PATCH

Supporting Hawaii's Child Care Needs





TRAINING TRACKS

FALL 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!

PATCH RECEIVES THE KOA LEGACY AWARD

PATCH was honored on September 7, 2024, by The Hawai'i Children's Action Network. PATCH received Koa Legacy Award which is a prestigious honor that recognizes organizations making a significant impact on the well-being of children in Hawai'i.

PATCH has been at the center of early learning in the state of Hawaii for decades working integrally with government agencies, nonprofits, advocates and various stakeholders operating in the early learning sector statewide. While it largely operates under the radar and "behind the scenes", it is the engine supporting and powering the early learning sector through its intimate partnership with the Department of Human Service Child Care Program Office and the community at large. The services it provides to the community are the underpinning of what a safe, resilient, healthy community is built on.



Koa Legacy Award: An individual or organization with a lasting presence that serves as a conduit for making other things possible. Like the koa tree, they are strong and sturdy, and serve to benefit the community in multiple ways.

NAVIGATING THE HOLIDAY SEASON AS A HEALTHY FAMILY

ARTICLE BY: QUEEN FLORES, MAUI CONTINOUS QUALITY IMPROVEMENT COORDINATOR

We blinked and the holidays are once again upon us! It's such a wonderful time of the year and many of us look forward to enjoying this special time with family and friends. From the candy to the turkey, and the Christmas tree, it's a time that most of us treasure. However, holidays can be stressful when you have children who are sick. We're more susceptible to picking up something during this time.

One of the key ways to reduce the likelihood of getting sick is by practicing good hygiene. This includes handwashing, covering coughs and sneezes, and avoiding close contact with sick individuals. This is something our family does to ensure that everyone is feeling well enough to enjoy the festivities.

As parents, I know its easier said than done, but getting enough sleep is critical for our immune system. Lack of sleep impairs our ability to fight off pathogens, and studies show that insufficient sleep in both the short and long term can increase your risk of getting sick. Keeping that in mind, our children need more sleep than us, so it's important to make sure that our children get enough rest so that they have enough energy to get through the day.

More importantly, your mental health as a parent is just as important as your whole family's physical health. Personally, I look forward to this holiday season every year, but there are moments when I have felt stressed and overwhelmed. I've realized the importance of being kind to myself is that shortcuts are OK! For instance, I love baking for my family, but that can be time-consuming. On days when I feel too busy, I will pick something up from Foodland. It's the thought that counts! On the same note, finding a few minutes to myself every day makes all the difference. I'll wake up 20 minutes before the kids to prepare myself tea or take the long way to our mailbox just to get some fresh air alone helps put me in the right frame of mind for the day.

Whatever your plans are over these next few months, I wish you all a happy, healthy, and well-rested break!

PATCH
Supporting Hawaii's Child Care Needs

September 2024
Food Program Newsletter

Five Ways to Encourage Vegetables

Many young children can be "choosy" eaters, especially when it comes to eating vegetables. It can take them 10 or more tries before they like a new food. Keep trying – it will help them have healthier eating habits later. Here are five ways to get started:

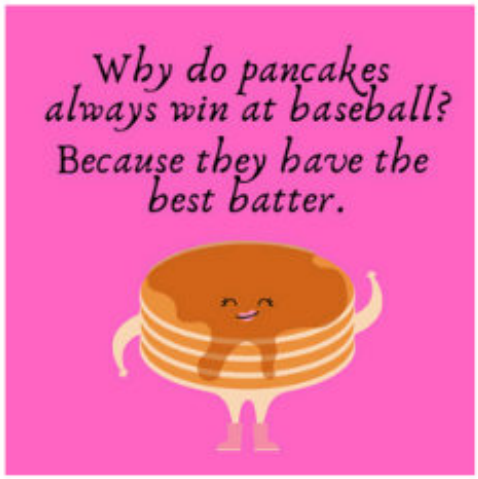
- **Eat together.** Let your child see you enjoying vegetables at meals and snacks.
- **Prepare together.** Teach your child how to tear lettuce or add vegetable toppings to pizza.
- **Get colorful.** Choose different colors of vegetables to eat.
- **Make vegetables fun.** Read about them in books. Plant a seed and watch it grow.
- **Share the adventure.** Try a new vegetable each week.

TEAM NUTRITION • USDA

Scan the QR code for a tip sheet on encouraging vegetables

Dates to Remember:

Mon., 9/2-Labor Day-PATCH Offices Closed
Fri., 9/6-All Claims Due
Sat., 9/7-Maui FP Annual Training
Fri., 9/13-Oahu FP Annual Training
Sat., 9/14-Kona FP Annual Training
Sat., 9/21-Oahu FP Annual Training (FULL)
Sat., 9/28-Kaua'i FP Annual Training
Sun., 9/29-Oahu FP Annual Training



PATCH
Supporting Hawaii's Child Care Needs





Patatas Bravas

Breakfast/Snack Crediting for Ages 3-5

Total Time	Serving Size	Servings	Components
20 minutes	1/2 cup potatoes + 2 tbsp sauce	14	Vegetable

