PATCH

Supporting Hawaii's Child Care Needs





TRAINING TRACKS

SPRING 2024

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!

Vroom for First Time Parents

By: Queen Flores, Maui Continuous Quality Improvement Coordinator

As a first-time parent, I felt like I needed to read every parent handbook, buy the latest toys, and take every parenting class there is. Turns out, we just needed some Vroom tips. Vroom is a set of FREE tools and resources from the Bezos Family Foundation designed to inspire families to turn everyday moments into "brain building moments" by layering activities that are essential to healthy brain development onto existing routines. It encourages parents and caregivers to play an active role in the young child's brain development.

Vroom was developed with input from early childhood experts, neuroscientists, parents, and community leaders, as well as the Center on the Developing Child.

I learned about Vroom from attending PATCH's Mind in the Making training and gained knowledge on a variety of tools available for free, as well as a mobile app that provides easy access to daily "brain building" activities. As a working mom, I appreciate any help given! So, it's great that Vroom has printable Vroom materials to help remind me that brain building moments are already in the things we already do. We printed the Vroom tips and kept them on our fridge. Each Vroom tip has a suggested age, instruction activity, and research information about the tip.

My son is 14 months old and has been babbling a lot lately. One of the Vroom tips we use frequently is the 'Babbling Baby.' The 'Babbling Baby' activity says, "if they're saying "ba, ba, ba," sing this sound to a favorite tune. Watch their eyes light up. Guess what? Your baby's brain lit up too!" We like to sing "I like to eat apples and bananas" when he says, 'ba' or make ah sounds." The research behind this Vroom tip explains that "your child will love the fact that you're singing along with them. By doing so, you and your child are having a conversation with sounds, which helps them listen carefully and copy you. This gets them ready for conversations with words, which will lead to better reading skills."

This along with 44 other Vroom tips are such a great resource to keep handy. My husband and I continue to find ways to interact with our son through these amazing tools. Sometimes we don't need more toys, we just need a few minutes a day for these quality interactions. There are Vroom tips for school readiness, stressful times, and life skills, all of which are incredible–ALL FOR FREE! You could even subscribe through the Vroom app and get more FREE tips via text! We plan to continue using Vroom and their many resources until our child enters is five years old.

So if you're a parent in need like us–check out their website at Vroom.org for resources!



SPRING 2024
FOOD PROGRAM NEWSLETTER

National CACFP Week is March 10-16!



CACFP is an important program to ensure our keiki are getting healthy and nutritious meals. Thank you for your commitment to CACFP and the health and well-being of the children in your care. Scan the QR code below to see all the different ways we can celebrate CACFP during CACFP week.

Dates to Remember:

-Wed., March 6-All Claims Due
-Tues., March 26-Kuhio Day-PATCH Offices Closed
Thurs., March 29-Good Friday-PATCH Offices Closed



What is a leprechaun's favorite cereal?

Lucky charms





Family Style Meal Service

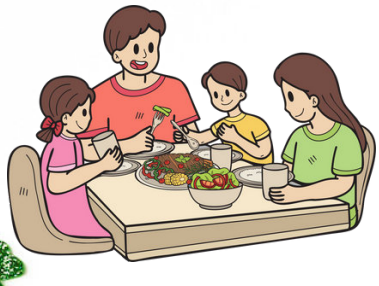
Family style meal service is a type of meal service where adults and children sit at the same table, eating together while sharing pleasant conversations. People pass food to one another from common serving dishes and children serve themselves what they would like to eat and how much.

Benefits of Family Style Meal Service for Children

Participating in FSMS provides skills that reinforce learning and development, increase vocabulary, encourage social interactions with others, create feelings of independence, and instill lifelong healthy habits. Let's take a closer look at the benefits.

Social Skills

Children have the chance to learn and practice social skills. Saying "please" and "thank you," waiting their turn, and sharing the group meal are learned social skills. Engaging in conversation during the meal with others supports social development.



Motor Skills

When children pass a bowl or put food on their plate, they are learning and practicing self-serve skills that will expand both gross and fine motor skills. Keep in mind that children develop at individual rates and may be at different skill levels. Younger children may need more help learning self-serve skills. Help them by providing child-sized utensils that are easier to maneuver and foods that are easy to scoop or handle.

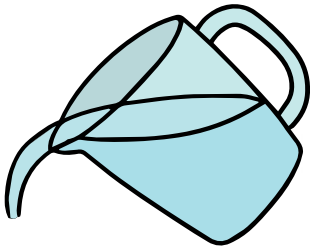
Tips for Developing Self-Serve Skills

Before implementing FSMS, adults should model actions and children should practice the following skills.

Set up stations to learn how to:

Pass serving dishes with both hands and keeping fingers out of the food.

- Use various serving utensils: scoops, tongs, and short-handled serving spoons.
- Pour beverages by pretend pouring "dry liquids" such as sand in play areas, and water over a large sink or water table.



Transition skills to meal and snack time by:

Pouring beverages into child-size cups, with assistance as needed.

