



# TRAINING TRACKS

SPRING 2023

Hawaii's Resource for Child  
Care Training Classes,  
Updates & MORE

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**PATCH Classes for PARENTS!**  
Many of our classes are great for  
parents. Look for the Parent Symbol in  
the Training Calendar



Sign Up Today!



# SUCCESSFUL ADVOCACY BEGINS WITH PROVIDERS LIKE YOU

## BY KEOPU REELITZ

Keopu Reelitz is the director of early learning and health policy with Hawaii Children's Action Network (HCAN) Speaks! She came to advocacy after spend the last several years working for the state Executive Office on Early Learning and the state Department of Human Services. Keopu is also a mom to three boys ranging from 11 months to 6 years old.

THE DAY AFTER THE NOVEMBER 2022 ELECTION, THERE WERE WHISPERS AND EMAILS AND TWEETS THAT REVERBERATED ACROSS EARLY CHILDHOOD CARE AND EDUCATION. A RESOUNDING 70 OF NEW MEXICO VOTERS APPROVED A CONSTITUTIONAL AMENDMENT THAT ESSENTIALLY GUARANTEED A RIGHT TO CHILD CARE AND EARLY EDUCATION. THE RIGHT WAS NOT JUST ESTABLISHED BY A PROMISE BUT BY A DEDICATED FUNDING SOURCE. NEW MEXICO WILL DEDICATE AROUND \$150 MILLION A YEAR FOR THE SECTOR FROM A PERMANENT FUND. NEW MEXICO ACHIEVED SOMETHING MOST OTHER STATES, INCLUDING HAWAII, HAVE NOT: THE PUBLIC AND POLITICAL WILL TO GIVE THE EARLY CHILDHOOD CARE AND EDUCATION SECTOR THE INVESTMENTS IT DESERVES.

HOW DID THE LAND OF ENCHANTMENT DO IT? THEIR SUCCESS DIDN'T HAPPEN OVERNIGHT. IT WAS BUILT OVER A DECADE AND ROOTED IN CONNECTIONS AND WORK ACROSS VARIOUS PARTNERS. ONE OF THE MOST IMPORTANT PARTNERS? CHILD CARE PROVIDERS AND EARLY CHILDHOOD EDUCATORS.

ORGANIZERS SPENT YEARS GOING INTO COMMUNITIES, BUILDING POWER AMONG FAMILIES AND PROVIDERS. THE EFFORTS TO ORGANIZE THESE AND OTHER PARTNERS WERE SUSTAINED YEAR OVER YEAR FOR MORE THAN A DECADE. IN THE FINAL YEARS OF THE CAMPAIGN, OLÉ BUILT ENOUGH POLITICAL POWER TO UNSEAT A HANDFUL OF LEGISLATORS THAT REPEATEDLY BLOCKED EFFORTS FOR MORE EARLY CHILDHOOD INVESTMENTS. THEY WENT INTO THE STATE'S CAPITOL MAKING SURE LEGISLATORS PAID ATTENTION TO EARLY CHILDHOOD CARE AND EDUCATION. ONE ACTIVITY THEY DID WAS BUS PRESCHOOLS TO THE CAPITOL AND HOLD CIRCLE TIMES IN DIFFERENT AREAS, JUST AS THEY WOULD DO IN CLASSROOMS. THIS MEANT THAT LEGISLATORS COULD NOT LOOK AWAY ANYMORE. THEY HAD TO SEE THAT THEIR BUDGET DECISIONS WOULD IMPACT YOUNG CHILDREN AND THE EDUCATORS THAT NURTURE THEM.

ONE OF THE KEY SUCCESSES FOR OLÉ WAS THAT, OVER THE DECADE—PLUS THAT THEY ORGANIZED, THEY ENSURED THAT THEIR EFFORTS ALWAYS CENTERED ON THE PEOPLE MOST IMPACTED BY THEIR WORK—FAMILIES AND PROVIDERS.

HAWAII IS A LONG WAY OFF FROM SUCCESS AT NEW MEXICO'S LEVEL. BUT, THERE IS WORK UNDERWAY RIGHT NOW TO MOVE US IN THAT DIRECTION. AND JUST LIKE THEY DID IN THE SOUTHWEST, WE LOOK TO BUILD A STRONG FOUNDATION OF POWER AMONG FAMILIES AND CHILD CARE PROVIDERS.

CURRENTLY, AT THE STATE LEGISLATURE, THERE ARE A HANDFUL OF BILLS MOVING FORWARD. ONE OF THOSE IS HB547 WHICH WOULD PILOT A CHILD CARE WORKER WAGE SUBSIDY PROGRAM. ADVOCATES SEE THE PILOT PROGRAM AS A SMALL BUT CRITICAL FIRST STEP IN RAISING WAGES FOR EARLY CHILDHOOD CARE AND EDUCATION PROFESSIONALS THROUGH PUBLIC INVESTMENT.



THE LEGISLATIVE PROCESS CAN OFTEN FEEL LIKE AN INTIMIDATING ONE. IT'S A PROCESS THAT IS BOTH FAST AND LENGTHY, CAN BE DIFFICULT TO UNDERSTAND AND OFTEN SEEMS LIKE AN ENIGMA SINCE IT FEELS LIKE AS MORE DECISIONS ARE MADE BEHIND CLOSED DOORS THAN IN FRONT OF THE PUBLIC. BUT, THERE'S A REASON ADVOCATES CALL THE STATE CAPITOL THE PEOPLE'S HOUSE: WE HAVE A RIGHT TO BE THERE TO MAKE OUR VOICES HEARD. AND WE ARE WORKING TO BUILD THE POWER AND CONFIDENCE AMONG PROVIDERS AND FAMILIES TO MAKE OUR VOICES HEARD LOUD AND CLEAR AT THE STATE CAPITOL.

JUST AS IN NEW MEXICO, WE KNOW THAT ANY CHANGES WE WANT TO SEE IN THE STATE LEGISLATURE NEED TO BE FIRMLY ROOTED IN THE POWER OF CHILD CARE PROVIDERS AND THE FAMILIES YOU SERVE. THOSE OF US LEADING THE CHARGE COME FROM THE SECTOR. SOME OF US ARE PARENTS WHO HAVE STRUGGLED TO FIND OR AFFORD CARE ONLY TO FIND OUT THE TEACHERS WE CARE FOR CAN BARELY MAKE ENDS MEET. OTHERS OF US ARE LIFELONG EDUCATORS, SOME OF WHOM ARE STILL IN THE CLASSROOM. WE KNOW THAT WE MUST START FROM THE INSIDE AND BUILD OUT. SO, IN EVERY CONVERSATION AND STRATEGY SESSION, WE MAKE SURE THAT PROVIDERS', EDUCATORS' AND FAMILIES' EXPERIENCES ARE AT THE HEART OF OUR DECISIONS.

ONCE WE BUILD THAT SOLID BASE, WE KNOW WE CAN'T STOP AT A SMALL CORE GROUP OF ADVOCATES. WE NEED TO GROW POWER ACROSS OUR COMMUNITIES. CONVERSATION BY CONVERSATION, BRICK BY BRICK, WE WORK TO BUILD CONNECTIONS AND THE FOUNDATIONS OF A MOVEMENT THAT INCREASES INVESTMENT TO THE CHILD CARE SECTOR.

WE HAVE ALREADY BEGUN TO REACH OUT BEYOND FAMILIES AND PROVIDERS AND INTO OUR BUSINESS COMMUNITY. IN ADDITION TO SUPPORT FROM HCAN SPEAKS! AND THE HAWAII ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (HIAEYC), WE HAVE WELCOMED THE HOLOMUA COLLABORATIVE TO THE TABLE. THE COLLABORATIVE'S EXECUTIVE DIRECTOR HAS BEEN WITH US EVERY STEP OF THE LEGISLATIVE PROCESS. AND, BOARD MEMBERS, WHO ARE EXECUTIVES FROM BUSINESSES LIKE HAWAIIAN HOST, TORI RICHARDS, HAWAII GAS, AIO, HPM BUILDERS, HAWAII COMMUNITY FOUNDATION AND MANA UP, HAVE STEPPED UP WITH TESTIMONY TO SUPPORT HB547 AND INCREASING THE WAGES OF EARLY CHILDHOOD CARE AND EDUCATION PROFESSIONALS.

HB547 WILL MOVE TO THE SENATE NEXT AND OTHER EARLY CHILDHOOD CARE AND EDUCATION BILLS WILL MOVE ONTO THEIR NEXT CHAMBER. SO, OPPORTUNITIES TO GET INVOLVED WILL CONTINUE UNTIL THE LEGISLATIVE SESSION ENDS IN MAY. WE ENCOURAGE PROVIDERS TO REACH OUT TO HCAN SPEAKS! IF YOU'RE INTERESTED IN LEARNING MORE OR GETTING INVOLVED.

DON'T WORRY. OUR WORK WILL CONTINUE PAST MAY WHEN THE LEGISLATIVE SESSION CLOSES. IF ALL OF THIS SOUNDS LIKE TOO MUCH RIGHT NOW, THAT'S OKAY. CHILD CARE PROVIDERS PLAY A CRITICAL ROLE IN OUR COMMUNITIES AND ECONOMY. WE UNDERSTAND YOUR PLATES MAY BE FILLED RIGHT NOW. KNOW THAT THIS WORK WILL NOT END WHEN THE LEGISLATURE ADJOURNS FOR THE YEAR. MUCH LIKE IN NEW MEXICO, WE WILL CONTINUE TO BUILD POWER IN OUR COMMUNITIES OVER THE NEXT FEW YEARS. WE WILL BE READY TO WELCOME YOU WHEN YOU'RE READY.

WE BELIEVE THAT FAMILIES AND CHILD CARE PROVIDERS CAN BE A POWERFUL VOICE FOR CHANGE. WE LOOK FORWARD NOT JUST TO HELP YOU ADVOCATE BUT TO WORK FOR THE CHANGE THAT YOU DESERVE.



# FOOD PROGRAM

## March 2023 Newsletter



Serving over **4.5 million children and adults** healthy meals and snacks daily.

