



Supporting Hawaii's Child Care Needs

TRAINING TRACKS

SUMMER 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!



SUMMER

BY: LACIE COBRA, KAUAI COORDINATOR



Summer was always my favorite season as a keiki growing up in Hawaii. Our family kept us kids busy with many outdoor activities to use up our endless supply of energy! Summer was the time of swimming, surfing, tidepool exploring, camping, hiking, and many other adventures. Everything was magical and exciting, where our imagination was the key to our daily exploits. It built an endless supply of good memories and taught us some important life skills, all while bonding with one another.

Now that I have keiki of my own, it seems that EVERYTHING costs money! And as we all know, Hawaii is a high cost of living area. Last summer, I made dozens of plans for family activities, it was going to be 'the best summer ever!'. However, the more I planned the more the costs started to add up. I eventually admitted to myself that maybe, just maybe, I was over doing it a little. Planning summer activities doesn't have to be expensive, in fact they don't have to cost anything, it's the quality time that's invaluable to young children. So, I thought back to my childhood, and how even though we didn't have a lot of money to spend, we were happy with just being together. I changed my plans and went with a "simple summer", we had a blast!

- Grab a notebook: My grandmother was a 1st grade teacher at our town's elementary school, every summer she insisted that we needed to keep a summer notebook. This was to draw pictures of our activities, write our thoughts down from all our daily experiences and get us thinking. We would make treasure maps, shave ice recipes, and so much more. When I became a teacher, she told me this was so we would practice writing without arguing with her and it also gave her ideas on activities for us at the same time...she was an akamai (smart) grandma! Doing this with my own keiki gave me a book packed full of their summer memories.
- Have a picnic: We packed a simple lunch of sandwiches or musubis and headed for the beach or the mountains. This was so relaxing and nice to enjoy the cool breeze while outside in the shade. We would play ball, fly kites, or explore the area we were in when we were done.
- Volunteer at cultural or community programs: We were always excited to volunteer at programs on the island, our favorite was at our community lo'i (kalo patch) we could get as muddy as we wanted as long as we helped. There are many community programs that could use help from volunteers, check out your county website pages for more information on resource programs.
- Always put safety first: Safety should always come first, some things to remember:
 - §Protect yourself from the sun- wear sunscreen, drink lots of water, rest in the shade (<https://hawaiiforsunsafety.com/resources/>)
 - §Ocean Safety- When in doubt don't go out, never turn your back to the ocean (<https://oceansafety.hawaii.gov/>)
 - §Fire Safety- make sure campfires are put out properly and that keiki are always supervised (<https://fire.honolulu.gov/fire-and-life-safety/keiki/fire-fighters-safety-guide/>)



FOOD PROGRAM JUNE NEWSLETTER



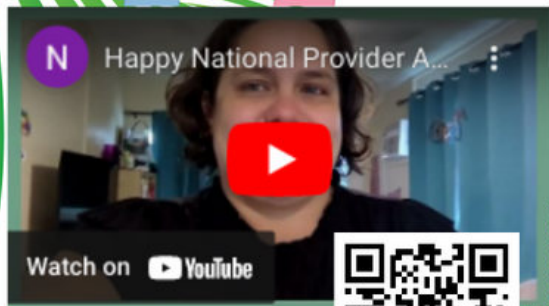
Ted Burke, the Early Childhood Resource Coordinator from the City and County of Honolulu, presented the Family Child Care Providers with the Proclamation for Provider Appreciation Day.



Oahu Family Child Care Providers were celebrated at the Provider Appreciation Day event on Saturday May 6.



They were treated to a Cooking Demo at Roys Waikiki by Executive Chef Jason Ichiki.



scan QR to view video

On May 12, PATCH celebrated **National Provider Appreciation Day**

Thank you so much for the things that you do!
There's no one alive who can do what you do.
You care for our children and fluff up their wings.
You teach them good lessons and wonderful things.
Thank you so much for all that you've done,
To make each day oh so much fun!

Please enjoy the appreciation video put together for National Provider Appreciation Day!!



JUNE 1 – NOVEMBER 30

EMERGENCY PREPAREDNESS

Emergency preparedness kits should contain at least one gallon of water per person, per day, for at least seven days. Board of Water Supply (BWS) Water Microbiologist Karl demonstrates how to properly disinfect containers, sanitize tap water, and store your drinking water for an emergency in this youtube video.

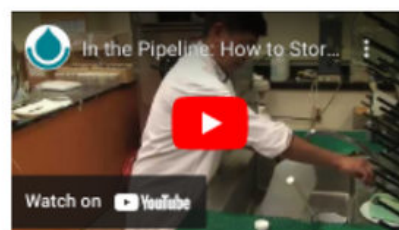
For more information, visit the BWS website at www.boardofwatersupply.com.