Ingredients

- 32 oz frozen diced hash brown potatoes
- 4 tbsp vegetable oil
- 2/3 cup olive oil
- 1 tsp hot smoked paprika (optional)
- 4 tbsp sweet smoked paprika
- 4 tbsp flour
- 2 cup vegetable broth
- salt to taste

Directions

1. In a large skillet, warm the vegetable oil on medium-high heat. Add a single layer of potatoes and cover with lid for 5 minutes. Flip the potatoes and cook for 5 more minutes or until golden brown.
2. In a saucepan, heat olive oil on medium heat. Then add the paprika and stir until fully combined.
3. Once the spices are combined, slowly add the flour, one tablespoon at a time. Do not stop stirring! Once all flour is added, keep stirring for one minute.
4. Lower the heat to medium-low and gradually add the broth while mixing constantly.
5. Once the sauce reaches the desired consistency, reduce heat to simmer for 3 minutes while stirring occasionally.
6. Serve 1/2 cup warm potatoes with 2 tablespoons sauce.

One serving provides 1/4 cup vegetable

USDA Food and Nutrition Service
U.S. DEPARTMENT OF AGRICULTURE

Crunchy Rainbow Wrap

1 Get Started



Lay your tortilla flat.

2 Paint the Sky



Spread some cream cheese onto the tortilla.

3 Get Colorful



Use veggies to create a rainbow on your tortilla. Leave some room around the edges.

4 Roll It Up



Fold in sides of the tortilla. Start at one end and roll your tortilla up tight.

5 Taste the Rainbow



Let an adult cut your wrap in half. Enjoy your colorful snack.

Ingredients



whole-wheat tortilla



reduced-fat cream cheese

Choose Vegetables

Red
- red-pepper strips
- red beans
- chopped tomatoes

Orange
- carrot shreds

Yellow
- corn
- yellow-pepper strips

Green
- peas
- spinach
- shredded lettuce

Blue/Purple
- shredded purple cabbage
- radicchio

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

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

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/

Clark Associates Recalls Lancaster Table & Seating Plastic Restaurant High Chairs Due to Fall Hazard

Stiger Recalls Besrey Twins Strollers Due to Entrapment, Fall and Choking Hazards; Violation of Federal Regulation for Strollers; Sold Exclusively on Amazon.com

Sling Carriers Recalled Due to Infant Suffocation and Fall Hazards; Violation of the Federal Safety Regulation for Sling Carriers; Sold on Walmart.com through Joybuy Marketplace Express

Thousandshores Recalled Theefun Kids Gardening Tools Sets Due to Violation of the Federal Phthalates Ban; Sold Exclusively on Amazon

MGA Entertainment Recalls Miniverse Make It Mini Sets with Unused Liquid Resins Due to Risk of Skin, Eye and Respiratory Irritation and Sensitization; Violation of the Federal Hazardous Substances Act

REI Recalls Co-op Cycles REV Children's Bicycles with Training Wheels Due to Fall and Injury Hazards

Hatch Baby Recalls Power Adapters Sold with Rest 1st Generation Sound Machines Due to Shock Hazard

SWOMOG Children's Pajamas Recalled Due to Burn Hazard; Violation of Federal Flammability Regulations; Sold Exclusively on Amazon.com by SWOMOG

Children's Pajama Sets Recalled Due to Burn Hazard and Violation of Federal Flammability Standards; Sold Exclusively on Temu.com by Fashion Online

Claire's and Icing Stores Recalls Halloween Witch Hats Due to Burn Hazard and Violation of Federal Flammability Requirement

Children's Nightgowns Recalled Due to Burn Hazard; Violation of Federal Flammability Standards; Sold Exclusively on Temu.com by Lovely Angel

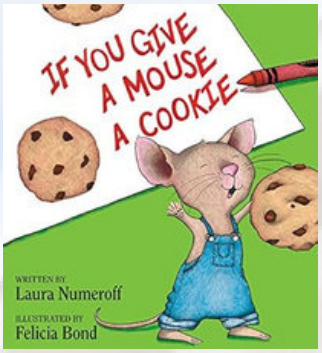
Children's Pajama Sets Recalled Due to Burn Hazard and Violation of Federal Flammability Standards; Sold Exclusively on Temu.com by JUVENNO KIDS