- Cleaning up their eating area by putting their used dishes in a designated area.

Wiping a table or a spill with a sponge, paper towel, or cloth.

Cleaning up after each meal and snack.



Food Safety

FSMS teaches children food safety, which will help reinforce healthy behaviors they will use in the future. The following are some food safety practices children may learn.

Washing hands before mealtime

Keeping fingers out of the food in the serving dishes while passing food

Using serving utensils for service and personal utensils for eating

Cleaning up spills correctly and using it as a positive learning experience

Autonomy of Food Choice

According to the Satter Feeding Dynamics Model, when children control food choices and portion sizes, they can regulate food intake and learn to eat a variety of food. Watching others take unfamiliar food encourages reluctant tasters to try something new. The choice of taking a small amount of food initially with the option of taking more later empowers children to expand their food choices. Adults should encourage but never force taking or tasting food. All these benefits can enhance self-confidence in children. They see all the different things they CAN do.



From: Institute of Child Nutrition.

https://www.cacfp.org/assets/pdf/February+2024+Mealtime+Memo

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 Subsidies Hawaii
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/

United Way
Aloha United Way

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 offers Safe Sleep Training
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 then 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 COMMISION (CPSC)

If you would like to subscribe and receive emails about recalled items go to this website: https://www.cpsc.gov/Newsroom/Subscribe/

Retrospec Recalls Kid's Bike Helmets Due to Risk of Head Injury; Violation of the Federal Safety Regulation for Bicycle Helmets

Yaomiao Children's Rhinestone Silver Tiaras Recalled Due to Violation of Federal Lead Content Ban; Sold Exclusively on Amazon.com by LordRoadS

Children's Bathrobes Recalled Due to Burn Hazard and Violation of Flammability Regulations; Sold by Nanchang Zhongcangjishi E-commerce

Children's Nightgowns Recalled Due to Fire and Burn Hazard; Violation of Federal Flammability Regulations; Imported by Shenzhen Weite Information Technology Co., Ltd.; Sold Exclusively by Ekouaer at Amazon.com

Lovevery Recalls Slide & Seek Ball Runs with Wooden Knobs Due to Choking Hazard

Huihuang Trading Recalls Fishing Games Due to Magnet Ingestion Hazard, Violation of the Federal Safety Regulation for Toys; Sold Exclusively on Amazon.com

Children's Nightgowns Recalled Due to Fire and Burn Hazard; Violation of Federal Flammability Regulations; Imported by Stripe and Stare

Children's Pajamas Recalled Due to Burn Hazard and Violation of Federal Flammability Standards; Sold Exclusively by Liverpool Football Club

RECALLED PRODUCTS CONT.

FROM CONSUMER PRODUCT SAFETY COMMISION (CPSC)

Magik & Kover Pack and Play Mattresses Recalled Due to Suffocation Hazard for Infants; Violations of the Federal Safety Regulation for Crib Mattresses; Sold Exclusively on Amazon.com by Magik & Kover (Recall Alert)

Oso & Me Recalls Children's Pajama Sets Due to Burn Hazard; Violation of the Federal Flammability Regulations for Children's Sleepwear

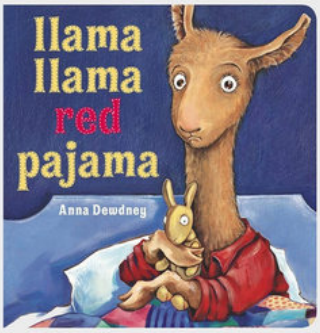
TEACHERS PLANT THE SEEDS OF KNOWLEDGE THAT LAST A LIFETIME



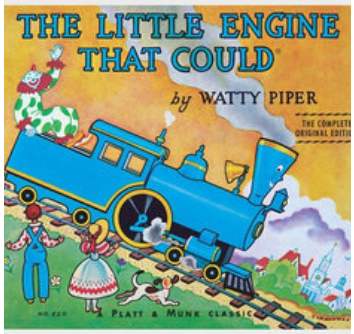
https://forms.office.com/r/CC4TegY6Nw

BOOKS WE LOVE TO READ

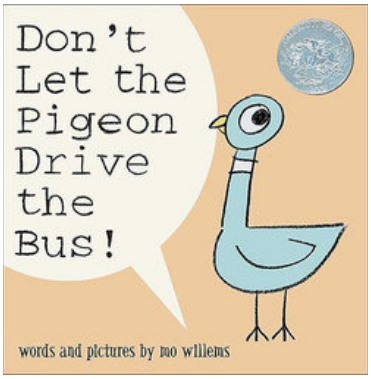
STAFFS' FAVORITE



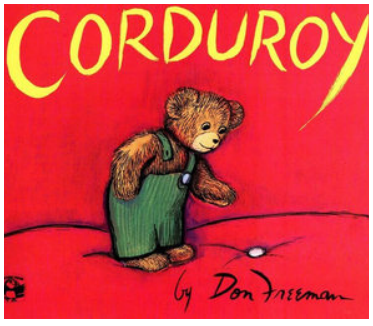
"Llama, Llama Red Pajama" by Anna Dewdney teaches kids about bedtime routines. It is about a llama getting ready for bed, assisted by his patient and loving momma. The book adds humor and rhymes to keep kids' attention, while also reiterating the value of a consistent bedtime routine.