HURRICANE SEASON

(NEXSTAR) – National forecasters recently upped the chances that a “potentially significant” El Niño will form soon. Also scheduled to start soon, on June 1, is hurricane season. The strength and location of storms we see could be influenced by the return of El Niño for the first time in years.

El Niño is likely to take over between now and July, the Climate Prediction Center said last week. The effects of El Niño tend to strengthen as the year goes on, and typically peak in winter.

Mexico’s National Meteorological Service is predicting a much busier storm season in the Pacific: between 26 and 38 storms, with as many as nine of them turning into Category 3 hurricanes or stronger.



Scan QR to watch video

'UALA PANCAKES

Ingredients

- 1 1/2 C 'Uala, Sweet Potato, steamed, peeled, mashed
- 1 1/2 C Mai'a, Banana, mashed
- 1 large Egg
- 3/4 C Milk
- 3/4 C Enriched All-Purpose Flour

Directions

1. Wash 'uala. Cut in half and steam for 15–20 minutes, or until soft enough to pierce through w/fork.
2. Allow 'uala to cool. Remove skin. add to large bowl and mash well.
3. Peel and mash banana. Add to bowl with 'uala.
4. Add egg and milk to bowl with 'uala and banana. Stir until well combined.
5. Add flour and stir until well incorporated. Do not over mix.
6. Pour 1/4 C of batter to make 3" diameter pancakes on to hot pan, medium heat.
7. Cook for 3–5 minutes. Flip and cook for another 2 minutes. Serve warm. 3 per keiki



a rain-BOW

Name a bow that
can't be tied

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

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/](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.NAEOC.ORG/](https://WWW.NAEOC.ORG/)

CDA Council

THE COUNCIL FOR PROFESSIONAL RECOGNITION IS A LEADER IN THE CREDENTIALING OF EARLY CHILDHOOD EDUCATORS WORLDWIDE.

[HTTPS://WWW.CDACOUNCIL.ORG/EN/](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://HGNPHAWAII.GOV/OVERVIEW/CACFP/](http://HGNPHAWAII.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/](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:

CYPHERWORK: SIDS AND SAFE SLEEP (GDA 1)

CYPHERWORK: SAFE INFANT SLEEP IN EARLY CHILDHOOD (GDA 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-PAGED, 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.WORKLIVESYSTEMS.COM/PARENT/39](https://stage.worklivesystems.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.WORKLIVESYSTEMS.COM/PROGRAM/39](https://stage.worklivesystems.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/)

[Delta Enterprise Corp. Recalls 2-in-1 Outdoor Kids Swings Due to Fall Hazard](#)

[IKEA Recalls BLAVINGAD Fishing Games Due to Choking Hazard](#)

[Lil Anglers Recalls Children's Fishing Rods Sold with Kid Casters No Tangle Combos Due to Violation of Federal Lead Content Ban](#)

[NewCosplay Children's Sleepwear Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by Taizhou Jiawang Trading Co.; Sold Exclusively at Amazon.com](#)

[NewCosplay Children's Sleepwear Recalled Due to Violation of Federal Flammability Standards and Burn Hazard; Imported by Changshu Lingshang Trading; Sold Exclusively at Amazon.com](#)

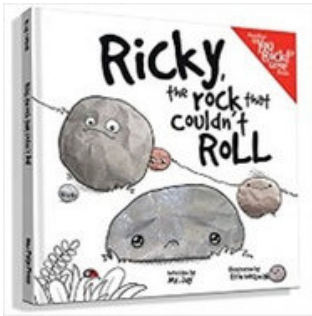
[Easter Bunny Necklaces and Boutique Butterfly Jewel Necklaces Recalled Due to High Levels of Cadmium; Imported by Creative Education of Canada](#)

[Diamond Visions Recalls Plush Monkey Toys Due to Choking Hazard](#)

[Juratoys Recalls Children's Activity Tables Due to Choking Hazard](#)

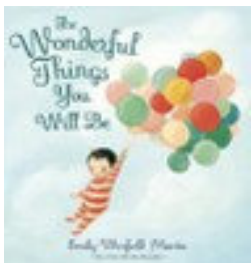
BOOKS WE LOVE TO READ

STAFFS' FAVORITE

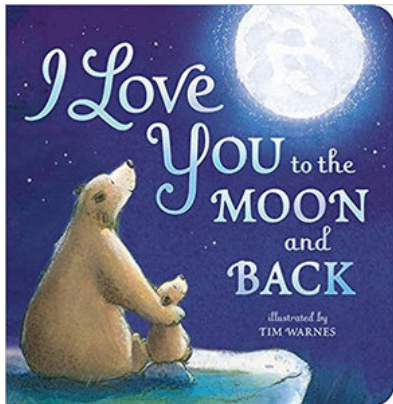


FROM ZIPPY LITTLE PEBBLES TO BIG STRONG BOULDERS, THE ROCK FRIENDS GET TOGETHER TO PLAY AND ROLL AROUND THEIR FAVORITE HILL, ONLY TO FIND THAT ONE OF THEIR FRIENDS, RICKY, CAN'T ROLL WITH THEM. UNLIKE ALL OF THE OTHER ROCKS, WHO ARE ALL ROUND, RICKY CAN'T ROLL BECAUSE HE'S FLAT ON ONE SIDE.