Sassy Baby Recalls Manhattan Toy Brilliant Bee Rattles Due to Choking Hazard

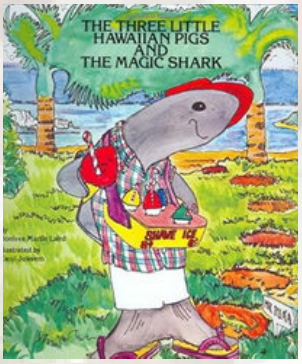


BOOKS WE LOVE TO READ

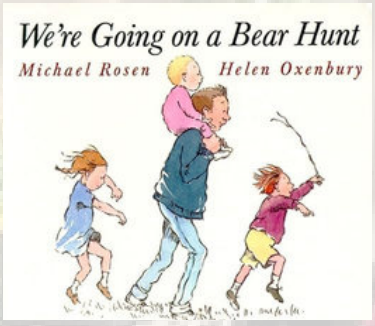
STAFFS' FAVORITE



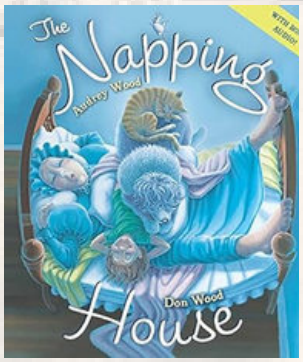
"Who would ever suspect that a tiny little mouse could wear out an energetic young boy? Well, if you're going to go around giving an exuberantly bossy rodent a cookie, you'd best be prepared to do one or two more favors for it before your day is through. Laura Joffe Numeroff's tale of warped logic is a sure-fire winner in the giggle-generator category. There's even a little education thrown in for good measure: underneath the folly rest valuable lessons about cause and effect.



"Sharkey the Magic Shark does the huffing and puffing in this lively, humorous local adaptation of the Three Little Pigs. Join Sharkey as he disguises himself as a shave ice man, a Ukulele-playing beach boy, and a lei seller in hopes of being invited into the little pigs homes.



Beloved for more than 30 years, this award-winning classic from Michael Rosen and Helen Oxenbury celebrates the joys of an afternoon outdoors with family. *We're going on a bear hunt. We're going to catch a big one.* Will you come too? Join a father and his four young children as they cross a field of tall, wavy grass, wade through a deep, cold river, struggle through swampy mud, find their way through a big, dark forest, fight through a whirling snowstorm, and enter finally enter a narrow, gloomy cave. What will they find there? You need to read the interactive book to find out!



In the napping house is a cozy bed piled high with a snoring granny, a dreaming child, a dozing dog, a snoozing cat, and a slumbering mouse. What could be more comfy? All is at peace until a wakeful flea crawls into the mix. One beastly bite from him and the entire pyramid of sleepers might topple. Is he getting ready to nibble? Humorous and inviting, this story encourages young kids to read along—and make predictions.

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

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

THE SUPPORTING PLAY SERIES
TUESDAY EVENINGS 6:00–9:00 PM TRAINER: MENIA

10/29/2024 The Importance of Play (227)

ASK: RG 1.5, PLE 1.5 SA: SA3 1.5, SA2 1.5 H&S: LAP 3

11/5/2024 Observing Children at Play (804)

ASK: OA 3 SA: SA7 3 H&S: LAP 3

11/12/2024 The Child Who Doesn't Engage in Play (228)

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

11/19/2024 The Child Who Doesn't Engage with Others (229)

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

11/26/2024 The Child Who is Excluded (230)

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

CHRISTIAN ACADEMY PRESCHOOL
3400 MOANALUA ROAD HONOLULU, HI 96819

OTHER TRAINING

9/18/2024 Positive Discipline (203)

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

10/2/2024 Fostering Resiliency (507)

Wed 6:00-9:00 pm Trainer: Kehau ASK: HSN 3 SA: SA1 3 H&S: HS 3

TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

KROC KEIKI LEARNING CENTER

91–3257 KUALAKA'I PARKWAY EWA BEACH HI 96706

QUALITY CARE SERIES

WEDNESDAY EVENINGS 6:00–9:00 PM TRAINER: CHERYL

10/16/2024 Early Childhood Curriculum 101 (421)
ASK: PLE 3 SA: SA2 3 H&S: LAP 3

10/23/2024 Intentional Teaching (422)
ASK: PLE 3 SA: SA2 3 H&S: LAP 3

10/30/2024 Observation-based Planning for Young Children (423)
ASK: PLE 1.5, OA 1.5 SA: SA2 1.5, SA7 1.5 H&S: LAP 3

11/6/2024 Science Discoveries in the Preschool Environment (424)
ASK: PLE 3 SA: SA2 3 H&S: LAP 3

11/13/2024 More Than Counting: Math in the Preschool (425)
ASK: PLE 3 SA: SA2 3 H&S: LAP 3

11/20/2024 Talking with Children (236)
ASK: RG 2, PLE 1 SA: SA3 2, SA2 1 H&S: CGD 3



11/27/2024 Curriculum 201: Integrated Curr. Using Science & SS (426)
ASK: PLE 3 SA: SA2 3 H&S: LAP 3

12/4/2024 Flowing Through the Day: Classroom Transitions (704)
ASK: ENV 3 SA: SA1 3 H&S: PE 3

12/11/2024 Does my child play all day? Talking to Fam. about Curr. (618)
ASK: WF 3 SA: SA4 3 H&S: FE 3

12/18/2024 Documenting Quality Curr. in a Quality Program (317)
ASK: MAN 3 SA: SA5 3 H&S: CCB/PM 3