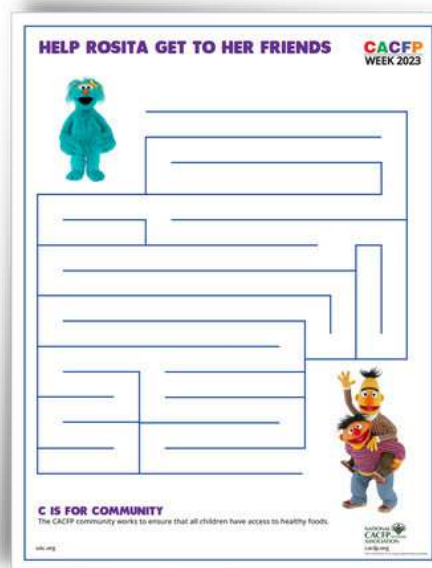
[www.CACFPWeek.org](http://www.CACFPWeek.org)



**CELEBRATE NATIONAL CACFP WEEK!**

**SAMPLE MENU**  
All meals and snacks on this menu were shared by or inspired by real CACFP Providers who posted on social media using #CACFPWeek and #KACFPsuperSnack

	AGES 1-2	AGES 3-5	AGES 6-18	ADULTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>BREAKFAST</b>									
Milk	1/2 cup	3/4 cup	1 cup	1 cup	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Smoothie Bowl Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)
Fruit/Veggie	1/4 cup	1/2 cup	1/2 cup	1/2 cup	Berry Banana Split (Strawberries & Bananas)	(Blueberries)	Banana Cinnamon Oatmeal Bananas	Savory Face Pancakes Mixed Fruit	Smoothie Bowl Frozen Tropical Fruit Mix
Granola/Yogurt	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq	Berry Banana Split Greek Yogurt	WGR Shuffin	Banana Cinnamon Oatmeal Cinnamon Cereal	Savory Face Pancakes WGR Pancake	Smoothie Bowl Homemade Butter Drizzle
Milk	1/2 cup	3/4 cup	1 cup	1 cup	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)	Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)
<b>LUNCH/SNACK</b>									
Vegetables	1/4 cup	1/4 cup	1/2 cup	1/2 cup	Orange Slices	Red Peas Lettuce	Apple Slices	Peach Slices	Chicken Veggie Salad Tomatoes
Fruit	1/4 cup	1/4 cup	1/4 cup	1/2 cup	Broccoli	Red Peas Lentils	Broccoli	Savory Face Pancakes Zucchini	Chicken Veggie Salad Cucumber
Whole Grain Bread	1 oz	1 1/2 oz	2 oz	2 oz	Mozzarella	Red Peas Chicken	Hummus	Pulled BBQ Beef	Chicken Veggie Salad Chickpeas
Grains	1/2 oz eq	1/2 oz eq	1 oz eq	2 oz eq	WGR Roll	Tortilla Chips	WGR Crackers	Zucchini Corn Pancakes Cornmeal Pancakes	WGR Pancake
Milk	1/2 cup	1/2 cup	1 cup	1 cup		Whole Milk (age 1 yr or lower) Fat Free Milk (ages 2-5)			Pumpkin Parfait Pumpkin Puree
Vegetables	1/2 cup	1/2 cup	3/4 cup	1/2 cup				Quacamote	
Fruit	1/2 cup	1/2 cup	3/4 cup	1/2 cup	Apple Nachos Apple Chips	Banana Frits			Pumpkin Parfait Green Yogurt
Whole Grain Bread	1/2 oz	1 1/2 oz	1 oz	1 oz	Apple Nachos Peanut Butter		Granola Yogurt Pops Greek Yogurt		Pumpkin Parfait Green Yogurt
Grains	1/2 oz eq	1/2 oz eq	1 oz eq	1 oz eq			Granola Yogurt Pops Granola	Tortilla Chips	



Scan the QR code for more CACFP week activity pages

## Reckitt Recalls Two Batches Of ProSobee 12.9 oz Simply Plant-Based Infant Formula Because Of Possible Health Risk

To determine if you have purchased the recalled product you can check any product you have on hand for the below listed recalled batch codes.

Product: Enfamil ProSobee Powder, 12.9 oz Can

Global Batch Code: ZL2HZF

UPC: 300871214415

Lot Number: 0670975

Expiration: 3/1/2024

Product: Enfamil ProSobee Powder, 12.9 oz Can

Global Batch Code: ZL2HZZ

UPC: 300871214415

Lot Number: 0670979

Expiration: 3/1/2024

Please reference the following photos for where to locate the SKU and batch codes on affected product.







## Safe Feeding Practices to Prevent Choking

Choking while eating can happen quickly and be very scary. Children 0-4 years old are at the greatest risk of choking because they may not chew food properly. Want to make eating safer for young children in your care? Our partners at the Institute of Child Nutrition (ICN) have some great resources on how to decrease choking risks.

### 3 Key Methods to Prevent Choking

1. Know which foods are the most common causes of choking.
2. Select and modify foods to the appropriate size, shape, and texture.
3. Supervise children during mealtime.



\*\*Scan code for common foods that may cause choking and how to modify them



## Peanut Butter Overnight Oats

### Ingredients

- ½ cup peanut butter, creamy
- 1 tsp vanilla extract
- 2 tbsp honey
- 1 ½ cup milk, low-fat or fat-free, plain
- 1 cup dry oats, quick
- 4 cups frozen mixed berries, thawed and divided

Optional variation: add 2 tbsp cocoa powder and substitute 4 cups sliced bananas (divided) for the mixed berries

### Directions

1. Warm peanut butter, vanilla and honey in a sauce pan over medium heat, stirring constantly until smooth. Alternatively, heat the peanut butter, vanilla and honey in a microwave in 30-second increments, stirring between until smooth.
2. Once the mixture is warm and smooth, add the milk and stir to combine.
3. In a large bowl, combine oats and warm peanut butter mixture. Stir well.
4. Add 2 cups thawed berries and toss well.
5. Cover and refrigerate overnight or for at least 2 hours.
6. Serve 1/2 cup cold oats with 1/4 cup mixed berries on the side.



Why shouldn't you tell  
an Easter Egg a joke?



He might crack up

# CHILD CARE RESOURCES



## Child Care AwareChild and Adult Care Food Program (CACFP)

A variety of online resources for families including information on how to choose quality child care, child development, activity tips and ideas, military support and more! Visit [www.childcareaware.org](http://www.childcareaware.org)

### Child Care Connections Hawaii Subsidies

Subsidy program helps low-income families to sustain their employment, educational efforts and job training by paying a subsidy for their children who are in the care of DHS-approved child care providers.

<https://humanservices.hawaii.gov/bessd/ccch-subsidies/>

### NAEYC

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. The association comprises nearly 60,000 individual members of the early childhood community and 52 Affiliates, all committed to delivering on the promise of high-quality early learning. Together, we work to achieve a collective vision: that all young children thrive and learn in a society dedicated to ensuring they reach their full potential. <https://www.naeyc.org/>

### CDA Council

The Council for Professional Recognition is a leader in the credentialing of early childhood educators worldwide.

<https://www.cdacouncil.org/en/>



Provides aid to child adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children, and the health and wellness of older adults and chronically impaired disabled persons.

<http://hcnp.hawaii.gov/overview/cacfp/>

### Hawaii Child Care Regulations

Registration of Family Child Care Homes, Licensing of Group Child Care Centers and Group Child Care Homes, Licensing of Infant and Toddler Child Care Centers, Licensing of Before and After School Child Care Facilities

<http://humanservices.hawaii.gov/bessd/child-care-program/child-care-licensing/child-care-regulations/>



Aloha United Way  
Dial 211

In the same way calling 911 connects to emergency services, 211 connects to 4,000 government and community services. Available Mon-Fri, 6am-9pm.

### DHS Approved Safe Sleep Trainings:

Cypherworx: SIDS and Safe Sleep (CDA 1)

Cypherworx: Safe Infant Sleep in Early Childhood (CDA 1 & 4)

Safe Sleep Practices for Caregivers: Reduce the risk of SUID

Safe Sleep: Reducing the Risk of Sleep-Related Infant Death in Child Care, Texas A&M Extension Online

[PATCH Hawaii self paced, live webinars, In-Person](#)

#518: Safe Sleep in Child Care

#506: Health Safety & Nutrition

#514: Addressing Hawaii's Environmental Standards

# CHILD CARE RESOURCES



## FAMILY RESOURCES

### Early Childhood Hawai'i

Promotes healthy family relationships by emphasizing the important role fathers play in the lives of their children. The Commission serves in an advisory capacity to state agencies and makes recommendations on programs, services, contracts, policies, and laws relating to children and families.

<http://humanservices.hawaii.gov/fatherhood/>

### Children with Special Needs

Resources for Children Age 0-5 Years and Their Families Hawaii State Departments of Health (DOH), Human Services (DHS), and Education (DOE), and Executive Office on Early Learning (EOEL)

<http://health.hawaii.gov/cshcn/ulu>

### Medicaid

provides health coverage or nursing home coverage to certain categories of individuals, including children, pregnant women, parents of eligible children, low income adults, former foster care children, aged, blind and disabled individuals.

<https://medquest.hawaii.gov/>

### Early Intervention Services

If you are concerned about a child's development or would like to make a referral, please call the Early Intervention information and referral line at  
808-594-0066 (Oahu)  
1-800-235-5477 (Neighbor Islands)

To make a referral by fax, please download the EI referral form and instructions from the website provided below. Early Intervention Services are provided to assist a child in five developmental areas:

- Physical (sits, walks)
- Cognitive (pay attention, solve problems)
- Communication (talks, understand)
- Social or emotional (plays with others, has confidence)
- Adaptive (eats, dresses self)

<https://health.hawaii.gov/eis/files/2018/07/EIS-7.01.18.pdf>





# CHILD CARE RESOURCES



## For Child Care Providers and Families

**Families**, are you looking for Child Care? As the state only Child Care Resource & Referral Agency we would be more than happy to assist you. You can give us a call any time during our business hours M - F 7:30am - 4:30pm or you can click here <https://stage.worklifesystems.com/parent/39> Video Instructions on Searching for Care: [CLICK HERE](#)



**Providers**, with our online portal please feel free to update your home/center profile at any time 24 hours a day. You can add photos, update contact information, add information about your services. You can do so by clicking here or feel free to call us at anytime during our business hours. <https://stage.worklifesystems.com/program/39>

**Oahu: (808) 839-1988**

**Maui: (808) 242-9232**

**Kauai (808) 246-0622**

**East Hawaii: (808) 961-3169**

**West Hawaii: (808) 322-3500**

**Lanai & Molokai: (800)-498-4145**

## RECALLED PRODUCTS

**FROM CONSUMER PRODUCT SAFETY COMMISSION (CPSC)**

**IF YOU WOULD LIKE TO SUBSCRIBE AND RECEIVE EMAILS ABOUT RECALLED ITEMS GO TO THIS**

**WEBSITE: [HTTPS://WWW.CPSC.GOV/NEWSROOM/SUBSCRIBE/](https://www.cpsc.gov/newsroom/subscribe/)**

Nova Medical Products Recalls Adult Bed Rails Due to Serious Entrapment and Asphyxia Hazards

Target Recalls Children's Pillowfort Weighted Blankets Due to Asphyxiation Hazard; Two Fatalities Reported

P.J. Salvage Recalls Children's Pajamas Due to Burn Hazard

Fisher-Price Reannounces Recall of 4.7 Million Rock 'n Play Sleepers; At Least Eight Deaths Occurred After Recall

Kids2 Reannounces Recall of 694,000 Rocking Sleepers; Four Additional Deaths After Recall

NewCosplay Children's Sleepwear Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by Shanghai Xunao Elevator; Sold Exclusively at Amazon.com

Children's Pajama Sets Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Manufactured by Selfie Craft Company

NewCosplay Children's Sleepwear Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by Shanghai Jinhui Gardening Center; Sold Exclusively at Amazon.com

Vaenait Baby Recalls Children's Robes Due to Violation of Federal Flammability Standards and Burn Hazard

Children's Robes Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by SGMWVB Brand; Sold Exclusively on Amazon.com