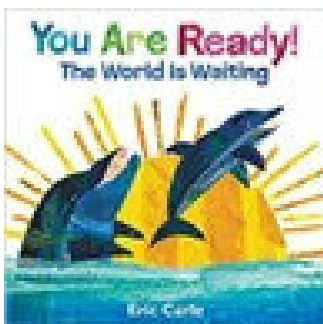
DETERMINED NOT TO LEAVE THEIR FRIEND BEHIND, THE ROCKS SET OUT TO HELP RICKY ROLL — ONE WAY OR ANOTHER.



FROM BRAVE AND BOLD TO CREATIVE AND CLEVER, EMILY WINFIELD MARTIN'S RHYTHMIC RHYME EXPRESSES ALL THE LOVING THINGS THAT PARENTS THINK OF WHEN THEY LOOK AT THEIR CHILDREN. WITH BEAUTIFUL, LUSH ILLUSTRATIONS AND A STUNNING GATEFOLD THAT OPENS AT THE END, THIS IS A BOOK THAT FAMILIES WILL LOVE READING OVER AND OVER.



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 SNUGLING BEFORE BED.



WITH ERIC CARLE'S SIGNATURE BRIGHT ILLUSTRATIONS FEATURING AN ARRAY OF CHARMING ANIMALS, YOU ARE READY! ENCOURAGES US TO BE OPEN TO NEW POSSIBILITIES AND BE BRAVE IN THE FACE OF THE CHANGES AND CHALLENGES THAT LIFE LAYS IN FRONT OF US.



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



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

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: CLICK HERE</p> <p>Website: https://stage.worklivesystems.com/training/39</p> <p>Or scan QR code to go register for in-person training</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>IN PERSON TRAINING: CLICK HERE</p>	
<p>BE ON TIME!</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>Bring your RECORD of TRAINING</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>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.</p> <p>If you have comments or suggestions, please contact your local PATCH office or email us at Patch@PATCH-HI.org.</p>	<p>Keep good records</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"> Physical Care of the young Child (PCYC) Care of the Sick Child (CSC) Child Nutrition (CN) Child Growth & Development (CGD) Children with Special Needs (CSN) Learning Activities & Play (LAP) Family Engagement (FE) Managing Challenging Behaviors (MCB) Community Resources (CR) 		<ul style="list-style-type: none"> Prevention of Child Maltreatment & Abuse (PCMA) First Aid & Child Cardio-Pulmonary Resuscitation (First aid/ CPR) Health & Safety (HS) Child Care Business or Program Management (CCB/PM) Physical Environment (PE) Safe Sleep (SS)

TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

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

THE GROWING BRAIN I/T SERIES THURSDAY EVENINGS 6:00—9:00 PM TRAINER: TRACI

7/13/2023 Cognition and Executive Function (120)

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



7/20/2023 Social-Emotional Development (121)

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



7/27/2023 Understanding Behavior (243)

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



8/03/2023 Everyday Play (432)

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



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

OTHER TRAINING

9/07/2023 Communication with Co-workers and Families (006)

Thu 5:30-7:30 pm Trainer: Kehau ASK: PRO 1, WF 1 SA: SA6 1, SA4 1 H&S: CCB/PM 1, FE 1

9/14/2023 Observations and Assessments in Preschool Settings (805)

Thu 5:30-7:30 pm Trainer: Kehau ASK: OA 2 SA: SA7 2 H&S: CCB/PM 2

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

9/21/2023 Working with Challenging Behaviors (224)

Thu 6:00-9:00 pm Trainer: Kehau ASK: RG 3 SA: SA3 3 H&S: MCB 3



9/28/2023 Special Needs (902)

Thu 6:00-9:00 pm Trainer: Kehau ASK: DIV 3 SA: SA4 3 H&S: CSN 3

TRAINING CALENDAR ▲ ▼ ▲ O'AHU ISLAND

PACT KOA CONFERENCE ROOM 1300 HALONA STREET HONOLULU, HI 96817



OTHER TRAINING

7/15/2023	Addressing Hawaii's Health Standards (513)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: HSN 3 SA: SA1 3 H&S: HS 3	
7/22/2023	Addressing Hawaii's Environmental Standards (514)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: HSN 3 SA: SA1 3 H&S: HS/SS 3	
7/29/2023	Stress & Trauma with Infants and Young Children (528)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5	
8/05/2023	Effects of Challenging Behaviors (240)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: RG 1.5, WF 1.5 SA: SA3 1.5, SA4 1.5 H&S: MCB 1.5, FE 1.5	
8/12/2023	Child Abuse and Neglect (517)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5	

