local, state, and federal regulations			
Applies the acronym QRIS appropriately to indicate a system of quality ratings			
<i>Program Administration</i>			
Translates program mission statement into practice for work with young children			
Practices basic program operation procedures, such as daily health and safety activities and emergency preparedness procedures			
Demonstrates a team approach through daily			



interactions with colleagues			
Provides support to program activities such as open house and family events			
<i>Advocacy, Leadership, Ethics, and Collaboration</i>			
Practices putting standards into action in work with children and families			
Discovers how to be a valuable team member and solves conflict with team members under supervision.			
Chooses training and other learning opportunities to meet requirements for professional and personal growth			
Models ethical conduct in interactions with children and families. Discusses unresolved or challenging issues with appropriate supervisor			
Exhibits a professional appearance and demonstrates good work habits			
Practices and protects confidentiality and respects privacy of others			
Employs a philosophy of partnership with families and program staff to support the program community.			
Competency 2: Building Family and Community Relationships	Date:	Date:	Date:
<i>Communication</i>	Rating:	Rating:	Rating:
Practices styles of communication with families			
Completes forms such as daily notes			
Demonstrates compliance with confidentiality policy in communication with families.			



<i>Partnerships and Participation</i>			
Demonstrates respect for the choices and decisions that families make for their children			
Participates in activities which support family involvement.			
Interprets observed indicators of stress in families as potential for risk, and shares concerns with appropriate supervisor(s).			
Puts program policy into practice regarding interactions with families and community volunteers in the program.			
Produces a resource binder of community services for families.			
<i>Family and Cultural Contexts</i>			
Predicts the impact of personal bias on own work with children and families			
Demonstrates respect for family beliefs and practices.			
Practices appropriate responses to families based on their parenting approaches.			
Uses learning materials such as books and photographs which support a variety of family structures.			
Applies knowledge about family strengths when talking to families of children to build positive/trusting relationships.			
Applies awareness of the family as a system to daily work with children by relating program routines to routines practiced at home with the child's family.			



<i>Family Leadership</i>			
Provides appropriate program personnel contact information who may need assistance			
Practices honoring the rights of families to make decisions for their children by listening respectfully and acknowledging their requests.			
<i>Family Supports</i>			
Illustrates belief in the value of social connections with families by participating in program events for children and families.			
Predicts outcomes for children when protective factors are present or not present for families.			
Demonstrates respect for families during challenging times in their lives and provides positive encouragement.			
<i>Community Resources</i>			
Shows families where to find resources available within the program, such as childcare tuition assistance application forms.			
Experiences the Individualized Family Service Plan (IFSP) process of Early Intervention in action by attending an IFSP meeting with a supervisor or participating in the early intervention process. (N/A possible if not observed)			
Competency 3: Teaching and Learning	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Relationships and Interactions</i>			
Models clear articulation of thoughts and ideas as well as positive communication skills for staff and families			



Demonstrates mediation of challenging relationships amongst staff and/or families and successfully communicates difficult messages			
Trains staff and models for them how to scaffold learning for children			
Models and promotes positive parent/child interactions based on the stage of development of the family			
<i>Curriculum and Environment</i>			
Prepares information about learning environments to share with families and defends program philosophy of developmentally appropriate practices.			
Conducts assessments of environments using tools such as Environment Rating Scales (ERS), shares results, and assists with action planning.			
Illustrates play with children to model appropriate activities that promote growth and development.			
Illustrates the value of emergent curriculum through visual displays, written program documents such as program handbooks and training presentations.			
Conducts staff and parent surveys and seeks input regarding program curriculum in staff meetings and parent group meetings			
<i>Strategies for Teaching and Learning</i>			
Select developmentally appropriate learning materials such as pretend play materials, open-ended materials used for symbolic play or used to explore their assumptions, cause and effect toys, sensory tables. and materials to promote independence.			