Paper Cape Recalls Children's Pajamas Due to Violation of Federal Flammability Standards and Burn Hazard

Kids Preferred Recalls "My First" Disney-Character Figurines Due to Choking Hazard

Betsy & Lace Recalls Children's Nightgowns Due to Violation of Federal Flammability Standard and Burn Hazard

Hatley USA Recalls Children's Pajamas Due to Violation of Federal Flammability Standards and Burn Hazard and Children's Headbands Due to Violation of Federal Lead Content Ban

Children's Nightgowns Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by The Oaks Apparel Company

Primark Recalls Children's Bamboo Plates Due to Risk of Lead and Chemical Exposure Hazards

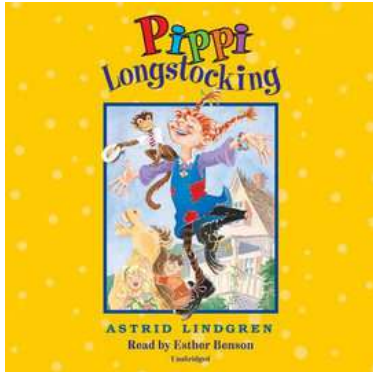
Patagonia Recalls Patagonia Infant Capilene Midweight Base Layer Sets Due to Choking Hazard

Epoch Everlasting Play Recalls All Calico Critters Animal Figures and Sets Sold with Bottle and Pacifier Accessories, More than 3.2 Million, Due to Choking Hazard; Two Deaths Reported

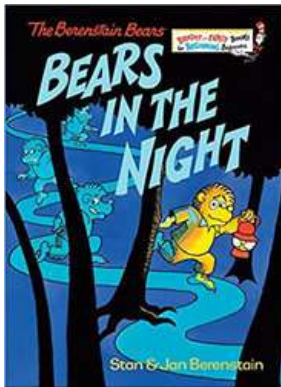


# BOOKS WE LOVE TO READ

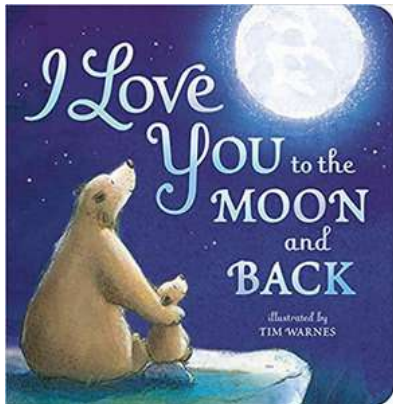
## RESOURCE & REFERRAL STAFFS' FAVORITE



Tommy and his sister Annika have a new neighbor, and her name is Pippi Longstocking. She has crazy red pigtails, no parents to tell her what to do, a horse that lives on the porch and a pet monkey named Mr. Nilsson. Whether Pippi's scrubbing her floors, doing arithmetic or stirring things up at a fancy tea party, her flair for the outrageous always seems to lead to another adventure.



Learning about over and under and thorough. Seven bears sneak out of bed, through the window, and across the dark countryside to investigate the source of a noise.



Story of the sun rising, and a bear and cub begin their day together. They splash in the water, climb mountains, watch the colorful lights in the shimmering sky, and play with friends. They show their love for each other by touching noses, chasing each other, and, of course, hugging and snuggling before bed.



Ko'u Lima is a bilingual board book for young children which teaches them simple phrases in 'olelo Hawaii about things their hands can do. It's a great way to introduce the Hawaiian language to keiki and teaches them about kalo.



About this

# TRAINING CALENDAR

## HOW TO READ THE PATCH TRAINING CALENDAR

PATCH's Training Calendar is designed for easy reading. Each class has indicators related to Hawaii's Attitudes, Skills and Knowledge (ASK) Core Areas and Subject Areas

### 8 SUBJECT AREAS

Utilized for the Child Development Associate Areas (SA) for the Child Development (CDA) Associate (CDA) credential.

These indicators are important when looking for specific types of classes to fulfill initial CDA requirements:

**SA 1**-Planning a safe, healthy learning environment

**SA 2**-Steps to advance children's physical and intellectual development

**SA 3**-Positive ways to support children's social and emotional development

**SA 4**-Strategies to establish productive relationships with families

**SA 5**-Strategies to manage an effective program operation

**SA 6**-Maintaining a commitment to your profession

**SA 7**-Observing and recording children's behavior

**SA 8**-Principles of child growth and child development

PATCH Training Series include:

- Basic Series (10 classes)
  - Challenging Behaviors Basic Series (6 classes)
  - Challenging Behaviors Advanced Series (5 classes)
  - Child Care Administration Series (5 classes)
  - I'm Moving, I'm Learning Series (5 classes)
  - \* Infant/Toddler Series 3 (10 classes)
  - \* Infant/Toddler Social Emotional Series (10 classes)
  - Introduction to Preschool Series (7 classes)
  - Puppet Series (5 classes)
  - Quality Care Series (10 classes)
  - Special Needs Series (7 classes)
  - Supporting Play Series (5 classes)
  - \* WestEd Basic Infant/Toddler Series (10 classes)
  - \*++WestEd Advanced Infant/Toddler Series (10 classes)
- \* meets DHS I/T licensing requirements.  
++ offered online as self-paced webinars.

### 10 ASK CORE AREAS

AS UTILIZED BY THE DHS HAWAII EARLY CHILDHOOD REGISTRY

**Growth & Development (GD)**

**Professionalism (PRO)**

**Diversity (DIV)**

**Observation & Assessment (OA)**

**Health, Safety & Nutrition (HSN)**

**Relationships and Guidance (RG)**

**Learning Environments (ENV)**

**Planning Learning Experiences (PLE)**

**Working With Families (WF)**

**Program Management (MAN)**

Short on  
time  
this  
quarter?

**Need Training?  
Go ONLINE!**

For more details visit

[www.patchhawaii.org](http://www.patchhawaii.org)



#### Need Safe Sleep Training?

SAFE SLEEP CLASSES WILL BE LISTED IN YELLOW. LOOK FOR THE ICON NEXT TO CLASS OFFERING FOR APPROVED SAFE SLEEP CLASSES!





PATCH CLASSES FOR PARENTS! MANY OF OUR CLASSES ARE GREAT FOR PARENTS. LOOK FOR THE PARENT SYMBOL IN THE TRAINING CALENDAR

[WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII](http://WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII)

Please check your island PATCH training calendar for classes near you, or contact the training department on your island to host training at your facility



Thank you for your diligence as a child care professional, and your dedication to your continued training and development.

IN-PERSON PATCH TRAINING REMINDERS:		
<p>*Masks are now optional for both trainers and participants <i>**masking may be mandatory again if community levels change to moderate or high**</i></p> <p>*There will be a non-contact temperature check at the door. You will not be allowed into the training if your temperature is 100.4 and above.</p> <p>*Eating will be allowed during PATCH training.</p> <p>* Capacity will be limited.</p>	<p>Sign up ahead of time:</p> <p>Register for PATCH classes in advance by calling your local PATCH office or on WLS. You will be required to pay a \$5.00 refundable deposit to PATCH at least THREE calendar days before the class. Your \$5.00 deposit will be returned upon attendance or can be applied to a future class (cash, check, or money order).</p> <p>Video instructions: <a href="#">CLICK HERE</a></p> <p>Website: <a href="https://stage.worklifesystems.com/training/39">https://stage.worklifesystems.com/training/39</a></p> <p>Or scan QR code to go register for in-person training</p> 	
<p><b>BE ON TIME!</b></p> <p>Make sure you are on time for the training in person and online. For online training be sure to interact through the chat for the duration. There is only a 15 minute grace period. If you are more than 15 minutes late or leave more than 15 minutes before the ending of the training you will not receive a certificate!</p>	<p>Or call local PATCH office:</p> <p>Oahu (808) 833-6866</p> <p>Maui, Molokai, and Lanai (808) 242-9232</p> <p>Kauai (808) 246-0622</p> <p>East Hawaii (Hilo) (808) 961-3169</p> <p>West Hawaii (Kona) (808) 322-3500</p>	
<p><b>Bring your RECORD of TRAINING</b></p> <p>Please bring your Record of Training (available via the PATCH office) to each class and have the instructor sign at the end of each class. Once you have completed an entire series, please return the original Record of Training to the PATCH office and we will mail you a certificate of completion for that series.</p>	<p>In Person Training: <a href="#">CLICK HERE</a></p>	
<p><b>Please keep in mind that PATCH often deletes information more than 5 years old to make room for the following year. PATCH strives to coordinate its Training Program (and other programs) to fit the needs of Hawaii's child care professionals. If you have comments or suggestions, please contact your local PATCH office or email us at <a href="mailto:Patch@PATCH-HI.org">Patch@PATCH-HI.org</a>.</b></p>	<p><b>Keep good records</b></p> <p>Whether you are taking PATCH classes or other training, you should keep track of the trainings you attend for future reference.</p>	
DHS AND SAFETY TRAINING TOPICS		
<ul style="list-style-type: none"> <li>Physical Care of the young Child (PCYC)</li> <li>Care of the Sick Child (CSC)</li> <li>Child Nutrition (CN)</li> <li>Child Growth &amp; Development (CGD)</li> <li>Children with Special Needs (CSN)</li> <li>Learning Activities &amp; Play (LAP)</li> <li>Family Engagement (FE)</li> <li>Managing Challenging Behaviors (MCB)</li> <li>Community Resources (CR)</li> </ul>		<ul style="list-style-type: none"> <li>Prevention of Child Maltreatment &amp; Abuse (PCMA)</li> <li>First Aid &amp; Child Cardio-Pulmonary Resuscitation (First aid/ CPR)</li> <li>Health &amp; Safety (HS)</li> <li>Child Care Business or Program Management (CCB/PM)</li> <li>Physical Environment (PE)</li> <li>Safe Sleep (SS)</li> </ul>

OAHU PATCH TRAINING ROOM 560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

## INTRODUCTION TO PRESCHOOL EDUCATION SERIES

**SATURDAY MORNINGS \*9:30—12:30PM, 9:30—11:30AM TRAINER: CHELSEY**

- 4/29/2023\* Introduction to Early Childhood Education and Care (106)  
ASK: GD 1.5, PRO 1.5 SA: SA8 1.5, SA6 1.5 H&S: CGD 3
- 5/06/2023 The Prepared Preschool Environment (702)  
ASK: ENV 2 SA: SA1 2 H&S: PE 2
- 5/13/2023 Health and Safety in Preschool Settings (512)  
ASK: HSN 2 SA: SA1 2 H&S: HS 2
- 5/20/2023 Classroom Management and Supervision (231)  
ASK: RG 2 SA: SA3 2 H&S: MCB 2
- 5/27/2023 Conversations with Preschoolers (107)  
ASK: GD 2 SA: SA8 2 H&S: CGD 2
- 6/3/2023 Communication with Co-workers & Families (006)  
ASK: PRO 1, WF 1 SA: SA6 1, SA4 1 H&S: CCB/PM 1, FE 1
- 6/10/2023 Observations and Assessments in Preschool Settings (805)  
ASK: OA 2 SA: SA7 2 H&S: CCB/PM 2