"The Little Engine That Could" by Watty Piper teaches kids about positivity, determination, and persistence. This book is about a little engine that pulls a train over a mountain, despite many obstacles in his way. The motto "I think I can, I think I can" comes from this classic story.



"Don't Let the Pigeon Drive the Bus!" by Mo Willems teaches kids about safety and boundaries. The book is about a bus driver who has to leave and asks the reader not to let the pigeon drive the bus. The pigeon tries to get control of the bus in a variety of ways, encouraging the readers to say "No!" to all of his schenanigans.



"Corduroy" by Don Freeman is about a teddy bear that is missing a button, preventing him from being selected as a toy and finding a home. Corduroy goes on a hunt for the missing button within the department store and learns valuable lessons about belonging along the way.

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 Subject Areas (SA) for the Child Development 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

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)

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.

Need Safe Sleep Training?

Safe Sleep Classes will be listed with this icon next to class offering for approved Safe Sleep Classes!

Need Training?

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

WWW.COLLABORNATION.NET/LOGIN/PATCHHAWAII

For more details visit www.patchhawaii.org

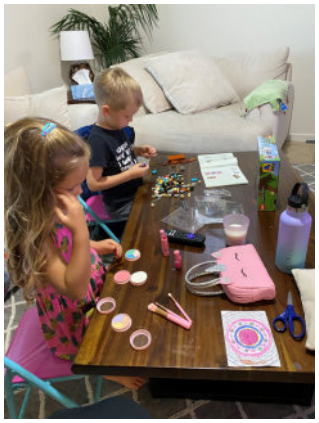
Please check your island PATCH training calendar for classes near you, or contact the training department on your island to host training at your facility

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

In-Person Training Reminders

- Masks are now optional for both trainers and participants
- 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
- Eating will be allowed during PATCH training, however, please clean up after yourself
- BE ON TIME! Make sure you are on time for training. 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.
- 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
- KEEP GOOD RECORDS! Whether you are taking PATCH classes or other training, you should keep track of the trainings that you attend for future reference
- Please keep in mind that PATCH deletes information more than 5 years old to make room for the next 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 patch@patch-hi.org
- Sign up ahead of time. Register for PATCH classes in advance by calling your local PATCH office or through WLS. You will be required to pay a $5 refundable deposit to PATCH at least THREE calendar days before the class. Your $5 deposit will be returned upon attendance or can be applies to a future class (cash, check, or money order).
- Website: https://staage.worklifesystems.com/training/39 or scan QR code to register for in-person training





DHS AND SAFETY TRAINING TOPICS

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 (FEC)
Managing Challenging Beahviors (MCB)
Community Resources



Prevention of 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

STEPPING STONES—AIEA
98—761 OIHANA PLACE AIEA, HI 96701

OTHER TRAINING

4/1/2024 Positive Discipline (203)

Mon 1-4 pm Cheryl ASK: RG 3, CDA: SA3 3 H&S: MCB 3

CENTRAL UNION PRESCHOOL
1660 SOUTH BERETANIA STREET HONOLULU, HI 96826

5/28/2024 Nutrition All Day (522)

Tue 8-9:30 am Cheryl ASK: HSN 1.5, CDA: SA1 1.5 H&S: CN 1.5

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

4/23/2024 The Business of FCC, Part III: Promoting It (320)

Tue 6-9 pm Traci ASK: MAN 1.5, WF 1.5,CDA:SA5 1.5,SA4 1.5 H&S: CCB/PM 1.5

5/14/2024 Addressing Hawaii's Health Standards (513)

Tue 6-9 pm Traci ASK: HSN 3 CDA: SA1 3 H&S: HS 3

5/28/2024 Addressing Hawaii's Environmental Standards (514)

Tue 6-9 pm Traci ASK: HSN 3 CDA: SA1 3 H&S: HS 3



Want to work from home ?
(see Tuesday classes above)

Interested in running
your own licensed
child care home business?

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

TRAINING CALENDAR O'AHU ISLAND

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

BUILDING FAMILY PARTNERSHIPS SERIES
THURSDAY EVENINGS 6:00–8:00 PM TRAINER: MENIA

4/25/2024 Introduction to Families (627)
ASK: WF 2 CDA: SA4 2 H&S: FE 2

5/02/2024 Family Engagement (628)
ASK: WF 2 CDA: SA4 2 H&S: FE 2

5/09/2024 Supporting Family Outcomes (629)
ASK: WF 2 CDA: SA4 2 H&S: FE 2

5/16/2024 Providing Family Resources (630)
ASK: WF 2 CDA: SA4 2 H&S: FE 2

OTHER TRAINING

5/30/2024 Child Abuse and Neglect (517)
Thu 6-9 pm Kehau ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5, PCMA 1.5

6/6/2024 Effective Stress Management Practices (011)
Thu 6-7:30 pm Kehau ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB/PM 1.5

Tell a Friend
ABOUT PATCH
Today!