Practices self-reflection and flexible response in determining approaches to teaching that result in positive outcomes for individual children.			
Puts knowledge into practice by seizing opportunities to educate children throughout the day, during teacher directed activities, routines and transitions, during active play and through verbal interactions.			
<i>Individualization</i>			
Interprets the legal requirements of ADA, IDEA Part B, to ensure that supports for children and their families are provided.			
Solves environment/curriculum challenges for children with input from families, staff and consultants by modeling a partnership approach.			
<i>Cultural Relevance</i>			
Incorporates learning materials such as books and dolls which depict all types of families and welcomes suggestions from families to assure a culturally competent program.			
Intentionally applies an anti-bias curriculum approach with children through discussions, dramatic play activities, literacy, cooking activities, music and games.			
<i>Positive Behaviors</i>			
Provides counseling to families who need support to provide predictable routines for their children at home and refers them to specialists who provide home visiting.			
Demonstrates developmentally appropriate expectations for children and redirects to avoid frustration. Provides choices for children that ensure positive outcomes and promote independence.			



Models effective team strategies for the members of the team and assists in other team member responsibilities as needed to sustain a high-quality program.			
Competency 4: Promoting Child Growth and Development	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Children's Learning and Development</i>			
Plans curriculum and experiences that address the developmental characteristics as identified in the Early Learning Standards.			
Uses the Early Learning Standards to support staff and families understanding of their importance in children's development and learning.			
Uses developmentally appropriate practices and intervention strategies			
<i>Health and Safety</i>			
Develops and implements policies to support the nutritional needs of children, safe active physical play indoors and outdoors, physical health and wellness and mental health and wellness			
Develops program policies for emergency preparedness and response, aligned with state regulations and national recommendations. Oversees implementation.			
Establishes trusting relationships with children and families and implements program policies and state regulations related to preventing child abuse and neglect.			
Ensures that all program policies and practices are in compliance with state licensing rules and seeks clarification if questions arise about a regulation. Articulates rationale for policies, regulations, and standards.			
<i>Application of Knowledge into Practice</i>			



Evaluates environments using assessment tools such as ERS and provides consultation to programs to improve quality of learning environments for children.			
Designs program policies to promote culturally responsive, anti-bias early care and education and to respect families' values and goals for their children.			
Competency 5: Observing, Documenting and Assessing	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Reflective Practice</i>			
Participates in comprehensive and culturally competent assessment.			
Evaluates own ability to use assessment results to improve staff/program practice and effectiveness.			
Demonstrates use of information from family in combination with assessment results to meet individual child needs.			
<i>Documentation of Curriculum and Learning</i>			
Provides feedback to classroom teachers regarding use of a variety of tools for documentation of curriculum and learning such as child portfolios, display boards, photographs, and direct observations ensuring content is well organized, well written, and strength-based.			
Reviews classroom teacher documentation to ensure that curriculum plans are responsive to the needs of all children.			
<i>Assessments of Children's Development</i>			
Selects assessment instruments and tools that promote authentic, developmentally and culturally appropriate assessment and conducts formal and informal assessments in various settings.			



Reviews program policies and/or documentation of screening and assessments to determine appropriateness, including the inclusion of family participation in the process.			
Administers assessments that include observations, developmental checklists, documentation, parent interviews, developmentally appropriate testing and other tools to learn more about individual children.			
Recognizes atypical variations in development and makes appropriate referrals.			
Participates in the planning, implementation, and monitoring of IEPs.			
Assists family to make initial contacts with appropriate professionals and/or agencies and collaborates with program staff on strategies to engage and communicate with families about screening, assessment and referral.			
<i>Communication of Documentation and Assessment</i>			
Represents the interest of the child and family in the assessment team			
Demonstrates respect for confidentiality when relating information to those within the team.			
<i>Program Assessment</i>			
Reviews policies related to the programs practice to assure alignment with the programs vision, mission, and values.			
Uses the NAEYC 10 Program Standards to assess program quality.			
Uses the information gathered in assessments to develop and implement improvement plans.			