## BUILDING FAMILY PARTNERSHIPS SERIES

**SUNDAY MORNINGS 9:00—11:00AM TRAINER: MEI**

- 6/4/2023 Introduction to Families (627)  
ASK: WF 2 SA: SA4 2 H&S: FE 2
- 6/11/2023 Family Engagement (628)  
ASK: WF 2 SA: SA4 2 H&S: FE 2
- 6/18/2023 Supporting Family Outcomes (629)  
ASK: WF 2 SA: SA4 2 H&S: FE 2
- 6/25/2023 Providing Family Resources (630)  
ASK: WF 2 SA: SA4 2 H&S: FE 2



# TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

OAHU PATCH TRAINING ROOM 560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

## OTHER TRAINING

5/25/2023	Safe Sleep in Childcare (518)
Thu 6:00-7:30 pm	Trainer: Kehau ASK: HSN 1.5 SA: SA1 1.5 H&S: HS/SS 1.5
6/01/2023	Promoting Positive Attachment (623)
Thu 6:00-8:00 pm	Trainer: Kehau ASK: WF 2 SA: SA4 2 H&S: FE 2
6/08/2023	Shaken Baby Syndrome (525)
Thu 6:00-8:00 pm	Trainer: Kehau ASK: HSN 2 SA: SA1 2 H&S: HS 2
6/15/2023	Stress & Trauma with Infants and Young Children (528)
Thu 6:00-9:00 pm	Trainer: Kehau ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5

## PARENT PARTICIPATION NURSEY SCHOOL 92 KANEOHE BAY DRIVE KAILUA, HI 96744

4/20/2023	Communication with Co-workers and Families (006)
Thu 5:00-7:00 pm	Trainer: Traci ASK: PRO 1, WF 1 SA: SA6 1, SA4 1 H&S: CCB/PM 1, FE 1
4/20/2023	Observations and Assessments in Preschool Settings (805)
Thu 7:00-9:00 pm	Trainer: Traci ASK: OA 2 SA: SA7 2 H&S: CCB/PM 2



# TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

KAMA'AINA KIDS—AIKAHI 38 KANEOHE BAY DRIVE KAILUA, HI 96734

## INFANT/TODDLER SERIES 3

SATURDAY MORNING: 9:30AM — 12:30PM TRAINER: TRACI

4/1/2023

Cultural Sensitivity with Families (907)

ASK: DIV 1.5, WF 1.5 SA: SA4 3 H&S: CGD 1.5, FE 1.5



KAMA'AINA KIDS—MILILANI TECH PARK 345 KAHULU AVENUE MILILANI, HI 96789

## THE GROWING BRAIN I/T SERIES

THURSDAY EVENINGS 6:00—9:00PM TRAINER: TRACI

4/27/2023

The Growing Brain: The Basics (118)

ASK: GD 3 SA: SA8 3 H&S: CGD 3



5/04/2023

The Factors Affecting Brain Growth & Development (119)

ASK: GD 3 SA: SA8 3 H&S: CGD 3



5/11/2023

Communication & Language Development (431)

ASK: PLE 3 SA: SA2 3 H&S: LAP 3



5/18/2023

Cognition and Executive Function (120)

ASK: GD 3 SA: SA8 3 H&S: CGD 3



5/25/2023

Social-Emotional Development (121)

ASK: GD 3 SA: SA8 3 H&S: CGD 3



6/01/2023

Understanding Behavior (243)

ASK: RG 3 SA: SA3 3 H&S: MCB 3



6/08/2023

Everyday Play (432)

ASK: PLE 3 SA: SA2 3 H&S: LAP 3







**MAUI ECONOMIC OPPORTUNITY (MEO) HEAD START OFFICE:**

**99 MAHALANI ST. WAILUKU, HI 96793**

## WEST ED SERIES BASIC/ADVANCED

**VARIOUS EVENINGS 5:30PM — 8:30PM TRAINER: ALEX**

### Monday

4/3/2023

Respectfully Yours (801)

ASK: OA/PRO/RG 1SA: SA3/SA6/SA7 1 H/S: CGD

### Tuesday

5/2/2023

Protective Urges (606)

ASK: WF 3 SA: SA43 H&S: FE

5/9/2023

Responding to the Family's Needs (607)

ASK: HSN 3 SA: SA13 H&S: HS

5/16/2023

Development and Learning in the Multicultural Setting (903)

ASK: DIV 3 SA: SA4 3H&S: CGD

5/23/2023

It's Not Just Routine (505)

ASK: HSN 2/MAN1 SA: SA1 2/SA51 H/S: HS



### Wednesday

4/26/2023

Space to Grow (700)

ASK: ENV 3 SA: SA13 H&S: PE

6/14/2023

Language Development (104)

ASK: GD 3 SA: SA8 3H&S: CGD



## MAUI PATCH OFFICE:

**1063 LOWER MAIN STREET SUITE C-217 WAILUKU, HI 96793**

## OTHER TRAINING

**WEDNESDAY EVENINGS 5:30P-8:30P TRAINER: LEIA SNYDER**

4/5/2023

Building Partnerships with Families (617)

ASK: WF 3 SA: SA43 H&S: FE

5/3/2023

Understanding Social & Emotional Development of I/T (110)

ASK: GD 3 SA: SA8 3H&S: CGD





**KAUAI PATCH OFFICE 4485 PAHEE ST., LIHUE, HI 96766**

## INFANT/TODDLER SOCIAL EMOTIONAL SERIES

**THURSDAY EVENINGS 6:00—9:00 P.M. TRAINER: ALEJANDRA**

- 4/6/2023 Introduction to Social Emotional Wellness (237)  
ASK: (RG, SA3 - 3 hrs) (CGD - 3hrs)
- 4/13/2023 Temperament and Secure Relationships (114)  
ASK: (GD, SA8 - 1.5 hrs) (RG, SA3 - 1.5 hrs) (CGD- 3hrs)
- 5/25/2023 Development of Social Emotional Wellness (115)  
ASK: (GD, SA8 - 3 hrs) (CGD- 3hrs)
- 6/8/2023 Observation and Responsive Routines (807)  
ASK: (OA, SA7-1.5 hrs) (ENV, SA1-1.5 hrs) (CGD-1.5hrs, PE-1.5hrs)
- 6/22/2023 Building Emotional Literacy (428)  
ASK: (PLE, SA2 - 3 hrs) (LAP - 3hrs)



## CHALLENGING BEHAVIORS— BASIC SERIES

**SATURDAY MORNINGS 9:00A.M.—12:00P.M. TRAINER: THAO**

- 4/15/2023 Building Relationships (219)  
ASK: (RG, SA3 - 3hrs) (MCB - 3hrs)
- 4/29/2023 Creating Supportive Environments I (701)  
ASK: (ENV, SA1 - 3hrs) (PE - 3hrs)
- 5/13/2023 Creating Supportive Environments II (220)  
ASK: (RG, SA3 - 3hrs) (PE - 3hrs)
- 5/20/2023 Teaching Positive Relationships. (221)  
ASK: (RG, SA3 - 3hrs) (MCB - 3hrs)
- 6/3/2023 Teaching Positive Behaviors I (222)  
ASK: (RG, SA3 - 3hrs) (CGD - 3hrs)



## OTHER TRAINING

- 4/1/2023 Safe Sleep in Childcare (518)  
ASK: (HSN, SA1 -1.5hrs) (HS / SS -1.5hrs)
- 6/24/2023 Safe Sleep in Childcare (518)  
ASK: HSN 1.5 SA: SA1 1.5 H&S: HS, SS



**HILO PATCH OFFICE 26 WAIANUENUE AVENUE; HILO, HI 96720**



## WEST ED ADVANCED SERIES

**MONDAY EVENINGS 5:30—8:30 PM TRAINER: JOWETT**

- 4/17/2023 Respectfully Yours (801)  
ASK: OA/PRO/RG 1SA: SA3/SA6/SA7 1 H/S: CGD
- 4/24/2023 Space to Grow (700)  
ASK: ENV 3 SA: SA13 H&S: PE
- 5/15/2023 Protective Urges (606)  
ASK: WF 3 SA: SA43 H&S: FE
- 5/22/2023 Responding to the Family's Needs (607)  
ASK: HSN 3 SA: SA13 H&S: HS
- 6/5/2023 Development and Learning in the Multicultural Setting (903)  
ASK: DIV 3 SA: SA4 3H&S: CGD

## INFANT TODDLER SERIES 3

**WEDNESDAY EVENINGS 5:30—8:30 PM TRAINER: LESLIE**

- 4/5/2023 The Prepared Infant and Toddler Environment (703)  
ASK: ENV 3 SA: SA1 3 H/S: PE
- 4/26/2023 Cultural Sensitivity with Families (907)   
ASK: DIV 1.5/WF 1.5SA: SA4 3 H&S: CGD/FE
- 5/3/2023 Building Partnerships with Families (617)  
ASK: WF 3 SA: SA43 H&S: FE
- 5/17/2023 Understanding Infant & Toddler Curriculum (109)  
ASK: GD 3 SA: SA83 H&S: CGD
- 6/7/2023 Understanding Social & Emotional Development of I/T (110)   
ASK: GD 3 SA: SA8 3H&S: CGD

HILO PATCH OFFICE 26 WAIANUENUE AVENUE; HILO, HI 96720

## WEST ED BASIC SERIES

WEDNESDAY EVENINGS 5:30—8:30 PM TRAINER: WENDY

- 4/12/2023 It's Not Just Routine (505)  
ASK: HSN 2/MAN1 SA: SA1 2/SA51 H/S: HS
- 5/31/2023 Language Development (104)  
ASK: GD 3 SA: SA8 3H&S: CGD



Are interested in becoming an on-call PATCH trainer?  
Requirements include 12 ECE credits and  
at least 3 years' experience teaching adults who work  
with young children.

Send your resume to [hr@patch-hi.org](mailto:hr@patch-hi.org)

Want to work from home ?

Interested in running  
your own licensed  
child care home business?

Call your local PATCH Office  
so we can help you get started!





# TRAINING CALENDAR WEST HAWAII ISLAND

**HAWAII MONTESSORI SCHOOL AT KONA**  
**74—978 MANAWALEA STREET, KAILUA—KONA, HI 96740**

## WESTED BASIC IT SERIES

**TUESDAY EVENINGS 5:30P—8:30P TRAINER: STACY BROWN**

- |                         |  |   |
|-------------------------|--|---|
| 4/11/2023               | Discoveries of Infancy II (409)<br>ASK: (PLE, SA2 - 3hrs) (CGD - 3hrs)             |    |
| 4/25/2023               | Emotional Development (102)<br>ASK: (GD, SA8-2hrs) (RG, SA3-1hr) (CGD-3hrs)        |    |
| 5/02/2023               | Language Development (104)<br>ASK: (GD, SA8 - 3hrs) (CGD- 3hrs)                    |    |
| 5/23/2023               | Health, Safety & Nutrition (506)<br>ASK: (HSN, SA1 - 3hrs) (HS / SS - 3hrs)        |   |
| 5/25/2023<br>(Thursday) | It's Not Just Routine (505)<br>ASK: (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs) |  |
| 6/13/2023               | Social Guidance (207)<br>ASK: (RG, SA3 - 3hrs) (CGD - 3hrs)                        |  |

## OTHER TRAINING

**TUESDAY EVENINGS 5:30P—8:30P TRAINER: STACY BROWN**

- |           |  |
|-----------|--|
| 4/04/2023 | Child Abuse and Neglect (517)<br>ASK: (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs) |
| 6/20/2023 | Safe Sleep in Childcare (518)<br>ASK: ASK: HSN 1.5hrs SA: SA1 1.5 H&S: HS, SS        |

Are interested in becoming an on-call PATCH trainer?