TRAINING CALENDAR O'AHU ISLAND

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

OTHER TRAINING

10/30/2024	Beyond the Norm (307)
Wed 6:00-8:00 pm	Trainer: Amanda ASK: MAN 2 SA: SA5 2 H&S: CCB/PM 2
11/6/2024	Routines and Culture (901)
Wed 6:00-8:00 pm	Trainer: Amanda ASK: DIV 2 SA: SA4 2 H&S: CGD 2
11/13/2024	Medication Administration in Childcare (516)
Wed 6:00-9:00 pm	Trainer: Lori ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, CSC 1.5
11/20/2024	Emergency Prep. for Children w/ Varying Needs (529)
Wed 6:00-8:30 pm	Trainer: Lori ASK: PLE 2 SA: SA2 2 H&S: LAP 2
10/24/2024	Safe Sleep in Childcare (518)
Thu 6:00-7:30 pm	Trainer: Elmay ASK: HSN 1.5 SA: SA1 1.5 H&S: HS/SS 1.5
11/7/2024	Effective Stress Management Practices (011)
Thu 6:00-7:30 pm	Trainer: Elmay ASK: PRO 1.5 SA: SA6 1.5 H&S: CCB/PM 1.5
11/14/2024	Child Abuse and Neglect (517)
Thu 6:00-9:00 pm	Trainer: Elmay ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5
11/21/2024	Shaken Baby Syndrome (525)
Thu 6:00-8:00 pm	Trainer: Elmay ASK: HSN 2 SA: SA1 2 H&S: HS 2

Tell a Friend
ABOUT PATCH
Today!

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

See Page 32 for your local PATCH Office



TRAINING CALENDAR O'AHU ISLAND

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

WESTED BASIC I/T SERIES

10/26/2024 Language Development (104)

Sat 9:00-12:00 pm Trainer: Cindy ASK: GD 3 SA: SA8 3 H&S: CGD 3

11/2/2024 It's Not Just Routine (505)

Sat 9:00-12:00 pm Trainer: Cindy ASK: HSN 2, MAN 1 SA: SA1 2, SA5 1 H&S: HS 3

INFANT/TODDLER SERIES 3

11/9/2024 The Prepared Infant and Toddler Environment (703)

Sat 9:00-12:00 pm Trainer: Christine ASK: ENV 3 SA: SA1 3 H&S: PE 3

11/16/2024 Building Partnerships with Families (617)

Sat 9:00-12:00 pm Trainer: Christine ASK: WF 3 SA: SA4 3 H&S: FE 3

11/23/2024 Understanding Infant & Toddler Curriculum (109)

Sat 9:00-12:00 pm Trainer: Chelsey ASK: GD 3 SA: SA8 3 H&S: CGD 3

11/30/2024 Understanding Social & Emot. Development of I/T (110)

Sat 9:00-12:00 pm Trainer: Chelsey ASK: GD 2, RG 1 SA: SA8 2, SA3 1 H&S: CGD 3

12/7/2024 Cultural Sensitivity with Families (907)

Sat 9:00-12:00 pm Trainer: Chelsey ASK: DIV 1.5, WF 1.5 SA: SA4 3 H&S: CGD 1.5, FE 1.5



Want to earn 3 ECE Credits ?
(see Saturday classes above)

Interested in applying
for college credits
by completing
PACE/PATCH Workshops?

Call your local PATCH Office
for more information!

TRAINING CALENDAR MAUI ISLAND

MAUI PATCH OFFICE

1063 LOWER MAIN ST, SUITE C217 WAILUKU 96793

FCC BASIC

10/08/2024 Addressing Hawaii's Health Standards (513)
Tue 5:30-8:30pm Leia ASK: HSN 3 CDS: SA1 3 H&S: HS 3

10/15/2024 Addressing Hawaii's Environmental Standards (514)
Tue 5:30p-830pm Holly ASK: HSN 3 CDA: SA1 3 H&S: HS/SS 3

INTRO TO PRESCHOOL

10/09/2024 Health and Safety in Preschool Settings (512)
Wed 5:30-7:30pm Alex ASK: HSN 2 CDA: SA1 2 H&S: HS 2 - INTRO TO PRESCHOOL

11/19/2024 It's Not Just Routine (505)
Tue 5:30-8:30pm Holly ASK: HSN 2 MAN 1 CDA: SA1 2 SA5 1 H&S: HS 3 -BASIC IT

SPECIAL NEEDS

11/5/2024 Special Needs: Community Resources & Referral Processes (625)
Tue 5:30p-7pm Holly ASK: WF 1.5 CDA: SA4 1.5 H&S: FE 0.75 CSN 0.75

11/13/2024 Importance of Building Family Partnerships
Wed 5:30-7pm Cultural Awareness and Effective Communication (624)
Alex ASK: WF 1.5 CDA: SA4 1.5 H&S: FE 0.75 CSN 0.75

I/T SOCIAL EMOTIONAL

12/17/2024 Observation and Responsive Routines (807)
Tue 5:30-730pm Leia ASK: OA 1.5 ENV 1.5 CDA SA7 1.5 SA1 1.5 H&S: CGD 1.5 PE 1.5

TRAINING CALENDAR MAUI ISLAND

MAUI PATCH OFFICE

1063 LOWER MAIN ST, SUITE C217 WAILUKU 96793

OTHER TRAININGS

10/16/2024
Wed 5:30-7:30pm
Promoting Positive Attachment (623)
Alex ASK: WF 2 CDA: SA4 2 H&S: FE 2