Please share our classes with other parents and anyone caring for Keiki!



TRAINING CALENDAR O'AHU ISLAND

KROC KEIKI LEARNING CENTER

91–3257 KUALAKA'I PARKWAY EWA BEACH HI 96706

INTRODUCTION TO PRESCHOOL EDUCATION SERIES

SATURDAY MORNINGS *9–12 PM, 9–11 AM TRAINER: CHRISTINE/CHERYL

5/11/2024 *Introduction to Early Childhood Education and Care (106)
ASK: GD 1.5, PRO 1.5 CDA: SA8 1.5, SA 6 1.5 H&S: CGD 3

5/18/2024 The Prepared Preschool Environment (702)
ASK: ENV 2 CDA: SA1 2 H&S: PE 2

5/25/2024 Health and Safety in Preschool Settings (512)
ASK: HSN 2 CDA: SA1 2 H&S: HS 2

6/1/2024 Classroom Management and Supervision (231)
ASK: RG 2 CDA: SA3 2 H&S: MCB 2

6/8/2024 Conversations with Preschoolers (107)
ASK: GD 2 CDA: SA8 2 H&S: CGD 2

6/15/2024 Communication with Co-workers and Families (006)
ASK: PRO 1, WF 1 CDA: SA6 1, SA4 1 H&S: CCB/PM 1, FE 1

6/22/2024 Observation and Assessments in Preschool Settings (805)
ASK: OA 2 CDA: SA7 2 H&S: CCB/PM 2

OAHU PATCH TRAINING ROOM

560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

OTHER TRAINING

4/13/2024 Safe Sleep in Childcare (518)
Sat 9-10:30 am Traci ASK: HSN 1.5 CDA: SA1 1.5 H&S: HS/SS 1.5

4/27/2024 Language Development (104)
Sat 9-12 pm Chelsey ASK: GD 3 CDA: SA8 3 H&S: CGD 3

5/04/2024 It's Not Just Routine (505)
Sat 9-12 pm Chelsey ASK: HSN 2, MAN 1 CDA: SA1 2, SA5 1 H&S: HS 3

6/29/2024 Promoting Positive Attachment (623)
Sat 9-11 am Jill ASK: WF 2 CDA: SA4 2 H&S: FE 2

TRAINING CALENDAR MAUI ISLAND

MAUI PATCH OFFICE

1063 LOWER MAIN ST, SUITE C217 WAILUKU 96793

04/01/2024 Mon 5:30-8:30pm	Extending Books (408) Alex ASK: PLE 3 CDA: SA2 3 H&S: LAP 3	
04/10/2024 Wed 5:30-8:30pm	The Importance of Play (227) Leia ASK: RG 1.5 PLE 1.5 CDA: SA3 1.5 SA2 1.5 H&S: LAP3	
04/15/2024 Mon 6-8pm	The Magic of Puppets (404) Alex ASK: PLE 2 CDA: SA2 2 H&S: LAP 2	
04/23/2024 Tue 5:30-8:30pm	The Child Who Doesn't Engage in Play (228) Leia ASK: RG 3 CDA:SA3 3 H&S: LAP 3	
04/29/2024 Mon 6-8pm	Teaching with Puppets (405) Leia ASK: PLE 2 SA: SA 2 H&S: LAP 2	
05/06/2024 Mon 5:30-8:30pm	Early Puppets for Children (406) Alex ASK: PLE 3 CDA: SA2 3 H&S: LAP3	
05/15/2024 Wed 5:30-830pm	The Child Who Doesn't Engage with Others (229) Leia ASK: RG 3 CDA: SA3 3 H&S: LAP 3	
05/20/2024 Mon 5:30-830pm	Social Guidance (207) Alex ASK: RG 3 CDA: SA3 3 H&S: CGD 3	
05/29/2024 Wed 5:30-830pm	The Child Who is Excluded (230) Leia ASK: RG 3 CDA: SA3 3 H&S: LAP 3	
06/03/2024 Mon 5:30-830pm	Flexible, Fearful and Feisty (208) Alex ASK: RG 3 CDA: SA3 3 H&S: CGD 3	
06/19/2024 Wed 6-8pm	Promoting Positive Attachment (623) Alex ASK: WF 2 CDA: SA4 2 H&S: FE 2	

TRAINING CALENDAR MAUI COUNTY

NAKAMALI'I HOALOHA PRESCHOOL MOLOKAI
670 MAUNA LOA HIGHWAY,. KAUNAKAKAI, HI, 96748

03/30/2024 Social Guidance: Helping Infants and Toddlers (207)
Sat 8am-11 am Alex ASK: RG 3 CDA: SA3 3 H&S: CGD 3