Requirements include 12 ECE credits and  
at least 3 years' experience teaching adults who work with young children.

Send your resume to [hr@patch-hi.org](mailto:hr@patch-hi.org)

# ONLINE TRAINING WITH PATCH

## HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?



Join us  
April - June 2023  
Live Webinars

[WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII](http://WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII)

**For the best experience, please take online training on a desktop or laptop.**

Registration Video:

Click Here



Registration Guide:

Click Here




**Basic Series: Introduction to Family Child Care Series**  
**Mondays, 6 - 9 pm, Trainer: Tami**

- |           |   |
|-----------|---|
| 4/3/2023  | Providing Quality Care (008)<br>(PRO, SA6 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)                      |
| 4/10/2023 | Introduction to Family Child Care (007)<br>(PRO, SA6 - 3hrs) (CCB/PM - 3hrs)                                |
| 4/17/2023 | The Business of FCC, Part I: The Basics (318)<br>(MAN, SA5 - 3hrs) (CCB/PM - 3hrs)                          |
| 4/24/2023 | The Business of FCC, Part II: Building It (319)<br>(MAN, SA5 - 3hrs) (CCB/PM - 3hrs)                        |
| 6/5/2023  | The Business of FCC, Part III: Promoting It (320)<br>(MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs) (CCB/PM - 3hrs) |
| 6/12/2023 | Relationships with Families in Your FCC (619)<br>WF, SA4 - 3hrs) (FE-3hrs)                                  |
| 6/19/2023 | Addressing Hawaii's Health Standards (513)<br>(HSN, SA1 - 3hrs) (HS - 3hrs)                                 |
| 6/26/2023 | Addressing Hawaii's Environmental Standards (514)<br>(HSN, SA1 - 3hrs) (HS / SS - 3hrs)                     |










# ONLINE TRAINING WITH PATCH

## Quality Care Series - Wednesdays, 6 - 9 PM, Trainer: Momi

4/5/2023	Early Childhood Curriculum 101 (421) (PLE, SA2 - 3hrs) (LAP - 3hrs)	
4/12/2023	Intentional Teaching (422) (PLE, SA2 - 3hrs) (LAP - 3hrs)	
4/19/2023	Observation-Based Planning for Young Children (423) (PLE, SA2 - 1.5hrs) (OA, SA7 - 1.5hrs) (LAP - 3hrs)	
4/26/2023	Science Discoveries in the Preschool Environment (424) (PLE, SA2 - 3hrs) (LAP - 3hrs)	
5/3/2023	More Than Counting: Math in the Preschool (425) (PLE, SA2 - 3hrs) (LAP - 3hrs)	
5/10/2023	Talking with Children (236) (RG, SA3 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)	
5/17/2023	Curriculum 201: Integrated Curriculum Using Science & Social Studies (426) (PLE, SA2 - 3hrs) (LAP - 3hrs)	
5/24/2023	Flowing Through the Day: Classroom Transitions (704) (ENV, SA1 - 3hrs) (PE - 3hrs)	
5/31/2023	"Does my child play all day?": Talking to Families about Curriculum (618) (WF, SA4 - 3hrs) (FE - 3hrs)	
6/7/2023	Documenting Quality Curriculum in a Quality Program (317) (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	









## The Growing Brain I/T Series - Thursdays, 6 - 9 pm, Trainer: Stacy

4/6/2023	The Growing Brain: The Basics (118) (GD, SA8 - 3 hrs) (CGD - 3hrs)	
4/13/2023	The Factors Affecting Brain Growth & Development (119) (GD, SA8 - 3 hrs) (CGD - 3hrs)	
4/20/2023	Communication & Language Development (431) (PLE, SA2 - 3 hrs) (LAP - 3hrs)	
4/27/2023	Cognition & Executive Function (120) (GD, SA8 - 3 hrs) (CGD - 3hrs)	
5/4/2023	Social-Emotional Development (121) (GD, SA8 - 3 hrs) (CGD - 3hrs)	
6/1/2023	Understanding Behavior (243) (RG, SA3 - 3 hrs)	
6/8/2023	Everyday Play (432) (PLE, SA2 - 3 hrs) (LAP - 3hrs)	

# ONLINE TRAINING WITH PATCH

## Mind in the Making I/T Series

Tuesdays and Wednesdays, 5:30 - 7:30 PM, Trainer: Tami

5/2/2023 5:30 - 7:00 pm	Introduction to the Mind in the Making (122) (GD, SA8 - 1.5hrs) (CGD - 1.5hrs)	
5/3/2023	Focus and Self Control (123) (GD, SA8 - 2hrs) (CGD - 2hrs)	
5/9/2023	Perspective Taking (124) (GD, SA8 - 2hrs) (CGD - 2hrs)	
5/10/2023	Communicating (433) (PLE, SA2 - 2hrs) (LAP - 2hrs)	
5/16/2023	Making Connections (434) (PLE, SA2 - 2hrs) (LAP - 2hrs)	
5/17/2023	Critical Thinking (125) (GD, SA8 - 2hrs) (CGD - 2hrs)	
5/23/2023	Taking on Challenges (435) (PLE, SA2 - 2hrs) (LAP - 2hrs)	
5/24/2023	Self-Directed, Engaged Learning (436) (PLE, SA2 - 2hrs) (LAP - 2hrs)	

## SAFE SLEEP IN CHILD CARE

4/18/2023 Tues 6 - 7:30 pm	Safe Sleep in Child Care (518) Trainer: Momi
5/18/2023 Thurs 6 - 7:30 pm	Safe Sleep in Child Care (518) Trainer: Momi
6/20/2023 Tues 6 - 7:30 pm	Safe Sleep in Child Care (518) Trainer: Stacy

Are interested in becoming an on-call PATCH trainer?

Requirements include 12 ECE credits and at least

3 years' experience teaching adults who work with young children.

Send your resume to [hr@patch-hi.org](mailto:hr@patch-hi.org)





## Other Trainings

4/4/2023 6 - 9 pm	I/T Language Development (104) (GD, SA8 - 3hrs) (CGD- 3hrs) - Trainer: Alex
4/11/2023 6 - 9 pm	I/T It's Not Just Routine (505) (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs) - Trainer: Alex
5/1/2023 6 - 9 pm	Teaching with Puppets (429) (PLE, SA2 - 3hrs) (LAP - 3hrs) - Trainer: Alex
5/8/2023 6 - 9 pm	Fostering Resiliency (507) (HSN, SA1 - 3hrs) (HS - 3hrs) - Trainer: Alex
5/15/2023 6 - 7:30 pm	Hazardous Materials (527) (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) - Trainer: Alex
5/19/2023 6 - 8 pm	Nurturing Responsible Behavior (216) (RG, SA3 - 2hrs) (MCB - 2hrs) - Trainer: Dr. Janelle
5/26/2023 6 - 7:30 pm	Effective Time Management (014) (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs) - Trainer: Dr. Janelle
6/6/2023 6 - 8 pm	Introduction to Coaching Part I (329) (MAN, SA5 - 2hrs) (CCB/PM- 2hrs) - Trainer: Alex
6/9/2023 6 - 7:30 pm	Healthy Portions, Healthy Choices (520) (HSN, SA1 - 1.5hrs) (CN - 1.5hrs) - Trainer: Dr. Janelle
6/16/2023 6 - 7:30 pm	Happy Mealtime, Healthy Body (521) (HSN, SA1 - 1.5hrs) (CN - 1.5hrs) - Trainer: Dr. Janelle
6/21/2023 6 - 9 pm	Positive Discipline (203) (RG, SA3 - 3hrs) (MCB - 3hrs) - Trainer: Momi
6/23/2023 6 - 7:30 pm	Nutrition All Day (522) (HSN, SA1 - 1.5hrs) (CN - 1.5hrs) - Trainer: Dr. Janelle
6/30/2023 6 - 7:30 pm	Effective Stress Management Practices (011) (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs) - Trainer: Dr. Janelle



# SAVE THE DATE

## IN PERSON TRAINING FOR FAMILY CHILD CARE PROVIDERS & SMALL CENTERS

### CIVITAS STRATEGIES

#### OAHU

**Friday June 9, 2023 6 pm-9 pm**

**PATCH Office 560 North Nimitz Hwy Suite 218 Honolulu 96817**

Setting Up a Record Keeping System

Simple Monthly Budget

Six Month Cash Flow Workbook

#### BIG ISLAND (Kamuela)

**Saturday June 10, 2023 10:30 am-2:30 pm**

**Tutu's House 64-1032 Mamalahoa Hwy Kamuela 96743**

Prorating Costs

Paying Yourself: A Guide to Sole Proprietors

Profit and Loss Statements

#### KAUAI

**Sunday June 11, 2023 10 am-2 pm**

**PATCH Office 4465 Pahe'e Street Suite 124 Lihue 96766**

Getting Ready for the New Year

Annual Business Plan

Accessing Capital

#### MAUI

**Monday June 12, 2023 10 am-2 pm**

**PATCH Office 1063 Lower Main St, Suite C217 Wailuku 96793**

Preparing for Tax Season

Taxes Advanced Topic: Time/Space Calculation

Tax Credits for Small Businesses







## PACE - PATCH Articulation

The HonCC Early Childhood Education program includes a noncredit program, PACE (Professional and Career Education for Early Childhood). PACE workshops are offered in a non-credit workshop format of sixteen 3-hour class sessions. Participants who complete all workshops in a course with a score of 70% or better are eligible for college credit. Participants who have completed the PATCH (People Attentive to Children) workshops below in the right column (and passed the assessment) may apply for a waiver of the equivalent PACE ECED 170 workshops.



### PACE ECED 170 Workshops and PATCH Workshop Articulation

PACE ECED 170 Workshops	PATCH Workshops
170 Principles & Practices of Quality Infant & Toddler Care	• West Ed Advanced: Respectfully Yours
170 Environments for Living & Learning	• West Ed Advanced: Space to Grow • I/T Series 3: The Prepared Infant and Toddler Environment
170 Caregiving Routines	• West Ed Basic: It's Not Just Routine
170 Partnering with Families	• West Ed Advanced: Protective Urges • West Ed Advanced: Responding to the Family's Needs
170 Culturally Responsive Caregiving	• I/T Series 3: Cultural Sensitivity with Families • West Ed Advanced: Development and Learning in the Multicultural Setting
170 Building Relationships With Families	• I/T Series 3: Building Partnerships with Families
170 Caregiving is Curriculum	• I/T Series 3: Understanding Infant/Toddler Curriculum
<b>170 Problem Solving Is Curriculum</b>	
<b>170 Play is Curriculum</b>	
170 Talking & Listening: Supporting Language & Literacy Development	• West Ed Basic: Language Development
170 Friends & Feelings: Understanding Social & Emotional Development	• I/T Series 3: Understanding Social and Emotional Development of Infants and Toddlers
<b>170 Teeth, Tempers, &amp; Toilets: Appropriate Guidance for Toddlers</b>	

Practitioners completing the PATCH training listed in the right column, need to complete the **three** PACE workshops (in bold in the left column) to apply for college credits for the course **ECED 170 Introduction to Working with Infants and Toddlers** (three college credits).