10/05/2024
Sat 9am-11am
Teaching With Puppets (405)
Holly ASK: PLE 2 CDA: SA2 2 H&S: LAP 2

11/02/2024
Sat 9am-12pm
Marketing Your Family Child Care Home (015)
Holly ASK: PRO 1.5 MAN 1.5 CDA: SA6 1.5 SA5 1.5 H&S: CCB/PM3

12/07/2024
Sat 9am-11am
Child Care Business Basics, Program Design and Mngt (323)
Holly ASK: MAN 2 CDA: SA5 2 H&S: CCB/PM 2

12/18/2024
Tue 5:30-7pm
Routines and Culture (901)
Alex ASK: DIV 2 CDA: SA4 2 H&S: CGD 2



TRAINING CALENDAR KAUA'I ISLAND

KAMEHAMEHA SCHOOL KAUAI RESOURCE CENTER
3201 AKAHI ST., LIHUE, HI 96766

TRAINER: ALEJANDRA

THURSDAYS 6–9 PM

10/10/2024	Extending Books 2 (408) ASK: PLE 3 CDA: SA2 3 H&S: LAP 3
11/7/2024	Individualized Intervention with Infants and Toddlers (238) ASK: RG 3 CDA: SA3 3 H&S: MCB 3
12/5/2024	Child Abuse and Neglect (517) ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5 PCMA 1.5

TRAINER: THAO

SATURDAY 9AM–12 PM

10/5/2024	Building a Behavior Support Plan 1 (225) ASK: RG 3 CDA: SA3 3 H&S: MCB 3
11/2/2024	Building a Behavior Support Plan 2 (226) ASK: RG 3 CDA: SA3 3 H&S: MCB 3
12/7/2024	The Child Who Doesn't Engage in Play (228) ASK: RG 3 CDA: SA3 3 H&S: LAP 3



Are you 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 ▲▼▲ EAST HAWAII ISLAND

HILO PATCH OFFICE

26 WAIANUENUE AVENUE; HILO, HI 96720

PYRAMID MODEL SERIES – INFANT/TODDLER

MONDAYS, VARIOUS TIMES – WITH TRAINER JOWETT

10/14/2024 6:00-8:30pm	Introduction & Understanding Soc-Emo Development (127) ASK: GD 2.5 CDA: SA8-2.5 H&S: CGD
10/21/2024 6:00-8:30pm	Focusing on Relationships (245) ASK: RG 2.5 CDA: SA3-2.5 H&S: CGD
10/28/2024 6:00-7:30pm	Responsive Routines, Schedules & Environments (710) ASK: ENV 1.5 CDA: SA1-1.5 H&S: PE
11/04/2024 6:00-8:30pm	Understanding Behavior (128) ASK: GD 2.5 CDA: SA8-2.5 H&S: CGD
11/18/2024 6:00-7:30pm	Teaching About Feelings (246) ASK: RG 1.5 CDA: SA3-1.5 H&S:CGD
11/25/2024 6:00-7:30pm	Promoting Peer Interactions (247) ASK: RG 1.5 CDA: SA3-1.5 H&S:CGD
12/02/2024 6:00-8:45pm	Individualized Teaching (809) ASK: OA 2.75 CDA: SA7-2.75 H&S: MCB
12/09/2024 6:00-9:15pm	Challenging Behaviors (810) ASK: OA 3.25 CDA: SA7-3.25 H&S:MCB

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

HAWAII MONTESSORI SCHOOL AT KONA

74–978 MANAWALEA STREET, KAILUA–KONA, HI. 96740

TUESDAY EVENINGS 5:30 PM – 8:30 PM TRAINER: STACY

10/01/2024 Introduction to Family Child Care (007)
ASK: PRO 3 CDA: SA6 3 H&S: CCB/PM 3

10/08/2024 The Business of FCC, Part I: The Basics (318)
ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3

10/15/2024 The Business of FCC, Part II Building It (319)
ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3

10/29/2024 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

11/12/2024 Relationships with Families in Your FCC (619)
ASK: WF 3 CDA: SA4 3 H&S: FE 3

11/19/2024 Addressing Hawaii's Health Standards (513)
ASK: HSN 3 CDA: SA1 3 H&S: HS 3