03/30/2024 Classroom Management and Supervision (231)
Sat 1130am-130pm Alex ASK: RG 2 CDA: SA3 2 H&S: MCB 2

HALA KAHIKI MONTESSORI SCHOOL OF LANAI
751 FRASER AVE, LANAI CITY, HI 96763

04/06/2024 Together in Care: Creating Close Relationships (309)
Sat 9-12pm Leia ASK: MAN 2 PLE 1 CDA: SA5 2 SA2 1 H&S: CCB/PM 3

04/06/2024 Communication with Co-workers and Families (006)
Sat 1-3pm Leia ASK: PRO 1 WF 1 CDA: SA6 1 SA4 1 H&S: CCB/PM 1 FE 1



TRAINING CALENDAR KAUA'I ISLAND

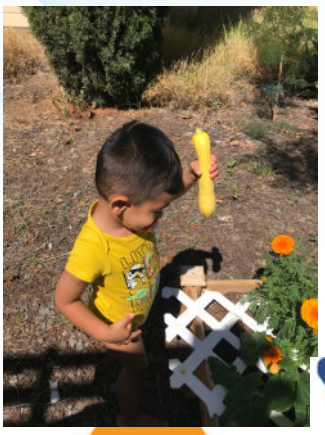
KAUAI PATCH OFFICE

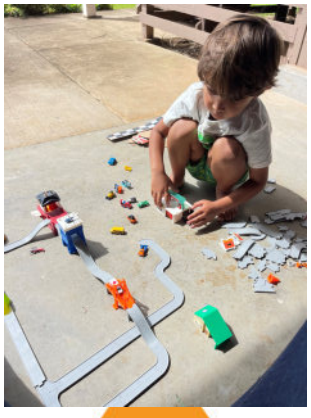
4485 PAHEE ST., LIHUE, HI 96766

MIND IN THE MAKING SERIES

THURSDAYS 6–8 PM & *SATURDAY 9–11 AM WITH TRAINER THAO

4/4/2024 .	Introduction to Mind in the Making (122) ASK: GD 1.5 CDA: SA8 1.5 H&S: CGD 1.5
4/18/2024	Focus and Self Control (123) ASK: GD 2 CDA: SA8 2 H&S: CGD 2
5/2/2024	Perspective Taking (124) ASK: GD 2 CDA: SA8 2 H&S: CGD 2
5/9/2024	Critical Thinking (125) ASK: GD 2 CDA: SA8 2 H&S: CGD 2
5/23/2024	Communicating (433) ASK: PLE 2 CDA:SA2 2 H&S: LAP 2
5/30/2024	Making Connections (434) ASK: PLE 2 CDA: SA2 2 H&S: LAP 2
6/8/2024	*Taking on Challenges (435) ASK: PLE 2 CDA: SA2 2 H&S: LAP 2
6/20/2024	Self- Directed Engaged Learning (436) ASK: PLE 2 CDA: SA2 2 H&S: LAP 2





TRAINING CALENDAR KAUA'I ISLAND

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

OTHER TRAINING WITH ALEJANDRA AND *THAO

4/11/2024
Thurs 6- 9p.m.
Respectfully Yours (801)
ASK: OA 1 PRO 1 RG 1 CDA: SA7 1 SA6 1 SA3 1 H&S: CGD 3

4/25/2024
Thurs 6- 9p.m.
The Prepared Infant and Toddler Environment (703)
ASK: PRO 3 CDA: SA6 3 H&S: CCB/PM 3

5/4/2024
Sat 9am-12pm
Introduction to Family Child Care (007)
ASK: PRO 3 CDA: SA6 3 H&S: CCB/PM 3

5/16/2024
Thur 6-730p.m.
Safe Sleep in Childcare (518)
ASK: HSN 1.5 CDA: SA11.5 H&S: SS 1.5



5/25/2024
Sat 9am-12pm
It's Not Just Routine (505)
ASK: HSN 2 MAN 1 CDA: SA1 2 SA5 1 H&S: HS 3



6/6/2024
Thurs 6- 9p.m.
Providing Quality Care (008)
ASK: PRO 1.5 RG 1.5 CDA: SA6 1.5 SA3 1.5 H&S: CCB/PM 3

6/13/2024
Thurs 6- 9p.m.
Building Partnerships with Families (617)
ASK: WF 3 CDA: SA4 3 H&S: FE 3

6/22/2024
Sat 9am-12pm
The Business of FCC: The Basics (318)
ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3

6/27/2024
Thur 6- 730p.m.
*Introduction to Inclusion (908)
ASK: DIV 1.5 CDA: SA4 1.5 H&S: CSN 1.5

TRAINING CALENDAR EAST HAWAII ISLAND

HILO PATCH OFFICE

26 WAIANUENUE AVENUE; HILO, HI 96720

4/1/2024 Safe Sleep in Childcare (518)
Mon, 5:30-7pm Jowett ASK: HSN 1.5 CDA: SA1 1.5 H&S: SS 1.5