For information on the Prior Learning Assessment (PLA) contact the HonCC ECE Program Coordinator:  
Caroline Soga: caroline.soga@hawaii.edu or 808-845-9289.



# E.C.E. SCHOLARSHIPS

**PATCH supports the professional development of those in the field of early childhood education and care. Our Early Childhood Education (E.C.E) Scholarships reimburse tuition monies to students who have passed eligible courses. Funding is limited and issued on a first come, first serve basis.**

## What does the E.C.E. Scholarship Cover?

- Eligible college coursework tuition from accredited institutions.
- PACE classes converted to college credits.
- CDA direct assessment, renewal fees and paid online workshops towards the 120 hours for CDA

## What is the maximum I can receive? **\$750 per round.**

Applicants may qualify for more than one round, other financial aid is taken into account. Reimbursements distributed after close of application round.

## Deadlines:

**Applications must be postmarked on or BEFORE the deadline date.**

Round 1: August 31

Round 2: January 15

Round 3: May 31

## What is the criteria for coursework?

- Early childhood or child development focused.
- College courses completed **June 2022-May 2023**
- PACE classes converted to college credits.
- CDA Credential dated **June 2022-May 2023**
- Chaminade University, Education Department 739-4652
- Professional & Career Education Program (PACE) Oahu: 845-9496 Hilo: 974-7421
- University of Hawaii West Oahu: 454-4700
- College of Education, Manoa: 946-7915
- Maui College, Human Services Program 984-3208
- Kauai Community College, Early Childhood Education Program 245-8373
- Hawaii Community College, Early Childhood Education Program 974-7421
- Honolulu Community College, Early Childhood Education Program 845-9466

**Contact your local PATCH office or visit [www.patchhawaii.org](http://www.patchhawaii.org) to download an application.**







**PATCH**

Supporting Hawaii's Child Care Needs

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ALREADY IN THE FIELD & WANT TO  
MOVE UP THE CAREER LADDER?**



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# Mind in the Making

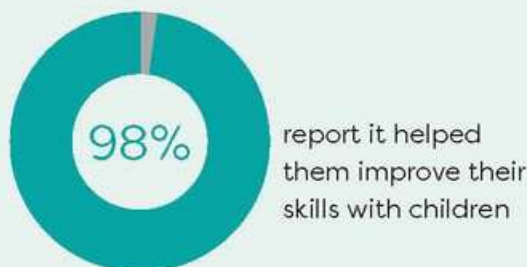
Building essential life skills in children  
by transforming groundbreaking  
research into practice



“The behavior you see in a child is like observing the sky without a telescope. You just see a little. You’ve got to peer deeper.”

— JEROME KAGAN  
HARVARD UNIVERSITY

## IN A SURVEY WITH 1,750 RESPONDENTS WHO ATTENDED MITM TRAININGS:



## What is Mind in the Making?

Mind in the Making (MITM), a program of the Bezos Family Foundation, shares the science of children’s learning through innovative in-depth training and materials geared for action.

MITM’s Learning Modules, Skill-Building Opportunities and Book Tips serve professionals and caregivers across a wide array of sectors and take a two-generational approach to building executive function-based life skills within children and families together.

## Behind the Research

In 2000, MITM founder Ellen Galinsky began a research journey fueled by a question: how to keep the fire for learning – which every child is born with – lighting up the eyes of children? To answer the question, she reviewed hundreds of studies and interviewed nearly 100 leading researchers who study children’s development and learning. From this, she developed the MITM seven essential life skills framework, which has since grown into a national movement to share scientifically-based research and strategies for promoting life skills.

## Why Executive Functions?

Executive function refers to the processes that involve managing thoughts, actions and emotions to achieve goals. These skills begin to develop early in a child’s life through experiences and interactions. The skills make it possible to consider alternative perspectives and respond to changing circumstances (cognitive flexibility), to keep information in one’s mind so it can be used (working memory), and to resist automatic and impulsive behavior (inhibitory control) so one can engage in goal-directed reasoning and problem solving. Children with better executive function skills learn more from educational experiences, are more likely to graduate from college, and have better health and wealth in adulthood.

## MIND in the Making

The Seven Essential Life Skills Every Child Needs

[www.mindinthemaking.org](http://www.mindinthemaking.org)

@Mindinthemaking @MITM\_BFF



## MITM'S SEVEN ESSENTIAL LIFE SKILLS

helps adults understand and encourage important executive function-based skills children need to thrive.



1. **Focus and Self Control** – Children need this skill to achieve goals, especially in a world filled with distractions and information overload. This includes paying attention, exercising self-control, remembering the rules, and thinking flexibility.



2. **Perspective Taking** – This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. Children with this skill are less likely to get involved in conflicts.



3. **Communicating** – Much more than reading, writing and speaking, communicating is the skill of determining what one wants to communicate and realizing how it will be understood by others. It is the skill teachers and employers feel is most lacking today.



4. **Making Connections** – This involves deciphering what's the same, what's different, and sorting them into categories. Making unusual connections is at the core of creativity and moves children beyond knowing information to using information well.



5. **Critical Thinking** – This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Children need critical thinking to make sense of the world around them and to solve problems.



6. **Taking on Challenges** – Children who take on challenges instead of avoiding or simply coping with them achieve better outcomes in school and in life.



7. **Self-Directed, Engaged Learning** – By setting goals and strategies for learning, children become attuned and better prepared to change as the world changes. This helps children foster their innate curiosity to learn and helps them realize their potential.

## MITM Resources

### LEARNING MODULES

MITM combines deep research focused on executive function skills, with signature science-fueled training modules, for professionals across sectors who work with children and families. The trainings provide opportunities for adults to examine themselves, the research and the action they can take to promote effective learning in themselves and in children.

### SKILL-BUILDING OPPORTUNITIES

Picky Eating, Bedtime Fears, Meltdowns, Constant Crying, Sibling Rivalry: what's a caregiver to do? We've researched the questions families and teachers most frequently ask and created short free guides, available in English and Spanish, for professionals and families to help turn common behavioral issues into opportunities to promote critical life skills in children.

### BOOK TIPS

These free, downloadable resources offer tips for building the Seven Essential Life Skills based on classic children's books that promote the skills. Designed for four age groups, 0 to 2, 3 to 5 years, 6 to 8 years and 9 to 12 years, Book Tips are available for download in English and Spanish on [mindinthemaking.org](http://mindinthemaking.org).

## Impact

### TRAINING

- **About 100,000 educators, community leaders, families, and professionals** from education, libraries, medical facilities, museums, nonprofits, churches, prisons and more have participated in the MITM training modules.
- **MITM advised Mount Sinai Parenting Center** in the creation of its free, online Keystones of Development curriculum to train pediatric residents on promoting brain development and helping strengthen parent-child relationships within routine well-child visits.

### CURATING THE SCIENCE

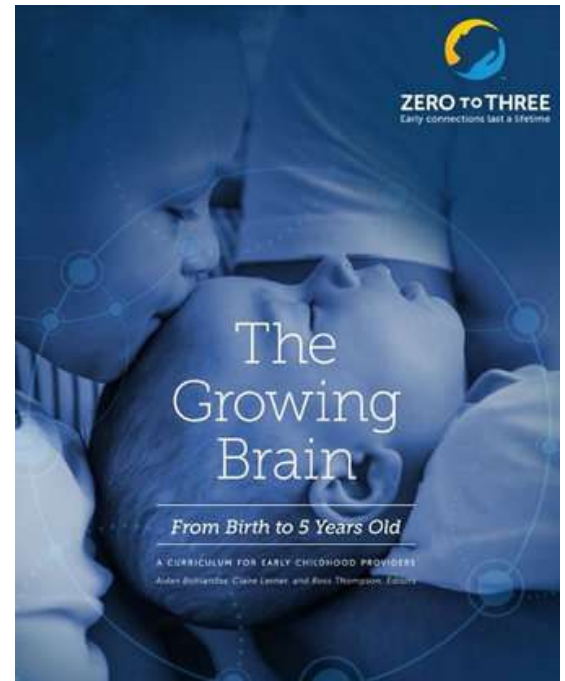
The MITM team has reviewed over 2000 studies, and interviewed and filmed more than 160 leading researchers, all work used to create MITM training and tools, and provide the science behind [Vroom](http://Vroom.org), a program of the Bezos Family Foundation that turns everyday activities into brain-building moments.

# THE GROWING BRAIN ZERO TO THREE

This innovative training focuses on giving trainers evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old.

Participants will learn skills and strategies for:

1. Teaching early childhood providers about brain development (architecture and neurobiology) to inform their practice
2. Supporting language, cognition, prosocial behavior, and social-emotional development
3. Reducing toxic stress that can negatively influence brain development of very young children.



**The Growing Brain: From Birth to 5 Years Old is comprised of seven 3-hour units.**

Unit 1: The Growing Brain: The Basics

To understand how the brain grows and develops from conception through 5 years old.

Unit 2: Factors Affecting Brain Growth and Development

Understanding key factors that affect brain development & how to support healthy overall brain development.

Unit 3: Communication and Language Development

To understand how communication and language skills develop the first 5 years, the role of the brain & how to support it.

Unit 4: Cognition and Executive Function

Understanding how young children develop cognitive & executive functions in relation to brain development.

Unit 5: Social-Emotional Development

To Support Social & Emotional Development & to Provide Positive Guidance.























Unit 6: Understanding Behavior

Understanding how children's behavior is influenced by the brain.

Unit 7: The Everyday Play

Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development.