EXCEL CHURCH PRESCHOOL 95—801 KIPAPA DRIVE MILILANI, HI 96789

8/19/2023	Child Abuse and Neglect (517)	
Sat 9:00-12:00 pm	Trainer: Traci ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5	

KINDER KIDS INTERNATIONAL PRESCHOOL 6660 HAWAII KAI DRIVE HONOLULU, HI 96825

8/12/2023	Effective Stress Management Practices (011)	
Sat 9:00-10:30 am	Trainer: Chelsey ASK: PRO 1.5 SA: SA6 1.5 H&S: CCB/PM 1.5	
8/19/2023	Nurturing Responsible Behavior (216)	
Sat 9:00-11:00 am	Trainer: Chelsey ASK: RG 2 SA: SA3 2 H&S: MCB 2	
9/02/2023	Positive Discipline (203)	
Sat 9:00-12:00 pm	Trainer: Chelsey ASK: RG 3 SA: SA3 3 H&S: MCB 3	



MAUI ECONOMIC OPPORTUNITY (MEO) HEAD START OFFICE:

99 MAHALANI ST. WAILUKU, HI 96793

INFANT TODDLER SERIES 3

MONDAY EVENINGS 6:00—9:00PM TRAINER: ALEX

- 7/10/2023 The Prepared Infant and Toddler Environment (703)
ASK: ENV 3 SA: SA1 3H/S: PE 3
- 7/24/2023 Cultural Sensitivity with Families (907)
ASK: DIV 1.5/WF 1.5 SA: SA4 3 H&S: CGD/FE
- 8/14/2023 Building Partnerships with Families (617)
ASK: WF 3 SA: SA4 3H&S: FE
- 8/28/2023 Understanding Infant & Toddler Curriculum (109)
ASK: GD 3 SA: SA8 3H&S: CGD



MAUI FAMILY SUPPORT SERVICES

1844 WILI PA LOOP WAILUKU, HI 96793

OTHER TRAINING

WEDNESDAY EVENINGS 5:30P—8:30P TRAINER: LEIA SNYDER

- 7/20/23 Safe Sleep in Child Care
Trainer: Leia ASK: HSN 1.5 SA:SA1 1.5 H&S: HS, SS





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

THURSDAY EVENINGS 6:00P.M.—9:00P.M.

- 7/27/2023 Introduction to Family Child Care (007)
ASK: PRO 3 SA: SA6 H/S: CCB/PM 3 Trainer: Alejandra
- 8/17/2023 The Importance of Play (227)
ASK: RG 1.5 PLE 1.5 SA3 - 1.5 SA2 1.5 LAP 3 Trainer: Thao
- 8/24/2023 Health, Safety and Nutrition (506)
ASK: HSN 3 SA13 HS/SS 3 Trainer: Alejandra
- 9/7/2023 Effective Teaming (615)
ASK: WF 3 SA4 3 FE 3 Trainer: Thao
- 9/14/2023 Providing Quality Care
ASK: PRO 1.5 RG 1.5 SA6 1.5 SA3 1.5 CCB/PM 3 Trainer: Alejandra



OTHER TRAINING

- 7/13/2023 Safe Sleep in Childcare (518)
Trainer: Thao ASK: (HSN, SA1 -1.5hrs) (HS / SS -1.5hrs)
- 9/28/2023 Safe Sleep in Childcare (518)
Trainer: Thao ASK: HSN 1.5 SA: SA1 1.5 H&S: HS, SS



HILO PATCH OFFICE 26 WAIANUENUE AVENUE; HILO, HI 96720




GROWING BRAIN SERIES

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

7/10/23	The Growing Brain: The Basics (118) ASK : GD 3 SA : SA8 3 H/S : CGD	
7/17/23	The Factors Affecting Brain Growth & Development (119) ASK : GD 3 SA : SA8 3 H/S : CGD	
7/24/23	Communication & Language Development (431) ASK : PLE 3 SA : SA2 3 H/S : LAP	
8/7/23	Cognition and Executive Function (120) ASK : GD 3 SA : SA8 3 H/S : CGD	
8/21/23	Social-Emotional Development (121) ASK : GD 3 SA : SA8 3 H/S : CGD	
8/28/23	Understanding Behavior (243) ASK : RG 3 SA : SA3 3 H/S : MCB	
9/11/23	Everyday Play (432) ASK : PLE3 SA : SA2 3 H/S : LAP	