Competency 6: Small Business Management	Date: Rating:	Date: Rating:	Date: Rating:
<i>Starting a business with the State</i>			
Knowledge of business formation documents required for doing business and banking in the state			
Can identify available business names for company formation in the state			
Understands procedure for filing an annual report with the state			
<i>Insurance for childcare</i>			
Understands workers compensation insurance			
Understands general liability insurance			
Understands business owner insurance			
Completes an insurance questionnaire for general business liability			
<i>Documentation Essentials</i>			
Create an emergency plan following requirements from all related state agencies including child care licensing and emergency management offices			
Read and Review and Employee Handbook			
Read and Review Center Policies			
Understands document retention policies			
Understands and ensures student and staff files are accurate and complete with required documentation.			
Completes an accident report for significant injuries			
<i>Technology for efficient business operations</i>			



Can identify at least three technology platforms essential for business operations including CRM, external communication (email), websites, marketing, and business networking.			
Uses Childcare Customer Relationship Management Software (CRM) for business management, invoicing, document management, and data tracking.			
Uses Childcare Customer Relationship Management Software (CRM) for daily communication with families, documenting daily activities and curriculum outcomes, documenting accident reports.			
Uses Childcare Customer Relationship Management Software (CRM) for staff onboarding, staff scheduling, time card record keeping, and payroll entry.			
<i>Marketing to fulfill business needs</i>			
Creates an ad campaign for new enrollment and understands elements of marketing to the client base.			
Creates an ad campaign for employee recruitment and understands elements of marketing to the client base.			
Creates an ad campaign for building brand awareness and understands elements of marketing to the client base.			
Competency 7: Human Resource Management	Date: Rating:	Date: Rating:	Date: Rating:
<i>Employment Law</i>			
Understands workers compensation law and ensures alignment with policies in writing and practice			



Understands Minimum Wage law and ensures alignment with policies in writing and practice			
Understands Youth employment law and ensures alignment with policies in writing and practice			
Understands employee health and safety law and ensures alignment with policies in writing and practice			
Employee Benefit Programs			
Completes a cost benefit analysis of three types of employee benefits including health care, professional development, and employee quality of life			
Understands free and reduced benefits offered by the state and early childhood networks			
Employee Recruitment			
Completes a cost benefit analysis of three types of job posting services			
Write a job post which includes mission, vision, diversity and inclusion, schedule, job description and benefits			
Complete a hiring cycle for an employee including interview, review of application, reference checks, and sending an offer letter			
Employee Retention			
Complete an annual self-assessment			
Conduct annual performance review			
Create a professional development plan			
Evaluate survey data for employee satisfaction and determine actions necessary for improvement, if any.			



Determine annual raises using the center budget, grant availability, cost of living, market rates, and current market trends.			
Develop and execute a monthly staff meeting which supports strengthening both employee knowledge and improves business practices.			
<i>Employee Discipline</i>			
Follow employee handbook for employee discipline procedures			
Assess and document potential corrective actions			
Write an employee warning letter			
Review and implement procedures for employee exit (voluntary or involuntary)			
<i>Employee Scheduling</i>			
Understands state and federal requirements for time off under law			
Understand overtime calculations based on job code			
Creates a schedule which meets staffing needs while ensuring alignment with business budget and employee needs for time off			
Evaluate staffing needs to determine adequate staffing levels			
Competency 8: Small Business Accounting and Bookkeeping	Date: Rating:	Date: Rating:	Date: Rating:
<i>Income</i>			
Manage Program tuition collection procedures.			
Complete invoicing and tuition collection in CRM software			



Complete subsidized childcare payments and document payments in CRM software			
Review income and compare against budget making adjustments as necessary to ensure alignment.			
<i>Payroll</i>			
Complete employee onboarding ensuring all hiring documentation is complete including I9, W4, job description, offer letter			
Review employee time cards for accuracy and make necessary corrections to time cards			
Enter payroll ensuring correct regular hours and overtime hour calculations.			
Review payroll and compare against budget making adjustments as necessary to ensure alignment.			
<i>Budgeting</i>			
Understands basic accounting principles.			
Understands Profit and Loss, Balance Sheets and General Ledgers and can retrieve this information in the chosen accounting software system			
Uses accounting documents to create and maintain an accurate budget			
Uses accounting documents to review a monthly budget comparing planned budget vs actual expenditures and accounts for differences.			
Understands seasonality of expenses like utilities and planning for seasonal variation through cash reserves.			
<i>Planning and Reporting to External Agencies</i>			
Complete necessary grant documentation for funding			