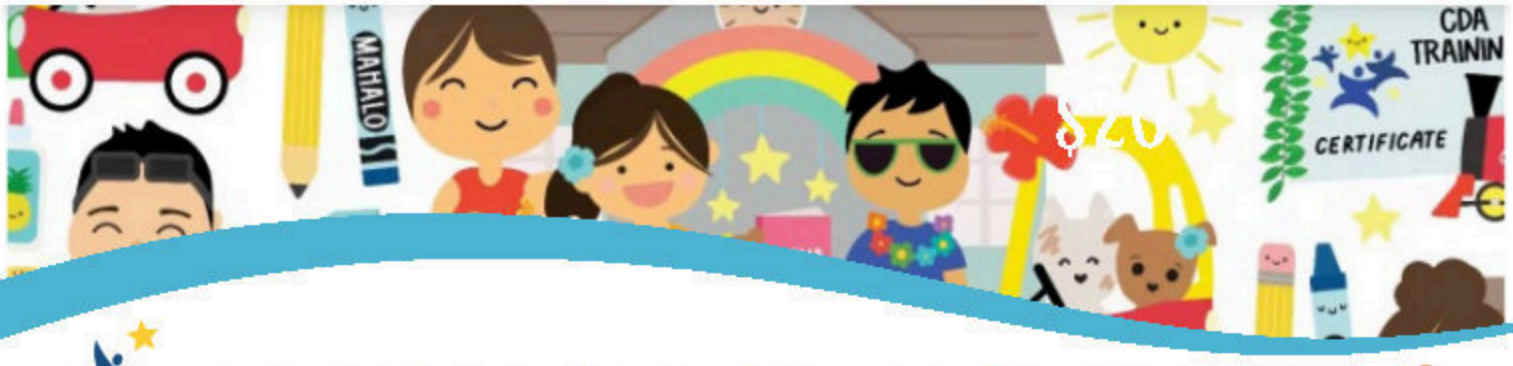
12/03/2024 Addressing Hawaii's Environmental Standards (514)
ASK: HSN 3 CDA: SA1 3 H&S: HS/SS 3

12/10/2024 Family Child Care Environment (705)
ASK: ENV 3 CDA: SA1 3 H&S: PE 3

12/17/2024 Program Provisions: Child Development (113)
ASK: GD 1.5 PLE 1.5 CDA: SA8 1.5 SA2 1.5 H&S: CGD 3



In collaboration with Eden In Love!



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Supporting Hawaii's Child Care Needs

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https://www.goto.com/download



ONLINE TRAINING WITH PATCH

Safe Sleep in Child Care I/T Fridays 6-7:30pm Trainer: Thao

10/4/2024 — Safe Sleep in Child Care (518)
Thao ASK: HSN CDA: SA1 1.5hrs H&S: SS -1.5hrs

11/1/2024 — Safe Sleep in Child Care (518)
Thao ASK: HSN CDA: SA1 1.5hrs H&S: SS -1.5hrs

12/6/2024 — Safe Sleep in Child Care (518)
Thao ASK: HSN CDA: SA1 1.5hrs H&S: SS -1.5hrs

FCC Basic Series Mondays 6-9pm Trainer: Tami

10/7/2024 — Relationships with Families in your FCC (619)
ASK: WF 3 CDA: SA4 3 H&S: FE 3

10/14/2024 — Addressing Hawaii's Health Standards (513)
ASK: HSN 3 CDA: SA1 3 H&S: HS 3

10/21/2024 — Addressing Hawaii's Environmental Standards (514)
ASK: HSN 3 CDA: SA1 3 H&S: HS 3

10/28/2024 — Family Child Care Environment (705)
ASK: ENV 3 CDA: SA1 3 H&S: PE 3

11/4/2024 — Program Provisions: Child Development (113)
ASK: GD 3 CDA: SA8 3 H&S: CGD 3

11/18/2024 — Providing Quality Care (008)
ASK: PRO 1.5 RG 1.5 CDA: SA6 1.5 SA3 1.5 H&S: CCB 1.5 PM 1.5

Education Leads Home Series Mondays 6-9pm Trainer: Tami

11/25/2024 — Understanding the Impact of Unstable Housing: ELH (631)
ASK: WF 2 DIV 1 CDA: SA4 2 SA3 1 H&S: FE 3

12/2/2024 — Family Engagement: ELH (632)
ASK: WF 2 DIV 1 CDA: SA4 2 SA3 1 H&S: FE 3

12/9/2024 — Supportive Program Policies: ELH (633)
ASK: WF 2 DIV 1 CDA: SA4 2 SA3 1 H&S: FE 3

ONLINE TRAINING WITH PATCH

I/T Social Emotional Series Tuesdays 6-9 pm Trainer: Brenda

10/8/2024
Observation and Responsive Routines (807)
ASK: OA 1.5 ENV 1.5 CDA: SA1 1.5 SA7 1.5 H&S: CGD 1.5 PE 1.5

11/12/2024
I/T Individualized Intervention with Infants and Toddlers (238)
ASK: RG 3 CDA: SA3 3 H&S: MCB 3

11/26/2024
When Behavior Goes Off Track (239)
ASK: PLE 3 CDA: SA2 3 H&S: LAP 3

12/10/2024
Effects of Challenging Behavior (240)
ASK: RG 1.5 WF 1.5 CDA: SA3 1.5 SA4 1.5 H&S: MCB 1.5 FE 1.5

Quality Care Series Wednesdays 6-9pm Trainer: Alex

10/23/2024
Intentional Teaching (422)
ASK: GD 1.5 CDA: SA8 1.5 H&S: CGD 1.5

11/6/2024
Science Discoveries in the Preschool Environment (424)
ASK: GD 2 CDA: SA8 2 H&S: CGD 2

11/20/2024
More Than Counting: Math in the Preschool (425)
ASK: GD 2 CDA: SA8 2 H&S: CGD 2