OTHER TRAININGS

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

7/19/2023	Understanding Social & Emotional Development of I/T (110) ASK: GD 3 SA: SA8 3 H&S: CGD	
8/16/2023	Language Development (104) ASK: GD 3 SA: SA8 3 H&S: CGD	
9/20/2023	It's Not Just Routine (505) ASK: HSN 2/MAN1 SA: SA1 2/SA51 H/S: HS	



TUTU'S HOUSE

64—1032 MAMALAHOA HWY. STE 304, KAMUELA, HI. 96743

BASIC SERIES: INTRODUCTION TO FAMILY CHILD CARE SATURDAY MORNINGS 9:30A — 12:30P TRAINER: STACY & TAMI

7/08/2023	Introduction to Family Child Care (007) ASK: (PRO, SA6-3hrs) (CCB/PM-3hrs)
7/22/2023	The Business of FCC, Part I: The Basics (318) ASK: (MAN, SA5-3hrs) (CCB/PM-3hrs)
8/05/2023	The Business of FCC, Part II: Building It (319) ASK: (MAN, SA5-3hrs) (CCB/PM-3hrs)
8/19/2023	The Business of FCC, Part III: Promoting It (320) ASK: (MAN, SA5-1.5hrs) (WF, SA4-1.5hrs) (CCB/PM-3hrs)
9/09/2023	Relationships with Families in Your FCC (619) ASK: (WF, SA4-3hrs) (FE-3hrs)
9/23/2023	Addressing Hawaii's Health Standards (513) ASK: (HSN, SA1-3hrs) (HS-3hrs)



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

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

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

- | | | |
|-----------|--|---|
| 7/11/2023 | Working with Challenging Behaviors (224)
ASK: (RG, SA3-3hrs) (MCB-3hrs) | |
| 7/25/2023 | Positive Discipline (203)
ASK: (RG, SA3-3hrs) (MCB-3hrs) | |
| 8/08/2023 | When Behavior Goes Off Track (239)
ASK: (RG, SA3-3hrs) (MCB-3hrs) |  |
| 8/22/2023 | Teaching Positive Relationships (221)
ASK: (RG, SA3-3hrs) (MCB-3hrs) | |
| 9/12/2023 | Teaching Positive Behaviors I (222)
ASK: (RG, SA3-3hrs) (CGD-3hrs) |  |
| 9/26/2023 | Teaching Positive Behaviors II (223)
ASK: (RG, SA3-3hrs) (CGD-3hrs) | |



Are interested in becoming an on-call PATCH trainer?

**Requirements include 12 ECE credits and
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Send your resume to hr@patch-hi.org

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Challenging Behaviors - Advanced Series

Mondays, 6 - 9 pm, Trainer: Tami


- | | |
|-----------|---|
| 7/10/2023 | Interview Process (803)
(OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs) |
| 7/17/2023 | Building a Behavior Support Plan I (225)
(RG, SA3 - 3hrs) (MCB - 3hrs) |
| 7/24/2023 | Building a Behavior Support Plan II (226)
(RG, SA3 - 3hrs) (MCB - 3hrs) |
| 7/31/2023 |  Effective Teaming (615)
(WF, SA4 - 3hrs) (FE - 3hrs) |

Safe Sleep in Child Care - Fridays 6 - 7:30pm

- | | | |
|-----------|--------------------------------|---|
| 9/29/2023 | Safe Sleep in Child Care (518) |  |
|-----------|--------------------------------|---|

ONLINE TRAINING WITH PATCH

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

- 7/12/2023 More Than Counting: Math in the Preschool (425)
(PLE, SA2 - 3hrs) (LAP - 3hrs)
- 7/26/2023  Talking with Children (236)
(RG, SA3 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)
- 8/2/2023 Curriculum 201: Integrated Curriculum Using Science & Social Studies (426)
(PLE, SA2 - 3hrs) (LAP - 3hrs)
- 8/9/2023 Flowing Through the Day: Classroom Transitions (704)
(ENV, SA1 - 3hrs) (PE - 3hrs)
- 8/16/2023 "Does my child play all day?": Talking to Families about Curriculum (618)
(WF, SA4 - 3hrs) (FE - 3hrs)
- 8/23/2023 Documenting Quality Curriculum in a Quality Program (317)
(MAN, SA5 - 3hrs) (CCB/PM - 3hrs)