Complete annual immunization reporting			
Complete market rate survey			
Competency 9: Building Community Partnerships and Networking	Date:	Date:	Date:
	Rating:	Rating:	Rating:
<i>Engaging Community Partners</i>			
Participate in local, state and national early childhood organizations when applicable, especially director networks			
Engage in community ECE events and training.			
Build partnerships with other businesses and organizations which support business needs such as early intervention providers, librarians, speech therapists, pediatricians, and public school administrators			



EVALUATING PERFORMANCE SCALE

This rubric is an example that may be used to rate apprentices:

Rating	Definition
0	Learning: Apprentice has not learned this through RTI or OJL.
1	Understands: Apprentice can explain and discuss issues and concepts; has studied applications; and is familiar with this function, competency, and performance indicators of this occupation.
2	Developing: Apprentice integrates relevant knowledge and skill, and demonstrates this performance indicator with a limited degree of consistency in routine tasks.
3	Competent: Apprentice applies relevant knowledge and skill, and demonstrates this performance indicator with consistency in routine interactions and responsibilities.
4	Skilled: Apprentice demonstrates, applies, and integrates relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in most situations.
5	Master: Apprentice is especially skillful in demonstrating, applying, and integrating relevant knowledge and skills, and demonstrates this performance indicator with a high degree of consistency and effectiveness in routine and complex situations.

Level 3 ratings are expected for each performance indicator within each competency for successful completion of an apprenticeship program.

Levels 4 and 5 ratings should only be used occasionally to describe exceptional performance.



Appendix A.3

RELATED INSTRUCTION OUTLINE

Early Childhood Operations Manager

O*NET/SOC CODE: 11-9031.00 RAPIDS CODE: 3080CB

Related Training Providers



FEMA



Class Number	Class Name	Credits	Hrs/Wk Class	Hrs/Wk Lab	Total Hours
	Manchester Community College				
ACCT100M	Bookkeeping for Small Businesses or equivalent	3			45
BUS114M	Management or equivalent	3			45
BUS124M	Entrepreneurship and Small Business Management	3			45
BUS224M	Human Resource Management or equivalent	3			45
ECE250M	Childcare Administration and Management	3			45
	Prosolutions				
	Prosolutions NH Business Management and Director Training Collection				14
	Prosolutions Childhood Lead Poisoning in NH: How to Keep Children Lead-Safe				1



	Prosolutions Using Automation in Your Center-Based Child Care Program				1
	Prosolutions Pyramid Birth-Five				18
	Prosolutions Strengthening Families National Course Bundle				13
	Prosolutions NH Eco-Healthy Child Care® - Protecting Children's Environmental Health				3
	Prosolutions NH Cares Training Collection				7
	FEMA				
	FEMA IS-700.b An Introduction to the National Incident Management System				3.5
	FEMA S-100.C: Introduction to the Incident Command System, ICS 100				2
	FEMA IS-36.A: Preparedness for Child Care Providers				2
	NH Connections				
	Youtube Online NH Early Learning Standards Print to Practice				2
	Youtube Children: the Bedrock of the Granite State				0.5
TOTAL MINIMUM HOURS					292



Course Descriptions and Objectives

Bookkeeping for Small Business

This hands-on class teaches the bookkeeping required for a small business. Basic accounting is taught using QuickBooks™ software. A semester-long practice case gives students the opportunity to input routine transactions and prepare monthly financials for a small business. Topics covered are sales, receivables, uncollectible accounts, payables, inventory, payroll, general ledger, depreciation, cash management, monthly bank reconciliations and financial-statement reporting. Students learn how to compute payroll, prepare payroll checks and prepare federal and state payroll reports. Students also learn how to start up a business, file the necessary paperwork at the federal and state levels and obtain a general knowledge of a Schedule C for individual tax reporting purposes. Different forms of businesses are reviewed, with emphasis on bookkeeping for a sole proprietorship. Proper insurance coverage is also reviewed to include business liability and workers' compensation insurance. Note: This class cannot be taken by accounting majors as part of their Accounting degree or Accounting certificate program.