4/3/2024 Building Partnerships with Families (617)
Wed 5:30-8:30pm Wendy ASK: WF 3 CDA: SA4 3 H&S: FE 3

5/6/2024 Working w/ Children who have ADD/ADHD (601)
Wed, 5:30-8:30pm Jowett ASK: WF 3 CDA: SA4 3 H&S: FE 3

6/3/2024 Fostering Resiliency (507)
Mon, 5:30-8:30pm Jowett ASK: HSN 3 CDA: SA1 3 H&S: HS 3

6/26/2024 Emerg. Preparedness for Children w/ Varying Needs (529)
Wed, 5:30-8pm Wendy ASK: HSN 2.5 CDA: SA1 2.5 H&S: HS 2.5

LOOKING FOR CLASSES TO HELP YOU ENGAGE, COMMUNICATE, AND COOPERATE WITH CHILDREN & FAMILIES IN YOUR PRESCHOOL SETTING?

PATCH HAS YOU COVERED!



TRAINING CALENDAR WEST HAWAI'I ISLAND

OHANA KEIKI DAYCARE CENTER – SALVATION ARMY PRESCHOOL
75–2233 KALANI ST, KAILUA–KONA, HI. 96740

SUPPORTING PLAY SERIES
TUESDAY EVENINGS 5:30 – 8:30 PM TRAINER: STACY

4/02/2024	The Importance of Play (227) ASK: RG 1.5 PLE 1.5 CDA : SA3 1.5 SA2 1.5 H&S: LAP 3
4/09/2024	Observing Children at Play (804) ASK: OA 3 CDA: SA7 - 3 H&S: LAP - 3
4/16/2024	The Child Who Doesn't Engage in Play (228) ASK: RG 3 CDA: SA3 3 H&S: LAP - 3
5/14/2024	The Child Who Doesn't Engage with Others (229) ASK: RG 3 CDA: SA3 3 H&S: LAP - 3
5/21/2024	The Child Who is Excluded (230) ASK: RG CDA: SA3 3 H&S: LAP 3

OTHER TRAINING

5/28/2024	Safe Sleep in Childcare (518) ASK: HSN 1.5 CDA: SA1 1.5hrs H&S: SS 1.5hrs

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

TRAINING CALENDAR WEST HAWAI'I ISLAND

OHANA KEIKI DAYCARE CENTER – SALVATION ARMY PRESCHOOL
75–2233 KALANI ST, KAILUA–KONA, HI. 96740

WESTED ADVANCED I/T SERIES
TUESDAY EVENINGS 5:30 – 8:30 PM TRAINER: TAMI

6/04/2024 Respectfully Yours (801)
ASK: OA 1 PRO 1 RG 1 CDA:SA7 1 SA6 1 SA3 1 H&S: CGD 3

6/18/2024 Space to Grow (700)
ASK: ENV 3 CDA: SA1 3 H&S: PE 3

WESTED ADVANCED I/T SERIES

6/25/2024 It's Not Just Routine (505)
Tue 5:30-8:30p.m Tami ASK: HSN 2 MAN 1 CDA: SA1 2 SA5 1 H&S: 3hrs

OTHER TRAINING
LOCATION TO BE DETERMINED

5/20/2024 I'm Moving, I'm Learning: Introduction (321)
Mon 9a.m-12p.m Stacy ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3

6/24/2024 Nutrition All Day (522)
Mon 9 -10:30a.m Stacy ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5

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

ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?

Join us for Live Webinars
April-June 2024

WWW.COLLABORNATION.NET/LOGIN/PATCHHAWAII



Registration Video:
Click Here

Registration Guide:
Click Here

For the best experience, please take online training on a desktop or laptop. Please use the browser GOOGLE CHROME or MICROSOFT EDGE
For the best LIVE WEBINAR experience, please download the GoTo app here
https://www.goto.com/download



ONLINE TRAINING WITH PATCH

Safe Sleep in Child Care I/T 9-10:30 am

5/04/2024 — Safe Sleep in Child Care (518)
Thao ASK: HSN CDA: SA1 1.5hrs H&S: SS -1.5hrs

6/15/2024 — Safe Sleep in Child Care (518)
Thao ASK: HSN CDA: SA1 1.5hrs H&S: SS -1.5hrs

Quality Care Training Trainer: Tami 6-9 pm

5/28/2024 — Intentional Teaching (422)
ASK: GD 1.5 CDA: SA8 1.5 H&S: CGD 1.5

6/13/2024 — Science Discoveries in the Preschool Environment (424)
ASK: GD 2 CDA: SA8 2 H&S: CGD 2

6/26/2024 — More Than Counting: Math in the Preschool (425)
ASK: GD 2 CDA: SA8 2 H&S: CGD 2