Training Catalog and Descriptions					PATCH TRAINING	
November 2022 Update						
CLASS#	PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents	
002	Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3			
003	Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3			
*006	Communication with Co-workers and Families: Establishing relationships and communication with families and co-workers. (PRO, SA6 - 1hr) (WF, SA4 - 1hr) (CCB/PM - 1hr, FE- 1hr)	INTRO. TO PRESCHOOL	2	X		
007	Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3			
008	Providing Quality Care: An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)	BASIC FCC	3	X		
009	Babysitting: Part II. Child care basics for teenagers interested in working with young children: Activities, Behaviors, Professional Development. (PLE, SA2 - 1hr) (RG, SA3 - 1hr) (PRO, SA3 - 1hr) (CCB/PM - 3hrs)	BABYSITTING	3	X		
010	Child Care Staff Qualifications and Professional Development: Understanding the professional development pathways for practitioners in of early childhood education and care. (PRO, SA6 - 2 hr) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2			
011	Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5			
012	Conflict Management: Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5			
014	Effective Time Management: Gain a better understanding on strategies to become more efficient with time management. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5			
015	Marketing your Family Child Care Home: Learn about traditional FCC marketing strategies and how to create new ones that align with current strategies that may work. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X		
016	Professionalism in Family Child Care: Learn about the attitude, skills, knowledge and competencies of an individual who is a professional practitioner in the Family Child Care Home model. (PRO, SA6-3hrs) (CCB/PM - 3hrs)		3			
017	Marketing your Family Child Care: ECQA Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X		
018	Marketing your Program for Center-Based Child Care Providers: ECQA Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X		
CLASS#	GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)	SERIES	HOURS	MULTI ASK/SA	For Parents	
101	Exploring the Incredible Unit Blocks: Discover the true design of unit blocks. (GD, SA8 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)		3	X		
102	Emotional Development: The development of emotional stages in infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	BASIC I/T	3	X		
103	Discoveries of Infancy I: Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3			
104	Language Development Understanding and supporting language development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3			
105	Brain Development: Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3			
106	Introduction to Early Childhood Education and Care: Overview of professionalism, NAEYC Code of Ethics, and Hawaii Preschool Content Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs) (CGD - 3hrs)	INTRO. TO PRESCHOOL	3	X		
107	Conversations with Preschoolers: Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs) (CGD - 2hrs)	INTRO. TO PRESCHOOL	2			
108	Developmental Guidelines for Infants and Toddlers: Overview of developmental guidelines for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3			
109	Understanding Infant & Toddler Curriculum: A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3			
110	Understanding Social & Emotional Development of I/T: Looking at social and emotional development of infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	I/T SERIES 3	3	X		
113	Program Provisions: Child Development. An overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA8 - 1.5) (PLE, SA2 - 1.5) (CGD - 3hrs)	BASIC FCC	3	X		
114	Temperament and Secure Relationships: Understanding temperament and importance of building secure relationships. (GD, SA8 - 1.5 hrs) (RG, SA3 - 1.5 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3	X		
115	Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3			
117	Early Childhood Education and Care: Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs) (CGD - 2hrs)	CHILD CARE ADMIN	2			
118	The Growing Brain: The Basics: To understand how the brain grows and develops from conception through 5 years old. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3			
119	The Factors Affecting Brain Growth & Development: Understanding key factors that affect brain development & how to support healthy overall brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3			
120	Cognition and Executive Function: Understanding how young children develop cognitive & executive functions in relation to brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3			
121	Social-Emotional Development: To Support Social & Emotional Development & to Provide Positive Guidance. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3			
122	Introduction to the Mind in the Making Seven Essential Life Skills: Overview of the seven evidence-based executive function life skills that can help children and adults thrive now and in the future. (GD, SA8 - 1.5hrs) (CGD - 1.5hrs)	MIND IN THE MAKING I/T	1.5			
123	Focus and Self Control: Mind in the Making Seven Essential Life Skills: Children need this skill to achieve goals. This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	2			
124	Perspective Taking: Mind in the Making Seven Essential Life Skills: This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	2			
125	Critical Thinking: Mind in the Making Seven Essential Life Skills: This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Children need critical thinking to make sense of the world around them and to solve problems. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	2			
CLASS#	RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)	SERIES	HOURS	MULTI ASK/SA	For Parents	
203	Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs)		3			
206	Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers. (RG, SA3 - 1hr) (PLE, SA2 - 1hr) (MCB - 2hrs)		2	X		
*207	Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)	BASIC I/T	3			
*208	Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3			
216	Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs)		2			
219	Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS BASIC	3			
*220	Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)	CHALLENGING BEHAVIORS BASIC	3			
221	Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS BASIC	3			
*222	Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	CHALLENGING BEHAVIORS BASIC	3			
*223	Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	CHALLENGING BEHAVIORS BASIC	3			












Training Catalog and Descriptions				November 2022 Update		PATCH TRAINING	
224	<b>Working with Challenging Behaviors:</b> Gain a broader understanding of how to help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3				
225	<b>Building a Behavior Support Plan I:</b> Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3				
226	<b>Building a Behavior Support Plan II:</b> Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3				
*227	<b>The Importance of Play:</b> Learn the characteristics and importance of play and identify common problems children may have in play. (RG, SA3 - 1.5hrs) (PLE, SA2 - 1.5hrs) (LAP - 3hrs)	SUPPORTING PLAY	3	X			
*228	<b>The Child Who Doesn't Engage in Play:</b> Identify ways that problems affect development and learn new skills to support children who do not engage with people or materials. (RG, SA3 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3				
*229	<b>The Child Who Doesn't Engage with Others:</b> Learn new skills to validate children, create safe environments, nurture playfulness, and help children feel successful and able to comfortably interact with peers. (RG, SA3 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3				
*230	<b>The Child Who is Excluded:</b> Gain a broader understanding of how you can help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3				
231	<b>Classroom Management and Supervision:</b> Looking at challenging supervision issues and classroom management. (RG, SA3 - 2hrs) (MCB - 2hrs)	INTRO. TO PRESCHOOL	2				
232	<b>Supporting the Individual Needs of Infants and Toddlers:</b> Strategies to work with infants and toddlers with challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	I/T SERIES 3	3				
*236	<b>Talking with Children:</b> Encouraging conversations with children that support learning. HPCS Domain III Language Development and Literacy, Subdomain: Communication. (RG, SA3 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)	QUALITY CARE	3	X			
*237	<b>Introduction to Social Emotional Wellness:</b> Introduction to key social emotional needs of infant/toddlers. (RG, SA3 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3				
238	<b>Individualized Intervention with Infants and Toddlers:</b> Understanding challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
239	<b>When Behavior Goes Off Track:</b> Responding to challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
*240	<b>Effects of Challenging Behavior:</b> Explore the effects and supports of challenging behavior on families and caregivers. (RG, SA3 - 1.5 hrs) (WF, SA4 - 1.5 hrs) (MCB - 1.5hrs, FE - 1.5hrs)	I/T SOCIAL EMOTIONAL	3	X			
241	<b>Developing a Support Plan for Infants/Toddlers:</b> Using a program process to develop a behavior support plan. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
*242	<b>I'm Moving, I'm Learning: Body Language:</b> Key concepts, vocabulary and strategies related to motor development. (RG, SA3 - 3 hrs) (CGD - 3hrs)	I'M MOVING/ LEARNING	3				
243	<b>Understanding Behavior:</b> Understanding how children's behavior is influenced by the brain. (RG, SA3 - 3 hrs) (MCB - 3hrs) (Zero to Three) *Limited Availability for in in-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3				
244	<b>Challenging Behaviors in Family Child Care:</b> Learn how to respond to challenging behaviors in a mixed age setting. (RG, SA2-3 hrs) (MCB - 3hrs)		3				
CLASS#	PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents		
307	<b>Beyond the Norm:</b> Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
308	<b>Moving from Here to There:</b> Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3				
309	<b>Together in Care:</b> Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	BASIC I/T	3	X			
*310	<b>Individual Care and Small Groups:</b> Working with infants and toddlers individually and in small groups. (MAN, SA5 - 2hrs) (RG, SA3 - 1hr) (PCYC - 3hrs)	ADVANCED I/T	3	X			
311	<b>Bringing Home to School:</b> Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
313	<b>Developmental Milestones:</b> Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3				
317	<b>Documenting Quality Curriculum in a Quality Program:</b> Identifying, collecting and organizing evidence that your program aligns with the Hawaii Preschool Content Standards and Guiding Principles. All HPCS and Guiding Principles. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	QUALITY CARE	3				
318	<b>The Business of FCC, Part I: The Basics.</b> An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3				
319	<b>The Business of FCC, Part II: Building it.</b> An overview of Hawaii State requirements for applying for and establishing your family child care home. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3				
320	<b>The Business of FCC, Part III: Promoting it.</b> A review of the required written policies and procedures for family child care homes. (MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs) (CCB/PM - 3hrs)	BASIC FCC	3	X			
321	<b>I'm Moving, I'm Learning: Introduction.</b> Introduction to key elements, strategies and resources for health practices in programs. (MAN, SA5 - 3 hrs) (CCB/PM - 3hrs)	I'M MOVING/ LEARNING	3				
322	<b>Inclusive Early Childhood Environments:</b> Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs)	SPECIAL NEEDS	1.5				
323	<b>Child Care Business Basics, Program Design and Management:</b> Understanding that Child Care Administrators need a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2				
324	<b>Budgets, Projections, and Planning for Family Child Care: ECOA</b> Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2				
325	<b>Financial Reports and Internal Controls for Family Child Care: ECOA</b> Realize the importance of fiscal planning to the sustainability of your business. Learn tips and best practices to help break down fiscal processes into manageable steps. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2				
326	<b>Budgets, Projections, and Planning for Center-Based Child Care Providers: ECOA</b> Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
327	<b>Financial Reports and Internal Controls for Center-Based Child Care Providers: ECOA</b> Realize the importance of fiscal planning to the sustainability of your business. Learn tips and best practices to help break down fiscal processes into manageable steps. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
328	<b>Recruiting and Retaining Staff for Center-Based Child Care Providers: ECOA</b> Support child care administrators in their efforts to strengthen systems of staff recruitment and improve their ability to retain quality staff. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3				
CLASS#	PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)	SERIES	HOURS	MULTI ASK/SA	For Parents		
402	<b>Parachutes and Peacocks:</b> Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 2hrs) (MAN, SA5 - 1hr) (LAP - 3hrs)		3	X			
403	<b>From Bubbles to Butterflies:</b> Thematic science activities for 4-5 year olds. A create-and-take class. (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs) (LAP - 3hrs)		3	X			
404	<b>The Magic of Puppets:</b> Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				
405	<b>Teaching with Puppets:</b> Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				
406	<b>Easy Puppets for Children:</b> Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	PUPPET SERIES	3				
407	<b>Extending Books I:</b> Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3				
408	<b>Extending Books II:</b> Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3				
*409	<b>Discoveries of Infancy II:</b> Supporting early learning development. Should be taken after Discoveries of Infancy I (# 103). (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3				
*410	<b>The Responsive Process:</b> Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	ADVANCED I/T	3	X			
*411	<b>Ages of Infancy:</b> Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3				
412	<b>Building Puppets:</b> Create-and-take sock, finger, and stick puppets to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				