Management

Introduces the principles and techniques underlying the successful organization and management of business activities. The course combines the traditional analysis of management principles with the behavioral approach using case studies. Areas of study include the management functions of planning, organization, leadership, staffing control and the decision-making process.

Entrepreneurship and Small Business Management

This course gives students comprehensive knowledge in the development and management of small businesses. Sales, production, personnel management, and financial management are examined from the point of view of the small business entrepreneur or manager. Using case studies, students will be introduced to effective techniques for: starting a business; obtaining loans; hiring and supervising employees; marketing products and services; and dealing with legal issues and regulations. Using concepts and techniques learned from the course, students will also create and develop a business plan for a real or fictitious organization of their choice.

Human Resource Management

Provides a fundamental presentation of the dynamics of human resource management. Emphasis is placed on job design and development, employment training, benefits administration, compensation and employee relations and the laws relating to human resource management. Course concepts will be solidified through the use of case studies and real-world applications.

Childcare Administration and Management

This course is designed to provide an overview of the skills and techniques required to effectively manage early care and education programs. Topics include program philosophy, policies and



procedures, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct. Students explore diverse programs available to the community and examine state and federal licensing regulations, as well as national accreditation standards. Students critically analyze the degree to which financial issues of marketing, accounting, and funding affect the management of the center or family childcare home. In addition, students identify components of a healthy organization that manages people and resources in a positive, supportive manner. This course is required by NH State licensing rules for center directors.

NH Business Management and Director Training Collection

Includes:

- 14 Hours
- 1.40 CEUs
- 71 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval

- An Administrator's Overview of Assessment in Early Care and Education
- Best Practices and Guidelines for Reflective Supervision
- Hiring and Retaining Good Staff
- It's the Law: Legal and Regulatory Concerns for Program Directors
- Leading with Heart: How to Build Effective Teams
- Managing the Details: Helpful Forms to Use with Staff and Children
- Marketing and Community Partnerships for Your Child Care Center
- Pathways to Professional Development: No Staff Left Behind
- Taking Care of Business: An Administrator's Overview
- The Center Director as Advocate for Families and Staff
- Mindful Relationships: Looking Beneath the Surface
- Three Ps of Managing a Child Care Program: Purpose, People, and Pipeline
- Your New Role: Early Care and Education Program Director

The preparation of this training was financed under a contract with the State of NH, Division of Housing and Economic Stability, Bureau of Child Development and Head Start Collaboration, with funds provided in part by the State of New Hampshire and the US Department of Health and Human Services.



Childhood Lead Poisoning in NH: How to Keep Children Lead-Safe

Course Learning Objectives

After completing this course, you will be able to:

- Understand how lead harms a child's body, especially the brain.
- Explore common ways children come in contact with lead.
- Review the importance of lead level testing at age 1 and, again, at age 2, and the importance of having test results documented on children's health forms.
- Know simple steps to prevent lead poisoning.
- Identify resources available to educate families about childhood lead poisoning and the importance of lead level testing.
- Recognize resources available for those caring for and teaching young children who have been exposed to lead.

Includes:

- 1 Hour
- 0.10 CEUs
- 13 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval

Description

Every year hundreds of children living in New Hampshire are poisoned by lead. Lead poisoning, or what is also known as lead exposure, harms children's health and brain function, and the effects can be permanent and last a lifetime.