12/4/2024
Talking with Children (236)
ASK: RG 2 CDA: SA3 2 PLE\SA2 1 H&S: CGD 3

Nutrition Classes Thursdays starting @ 6pm Trainer: Thao

10/3/2024
6:00-8:00pm
Basic Food Allergies (519)
ASK: HSN 2 CDA: SA1 2 H&S: HS 1 CN 1

10/10/2024
6:00-7:30pm
Healthy Portions, Healthy Choices (520)
ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5

10/17/2024
6:00-7:30pm
Happy Mealtime, Healthy Body (521)
ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5

10/24/2024
6:00-7:30pm
Nutrition All Day (522)
ASK: HSN 1.5 CDA: SA1 1.5 H&S: CN 1.5

ONLINE TRAINING WITH PATCH

Other Trainings Thursdays Trainer: Thao

11/7/2024 Fri 6-9 pm	Stress & Trauma with Infants and Young Children (528) ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5 PCMA 1.5
11/14/2024 Wed 6-8 pm	Play: The Way Children Learn (126) ASK: GD 1 PLE 1 CDA: SA8 1 SA2 1 H&S: CGD 1 LAP 1
11/21/2024 Wed 6-8 pm	Partnering with Parents (602) ASK: WF 3 CDA: SA4 3 H&S: FE 3
12/5/2024 Wed 6-9 pm	Effective Stress Management Practices (011) ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB 1.5 PM 1.5
12/12/2024 Wed 6-9 pm	Effective Time Management (014) ASK: PRO 1.5 CDA: SA6 1.5 H&S: CCB 1.5 PM 1.5

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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 2024-May 2025

- 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 sixteen 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 [Destiny Code]-[Online Workshop Number]	PATCH Workshops [Course number]
170 Principles & Practices of Quality Infant & Toddler Care [EDU2401][U1:W1]	• West Ed Advanced: Respectfully Yours [801]
170 Caregiving Routines [EDU2402][U1:W2]	• West Ed Basic: It's Not Just Routine [505]
170 Environments for Living & Learning [EDU2403][U1:W3]	• West Ed Advanced: Space to Grow [700] • I/T Series 3: The Prepared Infant and Toddler Environment [703]
170 Partnering with Families [EDU2404][U2:W1]	• West Ed Advanced: Protective Urges [606] • West Ed Advanced: Responding to the Family's Needs [607]
170 Culturally Responsive Caregiving [EDU2405][U2:W2]	• I/T Series 3: Cultural Sensitivity with Families [907] • West Ed Advanced: Development and Learning in the Multicultural Setting [903]
170 Building Relationships With Families [EDU2406][U2:W3]	• I/T Series 3: Building Partnerships with Families [617]
170 Caregiving is Curriculum [EDU2407][U3:W2]	• I/T Series 3: Understanding Infant/Toddler Curriculum [109]
170 Problem Solving Is Curriculum [EDU2408][U3:W1]	
170 Play is Curriculum [EDU2409][U3:W3]	• Play: The Way Children Learn [126]
170 Friends & Feelings: Understanding Social & Emotional Development [EDU2410][U4:W1]	• I/T Series 3: Understanding Social and Emotional Development of Infants and Toddlers [110]
170 Teeth, Tempers, & Toilets: Appropriate Guidance for Toddlers [EDU2411][U4:W2]	
170 Talking & Listening: Supporting Language & Literacy Development [EDU2412][U4:W3]	• West Ed Basic: Language Development [104]

Practitioners completing the PATCH training listed in the right column, need to be complete the **two** 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®
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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

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Maui
808-856-4092

East Hawai'i
808-238-3465

West Hawai'i
808-238-3472



www.patchhawaii.org

CONGRATS

WE WANT TO CONGRATULATE DAYJAHLYNN ON EARNING HER CDA CREDENTIAL!

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

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

WE ARE SO PROUD OF YOU, DAYJAHLYNN!



AS THIS WAS MY SECOND ATTEMPT GOING FOR MY CDA I WOULD LIKE TO SAY THIS TIME AROUND I FELT MORE CONFIDENT IN MYSELF AND BEING IN THIS PROGRAM ITS HELPED ME A LOT. I REALLY ENJOYED THIS PROGRAM AND HOW I WAS ABLE TO PACE MYSELF WITH DOING THE TRAININGS ONLINE. EACH MODULE HELPED ME TO BETTER UNDERSTAND WHAT TO EXPECT WORKING WITH YOUNG CHILDREN AND TO PREPARE ME FOR THE EXAM. I WOULD DEFINITELY RECOMMEND THIS PROGRAM TO ANYONE WHO IS WORKING TOWARDS GETTING THEIR CDA. PATCH HAS BEEN SUCH AN AMAZING HELP THROUGH THE WHOLE PROGRAM. OPEN AND AVAILABLE WHEN NEEDED. THANK YOU FOR THE HELP FROM PATCH AND THIS AMAZING PROGRAM I WAS AWARDED MY CDA. I'M EXCITED TO HELP MAKE EACH CHILD THAT COMES INTO MY CLASSROOM ACHIEVE ALL THEIR GOALS.