WESTED Basic I/T Series - Tuesdays, 6 - 9 pm, Trainer: Brenda

- 7/11/2023 Introduction to Infant/Toddler Care (605)
(WF, SA4 - 2hrs) (PRO, SA6 - 1hr) (CCB/PM - 3hrs)
- 7/18/2023 Together in Care (309)
(MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)
- 7/25/2023  Ages of Infancy (411)
(PLE, SA2 - 3hrs) (CGD - 3hrs)
- 8/1/2023  Discoveries of Infancy I (103)
(GD, SA8 - 3hrs) (CGD - 3hrs)
- 8/8/2023  Discoveries of Infancy II (409)
(PLE, SA2 - 3hrs) (CGD - 3hrs)
- 8/15/2023  Emotional Development (102)
(GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)
- 8/22/2023  Language Development (104)
(GD, SA8 - 3hrs) (CGD - 3hrs)
- 8/29/2023  **Healthy, Safety & Nutrition (506)** 
(HSN, SA1 - 3hrs) (HS / SS - 3hrs)
- 9/5/2023  It's Not Just Routine (505)
(HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs)
- 9/12/2023  Social Guidance (207)
(RG, SA3 - 3hrs) (CGD - 3hrs)





ONLINE TRAINING WITH PATCH

Basic FCC Series: Introduction to Family Child Care Series Mondays, 6 - 9 PM, Trainer: Tami

8/7/2023	The Business of FCC, Part III: Promoting It (320) (MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs) (CCB/PM - 3hrs)
8/14/2023	Relationships with Families in Your FCC (619) (WF, SA4 - 3hrs) (FE-3hrs)
8/21/2023	Addressing Hawaii's Environmental Standards (514)  (HSN, SA1 - 3hrs) (HS / SS - 3hrs)
8/28/2023	Family Child Care Environment (705) (ENV, SA1 - 3hrs) (PE - 3hrs)
8/11/2023	Program Provisions: Child Development (113) (GD, SA8 - 1.5) (PLE, SA2 - 1.5) (CGD - 3hrs)
8/18/2023	Providing Quality Care (008) (PRO, SA6 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)

Other Trainings

7/3/2023 6 - 9 pm	Addressing Hawaii's Health Standards (513) (HSN, SA1 - 3hrs) (HS - 3hrs) - Trainer: Tami
7/5/2023 6 - 9 pm	Working with Challenging Behaviors (224) (RG, SA3 - 3hrs) (MCB - 3hrs) - Trainer: Tami
7/14/2023 6 - 7:30 pm	 Indoor/Outdoor Safety (526) (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) - Trainer: Dr. Janelle
8/30/2023 6 - 9 pm	 Effective Stress Management Practices (011) (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs) - Trainer: Momi
9/6/2023 6 - 9 pm	Budgets, Projections and Planning for Center-Based: ECQA (326) (MAN, SA5 - 2hrs)(CCB/PM - 2hrs) - Trainer: Momi
9/13/2023 6 - 9 pm	Financial Reports and Internal Controls for Center-Based: ECQA (327) (MAN, SA5 - 2hrs) (CCB/PM - 2hrs) - Trainer: Momi
9/20/2023 6 - 9 pm	Marketing Your Program for Center-Based: ECQA (018) (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs) - Trainer: Momi
9/27/2023 6 - 9 pm	Recruiting & Retaining Staff for Center-Based: ECQA (328) (MAN, SA5 - 3hrs) (CCB/PM - 3hrs) - Trainer: Momi

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.
- PAGE 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 PAGE CLASSES CONVERTED TO COLLEGE CREDITS.
 - CDA CREDENTIAL DATED
-
- **June 2023-May 2024**
-
- CHAMINADE UNIVERSITY, EDUCATION DEPARTMENT
739-4652
 - PROFESSIONAL & CAREER EDUCATION PROGRAM (PAGE)
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 to download an application.



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
170 Problem Solving Is Curriculum	
170 Play is Curriculum	
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
170 Teeth, Tempers, & Toilets: Appropriate Guidance for Toddlers	

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.



EARN COLLEGE CREDITS FOR FREE!

PATCH can help!

Contact a PATCH Career Counselor today
to find out how you can get ECE College credits
valued at almost \$400 for free

See next page for contact information



PATCH

Supporting Hawaii's Child Care Needs

**INTERESTED IN A CAREER
IN EARLY CHILDHOOD EDUCATION?
ALREADY IN THE FIELD & WANT TO
MOVE UP THE CAREER LADDER?**



Contact Your Local
PATCH Career Counselor
who can support you and
help you determine your
best training and career
pathways.