Challenging Behaviors Trainings Trainer: *Alex and Stacy 6-9 pm

4/3/2024 — Effective Teaming (615)*
ASK: PLE 2 CDA: SA2 H&S: LAP 2

5/17/2024 — Teaching Positive Behaviors I (222)
ASK: PLE 2 CDA: SA2 2 H&S: LAP 2

6/14/2024 — Teaching Positive Behaviors II (223)
ASK: PLE 2 CDA: SA2 H&S: LAP 2



Health, Safety. & Nutrition Series, Wednesdays Trainer: Thao 6-9 pm

5/18/2024 — Fostering Resiliency (507)
ASK: HSN 3 CDA: SA1 3 H&S: HS 3

6/12/2024 — Child Abuse and Neglect (517)
(ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5/PCMA 1.5

6/19/2024 — Indoor/Outdoor Safety (526) 6-7:30 pm*
(HSN, SA1 - 1.5hrs) (HS - 1.5hrs)

ONLINE TRAINING WITH PATCH

I/T Social Emotional Training Series Trainer: Brenda and Jowett* 6-9 pm

4/23/2024	Temperament and Secure Relationships (114) ASK: GD 3 CDA: SA8 3 H&S: CGD 3
5/07/2024	Development of Social Emotional Wellness (115) ASK: GD 3 CDA: SA8 3 H&S: CGD 3
5/21/2024	When Behavior Goes Off Track (239) ASK: PLE 3 CDA: SA2 3 H&S: LAP 3
6/04/2024	Developing a Support Plan for Infants and Toddlers (241) ASK: GD 3 CDA: SA 8 3 H&S: CGD 3
4/29/2024	Working in Partnerships with Families (621) * ASK: GD 3 CDA: SA 8 3 H&S: CGD 3

Strengthening Business Practices Trainer: Dr. Janelle Akuna 6-8 pm

4/11/2024	Budgets, Projections, & Planning for Center-Based Child Care Providers (326) ASK: MAN 2 CDA: SA5 2 H&S: CCB/PM 2
5/9/2024	Financial Rep. & Internal Controls for Center-Based Child Care Providers (327) ASK: MAN 2 CDA: SA5 2 H&S: CCB/PM 2
6/6/2024	Recruiting and Retaining Staff for Center-Based Child Care Providers (328) ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3

Basic Family Child Care Series Trainer: Tami 6 - 9 pm

4/16/2024	The Business of FCC, Part I: The Basics (318) ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3
5/2/2024	The Business of FCC, Part II: Build It (319) ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3
5/14/2024	The Business of FCC, Part III: Promoting It (320) ASK: MAN 1.5 WF 1.5 CDA: SA5 1.5 SA4 1.5 H&S: CCB/PM 3





ONLINE TRAINING WITH PATCH

Other Training

4/2/24 6-9 pm	Marketing Your Program for Center-Based Child Care Providers (018) Tami Ask: MAN 1.5 CDA: SA5 1.5 H&S: CCB/PM 1.5
4/9/2024 6-9 pm	Bigger Than Books (414) Alex ASK: PLE 3 CDA: SA2 3 H&S: LAP 3
4/10/2024 6-7:30 pm	Inclusive Early Childhood Environments (322) Thao ASK: WF 1.5 CDA: SA4 1.5 H&S: FE 0.75/CSN 0.75
4/15/2024 6-9 pm	Together in Care (309) Jowett ASK: DIV 1.5 CDA: SA4 1.5 H&S: CSN 1.5
4/24/2024 6-7:30 pm	Special Needs: Community Resources and Referral Process (625) Thao ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB/PM 1.5
4/30/2024 6-9 pm	Overview of CDA (002) Alex ASK: PRO 3 CDA: SA6 3 H&S: CCB/PM 3
5/8/2024 6-7:30 pm	Happy Mealtime, Healthy Body (521) Alex ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5
5/15/2024 6-9 pm	Health, Safety, and Nutrition (506) Jowett ASK: RG 3 CDA: SA2 3 H&S: MCB 3
5/16/2024 6-9 pm	Positive Discipline (203) Traci ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5/PCMA 1.5
5/20/2024 6-8 pm	Shaken Baby Syndrome (525) Jowett ASK: PRO 1/WF 1 CDA: SA6 1/SA4 1 H&S: CCB/PM 1/FE 1
5/22/2024 6-7:30 pm	Nutrition All Day (522) Alex ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5
6/5/2024 6-7:30 pm	Healthy Portions, Healthy Choices (520) Alex ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5
6/10/2024 6-8 pm	Conversations with Preschoolers (107) Traci ASK: GD 2 CDA: SA8 2 H&S: CGD 2
6/17/2024 6-9 pm	Language Development (104) Jowett ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB/PM 1.5
6/24/2024 6-7:30 pm	Effective Stress Management (011) Traci ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB/PM 1.5
6/25/2024 6-9 pm	Working with Children who Have ADD/ADHD (601) Alex ASK: WF 3 CDA: SA4 2 H&S: FE 3
6/27/2024 6-8 pm	Child Care Staff Qualifications and Professional Development (010) Dr. Akuna ASK: RG 2 CDA: SA3 2 H&S: MCB 2

WWW.COLLABORNATION.NET/LOGIN/PATCHHAWAII

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
- PACE classes converted to college credits.
- CDA Credential dated