—DAYJAHLYNN

Training Catalog and Descriptions August 2024 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: T**his 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		
**126	**Play: The Way Children Learn:** A look at the significance of play for infants and toddlers. While play is often described as 'children's work', it is intensely enjoyable for them. (GD, SA1 - 1hr) (PLE, SA2 - 1hr) (CGD- 1hr, LAP- 1hr)		2	X, I/T	
127	**Introduction & Understanding Social Emotional Development:** Learn about the caregiver's supportive role as it relates to social-emotional growth and development. (GD, SA8 - 2.5hrs) (CGD - 2.5hrs)	PYRAMID MODEL I/T	2.5		
128	**Understanding Behavior:** Understand and describe that all young children's behavior is a way of communicating and has meaning. (GD, SA8 - 2.5hrs) (CGD - 2.5hrs)	PYRAMID MODEL I/T	2.5		

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 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)				
245	**Focusing on Relationships:** Understand how attachments and relationships build over time (RG, SA3- 2.5 hrs) (MCB - 2.5hrs)	PYRAMID MODEL I/T	2.5		
246	**Teaching about Feelings:** Learn how you can use real-life situations to teach about feelings (RG, SA3- 1.5 hrs) (MCB - 1.5 hrs)	PYRAMID MODEL I/T	1.5		
247	**Promoting Peer Interactions:** Learn how to support the development of social and friendship skills (RG, SA3- 1.5 hrs) (MCB - 1.5 hrs)	PYRAMID MODEL I/T	1.5		

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		
329	**Introduction to Coaching, Part I:** To provide participants with an overview of the components of coaching, the beliefs of coaching, the benefits of coaching, and an overview of teaching practices. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
330	**Introduction to Coaching, Part II:** This training will review the assignment of coaching formats, the coaching agreement, define SMART goals and action planning, and will touch on focused observations, reflection, and feedback. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		

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 Infan[illegible]** (# 103). (PLE, SA2 -	BASIC I/T	3		

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*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		
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	
710	**Responsive Routines, Schedules & Environments:** To understand the importance of the learning environment in the family childcare home. (ENV, SA1 - 1.5 hrs) (PE - 1.5hr)	PYRAMID MODEL I/T	1.5		

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		
809	**Individualized Teaching:** Identify when a child might need individualized teaching to learn social-emotional skills (OA, SA7 - 2.75 hrs) MCB - 2.75 hrs)	PYRAMID MODEL I/T	2.75		
810	**Challenging Behaviort:** Understand behavior, meet children's needs, prevent behavior, and teach children new replacement skills. (OA, SA7 - 3.25 hrs) MCB - 3.25 hrs)	PYRAMID MODEL I/T	3.25		

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

PATCH
Supporting Hawaii's Child Care Needs

Strategies to Support the Stability of the Child Care Market

ECE Workforce Registry

WHAT IS THE ECE WORKFORCE REGISTRY?

- A statewide system that tracks and promotes the professional growth of early childhood educators.
- Front facing platform for educators to document their qualifications, training, and work experience.

WHY IS THE ECE WORKFORCE REGISTRY IMPORTANT?

- The ability to understand the dynamics of the ECE workforce and make high-confidence decisions about the future depends, in great part, on registry-enabled data analysis insights
- Without data, the needs of early educators are often invisible to policymakers and the wider public.



ECE SHARED RESOURCES

DIGITAL SOLUTION FOR EARLY EDUCATIORS, PROGRAM OWNERS AND FCC PROVIDERS

- Access to over 2,600 innovative practical tools, handbooks, policies and guidance on important topics such as budgeting, best practices, human resources, indoor and outdoor safety, emergency preparedness, and more.
- The resources were developed with one goal in mind to save valuable time and money so professionals can focus on providing high-quality child care and education.
- Cost-Effective: Share resources across classrooms and institutions to reduce costs.
- Available: Tele-Health / Mental Health Consultation Benefits .



PLEASE CONTACT YOUR LOCAL PATCH OFFICE FOR MORE INFOMRATION

PATCH OFFICES STATEWIDE

OAHU
560 N Nimitz Hwy
Ste. 218
Honolulu, HI 96817
808.833.6866

KAUAI
4485 Pahe'e St.
Ste. 124
Lihue, HI 96766
808.246.0622

MAUI
1063 Lower Main St.
Ste. C217
Wailuku, HI 96793
808.242.9232

WEST HAWAI'I
75-5995 Kuakini Hwy
Suite 521
Kailua-Kona, HI 96720
808.322.3500

EAST HAWAI'I
26 Waianuenue Ave.
Hilo, HI 96720
808.961.3169

LANAI & MOLOKAI
1063 Lower Main St.
Ste. C217
Wailuku, HI 96793
800.498.4145

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OUR MISSION IS TO SUPPORT AND IMPROVE THE QUALITY AND AVAILABILITY OF CARE FOR THE YOUNG PEOPLE OF HAWAII.

PATCH

Supporting Hawaii's Child Care Needs

United Way
Aloha United Way

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