This course will review the impact of lead exposure on children's development, common sources of exposure, prevention strategies, and the importance of lead level testing at ages 1 and 2. The recently released children's board book *Happy, Healthy, Lead-Free Me!* will be introduced, along with other resources to support lead-exposed children and their families.

This work was supported by several Cooperative Agreements funded by the Centers for Disease Control and Prevention across the NH Department of Health and Human Services and the NH Department of Environmental Services. Specific programs that contributed include the Choose Safe Places for Early Care and Education Program, which is part of the inter-agency Agency for Toxic Substances and Disease Registry (ATSDR) Partnership to Promote Local Efforts to Reduce Environmental Exposures Program (Cooperative Agreement: NU61TS000320) and the Environmental Public Health Tracking Program (Cooperative Agreement: NUE1EH001357). The content is solely the responsibility of the authors and does not necessarily represent the official views of the funding agencies.



Pyramid Birth-Five

Course Learning Objectives

Module 1: Building Relationships and Creating Supportive Environments

Module 2: Social Emotional Teaching Strategies

Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses

Includes:

- 18 Hours
- 1.80 CEUs
- 36 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval

Description

This curriculum is made up of three modules designed to promote healthy social emotional development, create supportive classroom environments, provide targeted strategies to help children learn to self-regulate and express emotions, and offer strategies to help children who have persistent challenging behaviors. This curriculum focuses on children ages birth through five.

Using Automation in Your Center-Based Child Care Program

Course Learning Objectives

After completing this course, you will be able to:

Understand the definition and reasons for automation in your center-based program

List the features of child care management software

Identify ways to choose the best software to fit your needs

Includes:

- 1 Hour
- 0.10 CEUs
- 2 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval



Description

The availability of software products for child care program management began in the late 1980s and early 1990s. This convenience was introduced to meet the struggles with some of the same challenges that other businesses faced in merging communication through program management products.

Now more than ever, all businesses need specialized software solutions to ease operations and administrative tasks. With so many choices, the decision to choose one package can be overwhelming. This course will help you understand the many solutions that child care management software offers and how automating business operations can also strengthen family engagement.

Strengthening Families National Course Bundle

Includes:

- 13 Hours
- 1.30 CEUs
- 27 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval

Description

This package includes 13 hours of coursework on the Strengthening Families™ Protective Factors Framework. This curriculum includes new materials on partnering with parents and addresses promising strategies to strengthen families for practitioners.

Modules Included:

- Bringing the Protective Factors Framework to Life in Your Work: Introduction and Overview - 2 Hours
- Parental Resilience - 2 Hours
- Concrete Support - 2 Hours
- Social Connections - 2 Hours
- Knowledge of Parenting and Child Development - 2 Hours
- Social and Emotional Competence of Children - 2 Hours
- Strengthening Families Wrap Up: Moving from Knowledge to Action - 1 Hour

Professional Development Certificates

- Professional Development Certificate for each course, verifying training hours



- CEU Credit - included at no extra cost

NH Eco-Healthy Child Care® - Protecting Children's Environmental Health

Course Learning Objectives

Objectives for this course are divided into three sections:

Improving Indoor Air and Selecting Art Materials

- Recognize how each of us are exposed to hundreds of different chemicals each day, why these exposures are concerning, and why young children are especially vulnerable to these toxic exposures
- Recognize how indoor and outdoor air pollution directly impact the health and well-being of young children in early learning and early care environments, as well as how to implement strategies for improving indoor air quality
- Identify how Radon can seep into our homes and early learning environments, how to test for Radon, and how to attain resources for mitigation
- Recognize that art and craft supplies can contain toxic ingredients that, when used or stored in a play area, create a risk to the health and well-being of children, and identify strategies for offering eco-friendly art and craft experiences

Protecting Children's Health By Choosing Safer Furniture, Playground Equipment, Toys, and Pest Control Products