Oahu

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808-550-3831**

Kauai

808-482-3563

Maui

808-856-4092

East Hawai'i

808-238-3465

West Hawai'i

808-238-3472



Mind in the Making

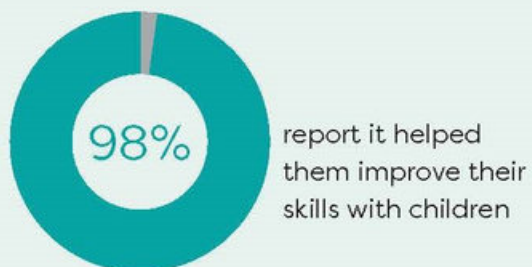
Building essential life skills in children
by transforming groundbreaking
research into practice



“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

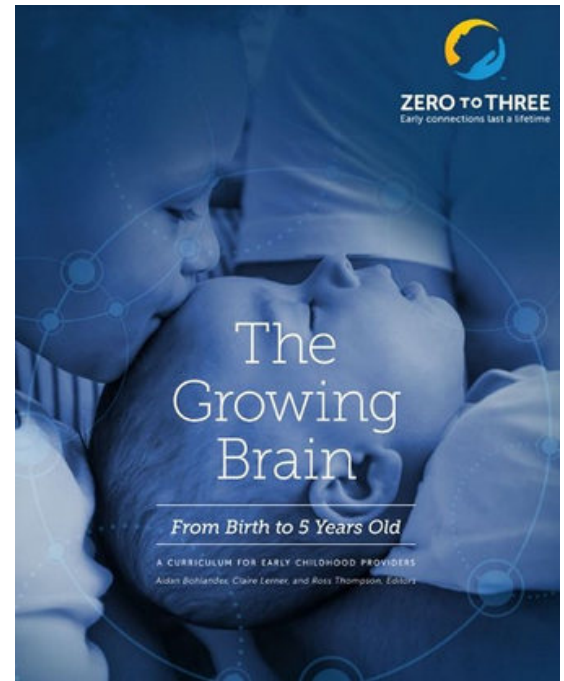
 @Mindinthemaking  @MITM_BFF

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				November 2022 Update		PATCH TRAINING	
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 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: ECOA 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: ECOA 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				

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224	Working with Challenging Behaviors: 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	Building a Behavior Support Plan I: Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3				
226	Building a Behavior Support Plan II: Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3				
*227	The Importance of Play: 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	The Child Who Doesn't Engage in Play: 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	The Child Who Doesn't Engage with Others: 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	The Child Who is Excluded: 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	Classroom Management and Supervision: Looking at challenging supervision issues and classroom management. (RG, SA3 - 2hrs) (MCB - 2hrs)	INTRO. TO PRESCHOOL	2				
232	Supporting the Individual Needs of Infants and Toddlers: Strategies to work with infants and toddlers with challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	I/T SERIES 3	3				
*236	Talking with Children: 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	Introduction to Social Emotional Wellness: Introduction to key social emotional needs of infant/toddlers. (RG, SA3 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3				
238	Individualized Intervention with Infants and Toddlers: Understanding challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
239	When Behavior Goes Off Track: Responding to challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
*240	Effects of Challenging Behavior: 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	Developing a Support Plan for Infants/Toddlers: Using a program process to develop a behavior support plan. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3				
*242	I'm Moving, I'm Learning: Body Language: Key concepts, vocabulary and strategies related to motor development. (RG, SA3 - 3 hrs) (CGD - 3hrs)	I'M MOVING/ LEARNING	3				
243	Understanding Behavior: 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	Challenging Behaviors in Family Child Care: 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	Beyond the Norm: Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
308	Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3				
309	Together in Care: Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	BASIC I/T	3	X			
*310	Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN, SA5 - 2hrs) (RG, SA3 - 1hr) (PCYC - 3hrs)	ADVANCED I/T	3	X			
311	Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2				
313	Developmental Milestones: Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3				
317	Documenting Quality Curriculum in a Quality Program: 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	The Business of FCC, Part I: The Basics. An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3				
319	The Business of FCC, Part II: Building It. 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	The Business of FCC, Part III: Promoting It. 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	I'm Moving, I'm Learning: Introduction. 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	Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs)	SPECIAL NEEDS	1.5				
323	Child Care Business Basics, Program Design and Management: 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	Budgets, Projections, and Planning for Family Child Care: ECOA Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2				
325	Financial Reports and Internal Controls for Family Child Care: ECOA 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	Budgets, Projections, and Planning for Center-Based Child Care Providers: ECOA Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2hrs)(CCB/PM - 2hrs)		2				
327	Financial Reports and Internal Controls for Center-Based Child Care Providers: ECOA 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	Recruiting and Retaining Staff for Center-Based Child Care Providers: ECOA 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	Parachutes and Peacocks: 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	From Bubbles to Butterflies: 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	The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				
405	Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				
406	Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	PUPPET SERIES	3				
407	Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3				
408	Extending Books II: Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3				
*409	Discoveries of Infancy II: Supporting early learning development. Should be taken after Discoveries of Infancy I (# 103). (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3				
*410	The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	ADVANCED I/T	3	X			
*411	Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3				
412	Building Puppets: Create-and-take sock, finger, and stick puppets to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2				