June 2023-May 2024

- Chaminade University, Education Department
  (808) 739-4652
- Professional & Career Education Program (PACE)
  Oahu: (808) 845-9496
  Hilo: (808) 974-7421
- University of Hawaii West Oahu:
  (808) 454-4700
- College of Education, Manoa:
  (808) 946-7915
- Maui College, Human Services Program
  (808) 984-3208
- Kauai Community College,
  Early Childhood Education Program
  (808) 245-8373
- Hawaii Community College,
  Early Childhood Education Program
  (808) 974-7421
- Honolulu Community College,
  Early Childhood Education Program
  (808) 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
PROFESSIONAL AND CAREER EDUCATION FOR EARLY CHILDHOOD

PATCH

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.

UNIVERSITY of HAWAI'I®
HONOLULU
COMMUNITY COLLEGE

October 2022

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
808-550-3838
808-550-3831

Kauai
808-482-3563

Maui
808-856-4092

East Hawai'i
808-238-3465

West Hawai'i
808-238-3472



CONGRATS

WE WANT TO CONGRATULATE ANGELA ON EARNING HER CDA CREDENTIAL!

SHE HAS COMPLETED 120 ONLINE TRAINING HOURS, 480 PRACTICUM HOURS, AND HER PROFESSIONAL PORTFOLIO.

IN ADDITION, ANGELA HAS SUCCESSFULLY COMPLETED HER EXAM AND OBSERVATION. SHE WAS RECENTLY GRANTED HER CDA CREDENTIAL.

WE ARE SO PROUD OF YOU, ANGELA!



"AT FIRST I FOUND THAT THE PROCESSS TO OBTAIN MY CDA CREDENTIAL WAS DAUNTING . BUT AS I CONTINUED THE TRAINING AND PUSHED ON, I FOUND IT DOABLE AS LONG AS I PUT THE TIME AND EFFORT. I LOVE THAT IT WAS FLEXIBLE AND WAS ABLE TO DO THE WORK ON MY OWN TIME. EARNING MY CDA CREDENTIAL HAS GIVEN ME CONFIDENCE AS AN EARLY CHILDHOOD EDUCATOR . IT ALSO SHOWS THE SCHOOL AND THE PARENTS HOW COMMITTED I AM TO PROVIDING QUALITY TEACHING AND AN ENHANCED ENVIRONMENT. THANK YOU TO PATCH FOR THIS AMAZING OPPORTUNITY." —ANGELA

CONGRATS

WE WANT TO CONGRATULATE MAHINA ON EARNING HER CDA CREDENTIAL!

SHE HAS COMPLETED 120 ONLINE TRAINING HOURS, 480 PRACTICUM HOURS, AND HER PROFESSIONAL PORTFOLIO.

IN ADDITION, MAHINA HAS SUCCESSFULLY COMPLETED HER EXAM AND OBSERVATION. SHE WAS RECENTLY GRANTED HER CDA CREDENTIAL.

WE ARE SO PROUD OF YOU, MAHINA!



I'D LIKE TO SHARE MY JOURNEY TOWARDS FINALLY GETTING MY CDA. IT WAS SUCH A AMAZING PROCESS WITH LOTS OF SUPPORT FROM THE PATCH TEAM AND MY FAMILY. I COULDN'T THANK THEM ENOUGH. I'M A MOTHER OF THREE AND I SPENT A LOT OF SLEEPLESS NIGHTS / EARLY MORNINGS BEFORE THE KIDS GET UP WORKING ON MY ONLINE CLASSES AND GETTING MY PROFESSIONAL PORTFOLIO TOGETHER ALL WHILE TAKING CARE OF MY BABIES AND WORKING AS WELL. I LOVE IT THAT I'M ACTUALLY FINALLY DONE. I'M SO PROUD OF MYSELF AND VERY RELIEVED. THE BEST THING ABOUT RECEIVING MY CDA IS THAT I AM LEGALLY TITLED TO BE A PRESCHOOL TEACHER, I GET TO OFFICIALLY BE IN CHARGE OF CREATING THE BEGINNING OF THESE LITTLE CHILDREN'S LIVES AND SHAPE AND FORM THESE LITTLE HUMANS FOR THE BIG WORLD AHEAD OF THEM. I'M SUPER EXCITED TO MAKE A HUGE IMPACT IN EVERY CHILD I POSSIBLY CAN. CHILDREN ARE OUR FUTURE!

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 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 Availibility 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 Availibility 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 Availibility 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 Availibility 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/TSOCIAL EMOTIONAL	3		
*240	**Effects of Challenging Behavior:** Explore the effects and supports of challenging behavior on familes 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 Availibility 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 practicies 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: ECQA** 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: ECQA** 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: ECQA** 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: ECQA** 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: ECQA** 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) (Zero to Three) *Limited Availibility for in In-person on Oahu and Virtually statewide.	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 Availibility 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) (PRO, SA6 - 1hr) (CCB/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 childcare 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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