- Identify the adverse health effects associated with children's exposure to pesticides and the use of Integrated Pest Management (IPM)
- Recognize how to avoid household furnishings that contain hidden toxic materials
- Identify the health effects associated with children's exposure to lead, the various sources of lead in early care and learning environments, and strategies for protecting children from future exposures
- Recognize the negative health effects associated with mercury, common sources of mercury, and simple ways to protect children from mercury exposures within early care and early learning environments
- Recognize that arsenic occurs naturally in rock and soil and how to effectively avoid arsenic exposure

Reducing Exposures to Household Chemicals and Unsafe Plastics

- Identify the differences between cleaning, sanitizing, and disinfecting and how to choose safe, eco-friendly products
- Recognize the negative health effects associated with chemicals in plastics, and ways to reduce children's exposure to such chemicals



- Recognize the benefits of conservation, and tips and resources on how to effectively and efficiently reduce, reuse, and recycle in early care and early learning environments

- Identify ways children are exposed to harmful chemicals

Includes:

- 3 Hours
- 0.30 CEUs
- 1-year unlimited access
- Certificate of completion
- Early childhood training approval

Description

This course is fun, educational and captivating. Learn why children are uniquely vulnerable to common environmental health hazards found in the early learning environment (e.g., lead, pesticides, household chemicals, unsafe plastics), and receive practical and no-to-low cost strategies for preventing children’s exposures to toxins. With engaging interactions offered throughout, this course is designed for child care providers, as well as directors, administrators and those who offer technical assistance and/or training to early care and learning professionals.

NH Cares Training Collection

Includes:

- 7 Hours
- 0.70 CEUs
- 31 Resources
- 1 year unlimited access
- Certificate of completion
- Early childhood training approval

Description

This package includes the following five courses:

- Calming Thoughts: Supporting Children with Anxiety
- The Mindful Classroom
- Dealing with Personal Stress
- Family Engagement During Times of Stress and Trauma
- Promoting Professional Resilience in Staff
- Tender Topics: Handling Trauma with Children and Youth
- Toxic Stress in Young Children



The preparation of this training was financed under a contract with the State of NH, Division of Housing and Economic Stability, Bureau of Child Development and Head Start Collaboration, with funds provided in part by the State of New Hampshire and the US Department of Health and Human Services.

IS-700.b An Introduction to the National Incident Management System

- This course provides training on and resources for personnel who require a basic understanding of the National Incident Management System (NIMS).
- The training is comprised of the following lessons:
- NIMS Introduction
- Lesson 1: Fundamentals and Concepts of NIMS
- Lesson 2: NIMS Resource Management
- Lesson 3: NIMS Management Characteristics
- Lesson 4: Incident Command System (ICS)
- Lesson 5: Emergency Operations Centers (EOC)
- Lesson 6: Other NIMS Structures and Interconnectivity
- Lesson 7: Communications and Information Management
- Lesson 8: Course Summary

S-100.C: Introduction to the Incident Command System, ICS 100

Course Overview

ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). The Emergency Management Institute developed its ICS courses collaboratively with:

- National Wildfire Coordinating Group (NWCG)
- U.S. Department of Agriculture
- United States Fire Administration's National Fire Programs Branch

Course Objectives:

At the completion of this course, you should be able to:

- Explain the principles and basic structure of the Incident Command System (ICS).
- Describe the NIMS management characteristics that are the foundation of the ICS.
- Describe the ICS functional areas and the roles of the Incident Commander and Command Staff.



- Describe the General Staff roles within ICS.
- Identify how NIMS management characteristics apply to ICS for a variety of roles and discipline areas.

IS-36.A: Preparedness for Child Care Providers

Course Overview

This course will provide child care providers, in a variety of settings, with the information they need to identify, assess, and plan for hazards at their child care site.

Course Objectives:

Upon completing this course, the participant will be able to:

- Describe why it is important to be prepared.
- Identify hazards and threats that impact your childcare site.
- Describe how to prevent or mitigate the impact of likely and high-consequence hazards and threats.
- Describe procedures for when an emergency occurs.
- Identify how your childcare site will recover from an emergency.
- Describe how to develop and maintain your plan.
- Describe how you will communicate, train, and practice your preparedness procedures.
- Identify the emergency preparedness information you will share with your community.
- Describe when to update your plan.