Training Catalog and Descriptions				November 2022 Update		PATCH TRAINING			
413	<b>Puppets and Multicultural Tales:</b> Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1)(LAP-3)	PUPPET SERIES	3	X					
414	<b>Bigger than Books:</b> Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3						
415	<b>From Sand to Snow:</b> Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3						
420	<b>Conversations with Infants and Toddlers:</b> Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)	I/T SERIES 3	3						
421	<b>Early Childhood Curriculum 101:</b> What is early childhood curriculum? Planning good curriculum. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3						
422	<b>Intentional Teaching:</b> The connection of intentional teaching in early childhood education and care to the Guiding Principles of the Hawaii Preschool Content Standards. HPCS Guiding Principles 1 - 10. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3						
423	<b>Observation-based Planning for Young Children:</b> Using observation and reflective planning for every child: Individual children, small groups, whole groups. HPCS Guiding Principle 2. (PLE, SA2 - 1.5hrs) (QA, SA7 - 1.5hrs) (LAP - 3hrs)	QUALITY CARE	3	X					
424	<b>Science Discoveries in the Preschool Environment:</b> Science curriculum activities including sensory table activities, Science Centers, science experiments and ideas. HPCS Domain IV Cognitive Development, Subdomain: Science. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3						
425	<b>More Than Counting: Math in the Preschool:</b> Teaching strategies that support the development of mathematical concepts in preschool-age children. HPCS Domain IV Cognitive Development, Subdomain: Mathematics. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3						
426	<b>Curriculum 201: Integrated Curriculum Using Science and Social Studies:</b> Using topics that are interesting to children to design curriculum activities. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3						
427	<b>I'm Moving, I'm Learning: Move, Play and Learn:</b> Movement activities integrating play and learning. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IM MOVING/ LEARNING	3						
428	<b>Building Emotional Literacy:</b> Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	I/T SOCIAL EMOTIONAL	3						
429	<b>Teaching with Puppets (online only):</b> Using puppets for early childhood education and seeing the distinct effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3						
430	<b>Routine Transitions in Family Child Care Homes:</b> Learn how to apply appropriate transitions to daily routines in a Family Child Care Home. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3						
431	<b>Communication &amp; Language Development:</b> To understand how communication and language skills develop the first 5 years, the role of the brain & how to support it. (PLE, SA2 - 3 hrs) (LAP - 3hrs) (Zero to Three) *Limited Availability for in in-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3						
432	<b>Everyday Play:</b> Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development. (PLE, SA2 - 3 hrs) (LAP - 3hrs) (Zero to Three) *Limited Availability for in in-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3						
433	<b>Communicating: Mind in the Making Seven Essential Life Skills:</b> Communicating is the skill of determining what one wants to communicate and realizing how it will be understood by others. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING I/T	2						
434	<b>Making Connections: Mind in the Making Seven Essential Life Skills:</b> This involves deciphering what's the same, what's different, and sorting them into categories. Making unusual connections is at the core of creativity. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING I/T	2						
435	<b>Taking on Challenges: Mind in the Making Seven Essential Life Skills:</b> Children who take on challenges instead of avoiding or simply coping with them achieve better outcomes in school and in life. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING I/T	2						
436	<b>Self-Directed, Engaged Learning: Mind in the Making Seven Essential Life Skills:</b> By setting goals and strategies for learning, children become attuned and better prepared to change as the world changes. (PLE, SA2 - 2hrs)(LAP - 2hrs)	MIND IN THE MAKING I/T	2						
CLASS#	HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&S Health and Safety)	SERIES	HOURS	MULTI ASK/SA	For Parents				
505	<b>It's Not Just Routine:</b> A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs)	BASIC I/T	3	X					
*506	<b>Health, Safety &amp; Nutrition:</b> Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC I/T	3						
507	<b>Fostering Resiliency:</b> Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3						
512	<b>Health and Safety in Preschool Settings:</b> Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	INTRO. TO PRESCHOOL	2						
513	<b>Addressing Hawaii's Health Standards:</b> An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	BASIC FCC	3						
*514	<b>Addressing Hawaii's Environmental Standards:</b> An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC FCC	3						
*515	<b>Babysitting: Part I.</b> Child care basics for teenagers interested in working with young children: Safety & Health, Child Development, Feeding & Bedtime. (HSN, SA1 - 2hrs) (GD, SA8 - 1hr) (HS - 1.5hrs, CGD - 1.5hrs)	BABYSITTING	3	X					
*516	<b>Medication Administration in Childcare:</b> Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)		3						
*517	<b>Child Abuse and Neglect:</b> Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3						
*518	<b>Safe Sleep in Childcare:</b> Setting safe sleep environments and response to emergencies. (HSN, SA1 -1.5hrs) (HS / SS - 1.5hrs)		1.5	I/T					
*519	<b>Basic Food Allergies:</b> An overview of food allergies and symptoms, precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)		2						
*520	<b>Healthy Portions, Healthy Choices:</b> Plan balanced, healthy meals and snacks using USDA guidelines and create nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
*521	<b>Happy Mealtime, Healthy Body:</b> Implement healthy mealtime environments, explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
*522	<b>Nutrition All Day:</b> Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
523	<b>Intro to Seizures:</b> Define the difference between seizures and epilepsy and learn the causes, risk factors, and facts. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5						
524	<b>Traumatic Brain Injuries:</b> Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5						
525	<b>Shaken Baby Syndrome:</b> Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)		2	I/T					
526	<b>Indoor/Outdoor Safety:</b> Gain a better understanding of furniture arrangement, safety checklists, and resources needed to stay safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5						
527	<b>Hazardous Materials:</b> Discover how to handle, dispose and define hazardous materials you may not be aware of to keep everyone safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5						
*528	<b>Stress &amp; Trauma with Infants and Young Children:</b> Identify what stressors affect infants & young children, the impact of that stress on the body and adulthood, and strategies to help comfort young children. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3	I/T					
529	<b>Emergency Preparedness for Children with Varying Needs:</b> Learn how to create an emergency plan, the importance of an updated and well stocked emergency safety kit, and how to plan and cope before and after a disaster. (HSN, SA1 - 2.5hrs) (HS - 2.5hrs)		2.5						
CLASS #	WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)	SERIES	HOURS	MULTI ASK/SA	For Parents				
601	<b>Working with Children who have ADD/ADHD:</b> The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)		3						
602	<b>Partnering with Parents:</b> Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)		3						
603	<b>Adjusting to the New Setting:</b> Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2						
604	<b>Greetings and Departures:</b> Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2						
*605	<b>Introduction to Infant/Toddler Care:</b> A look at quality care in infant/toddler programs. (WF, SA4 - 2hrs) (PRD, SA6 - 1hr) (CCR/PM - 3hrs)	BASIC I/T	3	X					



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606	<b>Protective Urges:</b> Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
607	<b>Responding to the Family's Needs:</b> Helping caregivers become more responsive to the needs of family members. (WF - SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
608	<b>Positive Conferences:</b> Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)		3	X	
615	<b>Effective Teaming:</b> Gaining a better understanding of the importance of teamwork and the positive effect it has in educational settings. (WF, SA4 - 3hrs) (FE - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
616	<b>First Moves: Welcoming New Families:</b> Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		
617	<b>Building Partnerships with Families:</b> An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		
618	<b>"Does my child play all day?": Talking to Families about Curriculum:</b> Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)	QUALITY CARE	3		
619	<b>Relationships with Families in Your FCC:</b> An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3hrs)	BASIC FCC	3		
*620	<b>I'm Moving, I'm Learning: Culture, Families, Nutrition:</b> Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs)	I'M MOVING/ LEARNING	3	X	
621	<b>Working in Partnerships with Families:</b> Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3hrs)	I/T SOCIAL EMOTIONAL	3		
623	<b>Promoting Positive Attachment:</b> Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2hrs)		2	I/T	
*624	<b>Family Partnerships and Inclusion:</b> Importance of building family partnerships, cultural awareness and effective communication. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
*625	<b>Special Needs: Community Resources and Referral Process:</b> Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
626	<b>Families, Child Care Centers and Community Partnerships:</b> Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2		
627	<b>Introduction to Families:</b> Define ways people think about families and how these definitions affect the relationships between families and providers. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
628	<b>Family Engagement:</b> Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
629	<b>Supporting Family Outcomes:</b> Build communication strategies to use with families. Identify program practices that strengthen families knowledge and skills in supporting children's growth and learning. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
630	<b>Providing Family Resources:</b> Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
631	<b>Understanding the Impact of Unstable Housing: ELH</b> Helping providers develop an empathy in regards to families that may be experiencing homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
632	<b>Family Engagement: ELH</b> Increasing positive family engagement during times when families are experiencing residential instability. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
633	<b>Supportive Program Policies: ELH</b> Explore perspectives providers have regarding circumstances that lead to homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
CLASS#	LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&S Physical Environment)	SERIES	HOURS	MULTI ASK/SA	For Parents
700	<b>Space to Grow:</b> Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED I/T	3		
701	<b>Creating Supportive Environments I:</b> Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	CHALLENGING BEHAVIORS BASIC	3		
702	<b>The Prepared Preschool Environment:</b> Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)	INTRO. TO PRESCHOOL	2		
703	<b>The Prepared Infant and Toddler Environment:</b> How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	I/T SERIES 3	3		
704	<b>Flowing Through the Day: Classroom Transitions:</b> Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs) (PE - 3hrs)	QUALITY CARE	3		
705	<b>Family Child Care Environment:</b> An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3		
*708	<b>Creating a Culturally Inclusive Environment:</b> Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
**709	<b>Learning Environment in the Family Child Care Setting:</b> To understand the importance of the learning environment in the family child care home. (ENV, SA1 - 1.5 hrs, GD SA8 - 1.5 hrs) (PE - 1.5hr, CGD - 1.5hr)		3	X	
CLASS#	OBSERVATION & ASSESSMENT (OA) (SA7)	SERIES	HOURS	MULTI ASK/SA	For Parents
*801	<b>Respectfully Yours:</b> Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each) (CGD - 3hrs)	ADVANCED I/T	3	X	
**803	<b>Interview Process:</b> Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
*804	<b>Observing Children at Play:</b> Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3		
*805	<b>Observation and Assessments in Preschool Settings:</b> Introduction to observational tools and how to use them. (OA, SA7 - 2hrs) (CCB/PM - 2hrs)	INTRO TO PRESCHOOL	2		
*806	<b>I'm Moving, I'm Learning: Planning and Assessment:</b> Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)	I'M MOVING/ LEARNING	3	X	
**807	<b>Observation and Responsive Routines:</b> The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(ENV, SA1 - 1.5 hrs) (CGD - 1.5hrs, PE - 1.5hrs)	I/T SOCIAL EMOTIONAL	3	X	
**808	<b>Working in an Inclusive Environment:</b> Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
CLASS#	DIVERSITY (DIV) (SA4)	SERIES	HOURS	MULTI ASK/SA	For Parents
*901	<b>Routines and Culture:</b> Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs)		2		
*902	<b>Special Needs:</b> Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs)	ADVANCED I/T	3		
*903	<b>Development and Learning in the Multicultural Setting:</b> Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
*906	<b>Cultural Diversity in Infant and Toddler Settings:</b> Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
**907	<b>Cultural Sensitivity with Families:</b> Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - 1.5hrs) (SA4 - 3hrs) (CGD - 1.5hrs, FE - 1.5hrs)	I/T SERIES 3	3	X	
*908	<b>Introduction to Inclusion:</b> History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*909	<b>Exploring Inclusion:</b> Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*910	<b>Diversity and Inclusive Child Care Settings:</b> Quality early childhood programs emphasize working well with others, supporting children and families from various cultural and diverse backgrounds. (DIV, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2	X	
Note: KEY	*Training Class falls in two DHS Topic Areas				
Note: KEY	*Training Class falls in a different DHS Topic Area				



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**PATCH**

Supporting Hawaii's Child Care Needs



Many of PATCH's services are supported by, and in partnership with the State of Hawaii  
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