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413	Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1)(LAP-3)	PUPPET SERIES	3	X					
414	Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3						
415	From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3						
420	Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)	I/T SERIES 3	3						
421	Early Childhood Curriculum 101: 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	Intentional Teaching: 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	Observation-based Planning for Young Children: Using observation and reflective planning for every child: Individual children, small groups, whole groups. HPCS Guiding Principle 2. (PLE, SA2 - 1.5hrs) (OA, SA7 - 1.5hrs) (LAP - 3hrs)	QUALITY CARE	3	X					
424	Science Discoveries in the Preschool Environment: 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	More Than Counting: Math in the Preschool: 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	Curriculum 201: Integrated Curriculum Using Science and Social Studies: 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	I'm Moving, I'm Learning: Move, Play and Learn: Movement activities integrating play and learning. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	I'M MOVING/ LEARNING	3						
428	Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	I/T SOCIAL EMOTIONAL	3						
429	Teaching with Puppets (online only): Using puppets for early childhood education and seeing the distinct effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3						
430	Routine Transitions in Family Child Care Homes: Learn how to apply appropriate transitions to daily routines in a Family Child Care Home. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3						
431	Communication & Language Development: 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)	THE GROWING BRAIN I/T	3						
432	Everyday Play: 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	Communicating: Mind in the Making Seven Essential Life Skills: 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	Making Connections: Mind in the Making Seven Essential Life Skills: 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	Taking on Challenges: Mind in the Making Seven Essential Life Skills: 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	Self-Directed, Engaged Learning: Mind in the Making Seven Essential Life Skills: 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	It's Not Just Routine: A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs)	BASIC I/T	3	X					
*506	Health, Safety & Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC I/T	3						
507	Fostering Resiliency: Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3						
512	Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	INTRO. TO PRESCHOOL	2						
513	Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	BASIC FCC	3						
*514	Addressing Hawaii's Environmental Standards: An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC FCC	3						
*515	Babysitting: Part I. 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	Medication Administration in Childcare: Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)		3						
*517	Child Abuse and Neglect: Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3						
*518	Safe Sleep in Childcare: Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs) (HS / SS - 1.5hrs)		1.5	I/T					
*519	Basic Food Allergies: An overview of food allergies and symptoms, precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)		2						
*520	Healthy Portions, Healthy Choices: Plan balanced, healthy meals and snacks using USDA guidelines and create nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
*521	Happy Mealtime, Healthy Body: Implement healthy mealtime environments, explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
*522	Nutrition All Day: Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5						
523	Intro to Seizures: 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	Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5						
525	Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)		2	I/T					
526	Indoor/Outdoor Safety: 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	Hazardous Materials: 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	Stress & Trauma with Infants and Young Children: 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	Emergency Preparedness for Children with Varying Needs: 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	Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)		3						
602	Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)		3						
603	Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2						
604	Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2						
*605	Introduction to Infant/Toddler Care: 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	Protective Urges: Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
607	Responding to the Family's Needs: Helping caregivers become more responsive to the needs of family members. (WF - SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
608	Positive Conferences: Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)		3	X	
615	Effective Teaming: 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	First Moves: Welcoming New Families: Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		
617	Building Partnerships with Families: An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		
618	"Does my child play all day?": Talking to Families about Curriculum: 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	Relationships with Families in Your FCC: An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3hrs)	BASIC FCC	3		
*620	I'm Moving, I'm Learning: Culture, Families, Nutrition: 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	Working in Partnerships with Families: Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3hrs)	I/T SOCIAL EMOTIONAL	3		
623	Promoting Positive Attachment: Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2hrs)		2	I/T	
*624	Family Partnerships and Inclusion: 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	Special Needs: Community Resources and Referral Process: Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
626	Families, Child Care Centers and Community Partnerships: Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2		
627	Introduction to Families: 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	Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
629	Supporting Family Outcomes: 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	Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
631	Understanding the Impact of Unstable Housing: ELH 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	Family Engagement: ELH 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	Supportive Program Policies: ELH 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	Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED I/T	3		
701	Creating Supportive Environments I: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	CHALLENGING BEHAVIORS BASIC	3		
702	The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)	INTRO. TO PRESCHOOL	2		
703	The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	I/T SERIES 3	3		
704	Flowing Through the Day: Classroom Transitions: 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	Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3		
*708	Creating a Culturally Inclusive Environment: 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	Learning Environment in the Family Child Care Setting: 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	Respectfully Yours: 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	Interview Process: 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	Observing Children at Play: 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	Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 2hrs) (CCB/PM - 2hrs)	INTRO TO PRESCHOOL	2		
*806	I'm Moving, I'm Learning: Planning and Assessment: 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	Observation and Responsive Routines: 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	Working in an Inclusive Environment: 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	Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs)		2		
*902	Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs)	ADVANCED I/T	3		
*903	Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
*906	Cultural Diversity in Infant and Toddler Settings: Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
**907	Cultural Sensitivity with Families: 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	Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*909	Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*910	Diversity and Inclusive Child Care Settings: 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



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