Primary Audience

This course is designed for childcare providers of all sizes and for all age children, including, but not limited to, home childcare sites, childcare facilities, nursery schools, camps, scouts, sports programs, faith-based programs, and after-school programs. However, anyone with a personal or professional interest in childcare site preparedness is welcome to participate. Teachers, camp counselors, parents, volunteers, scout leaders, and coaches alike will find useful information in this course.

NH Online Early Learning Standards Print to Practice

Join us as we delve into the NH Early Learning Standards (ELS) in this online webinar training. Explore how to take the printed standards and make them come alive through real life applications. Through group activities and active discussions, participants will have the opportunity to familiarize themselves with the NH ELS and its format. Learn how the NH ELS can support your work with children in creating environments, planning activities, engaging in intentional conversations and evaluating observations. Join us as we discover how the NH ELS can be a resource in your program.



NH Connections

Children: The Bedrock of the Granite State

Building a strong foundation in early childhood, will ensure that all New Hampshire's children are healthy, learning and thriving — our future depends upon it!



● SELECTION PROCEDURES

An apprentice shall:

- (1) Be at least 20 years of age;
- (2) Have a high school diploma or general equivalency diploma;
- (3) Have documentation of successful completion of at least 3 credits in child development awarded by a regionally accredited college or university
- (4) Have a minimum of 1500 hours experience working with children in a licensed child care program or public or private elementary school; and
- (5) Have one of the following:
 - a. A minimum of an associate's degree in child development, early childhood or elementary education, or other field of study focused on children, awarded by a regionally accredited college or university;
 - b. An additional 2000 hours of experience working with children in a licensed childcare program or in a public or private elementary school and documentation of a non-expired child development associates (CDA) in center based programs awarded by the council for professional recognition;
 - c. Current certification in early childhood, elementary, or special education by the department of education;
 - d. Certification in a teacher preparation program accredited by the Montessori Accreditation Council for Teacher Education (MACTE) in infant and toddler, early childhood or elementary I, which satisfies the 3 credits in child development required in (1)(3) above if certified in infant and toddler or early childhood, together with 60 credits, awarded by a regionally accredited college or university; or
 - e. Documentation of 60 credits, awarded by a regionally accredited college or university, of which at least 24 shall be in child development, early childhood, or elementary education, or other field of study focused on children, including at least 3 credits in each of the following core knowledge areas: 1. Children with special needs; 2. Child growth and development; and 3. Curriculum for early childhood education; or (6) Be on file with the department as a center director working in that position.

SECTION I – APPLICATION PROCEDURES

- Applicants will be accepted for open apprentice roles based on business conditions. Every person requesting an application will have one made available. Applications are available upon request.
- All applications will be identical in form and requirements.
- Receipt of the properly completed application form will constitute receipt of a completed application.
- Completed applications will be checked for minimum qualifications. No further processing of applicants will occur if deficient in one or more qualifications or requirements or if false statements are made on their applications.
- Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview.

SECTION II – SELECTION PROCEDURES

The sponsor has adopted the following selection procedures, consistent with the requirements set forth in 29 CFR § 30.10(b):

- The Sponsor will schedule interviews based upon hiring needs. All applicants who have met the minimum qualifications and have submitted the required documents must be notified of the date, time,



and place to appear.

- Prior to the interview, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications of needs additional information, it will be provided by the sponsor.
- The interviewer(s) will rate each applicant during the interview utilizing standardized questions taking into account the information on the application and required documents. The questions and responses will be maintained on file.
- After completing the interview and evaluation of the applicants, hiring manager will make a selection based on a best-fit assessment for the job opening.
- As openings for the registration of new apprentices occur, the highest ranked applicant will be notified of selection by telephone or email. It will be the responsibility of the applicant to keep the Sponsor informed of their current mailing address and telephone number.
- Selected applicants must respond to the notice of selection within 72 hours of notice.