PATCH can help

Snack Idea for Spring

Child Care Resources

Books We Love

In Person Training Schedule

Scholarships

Online Training Schedule

Training Catalog

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

Sign Up Today!
Can you believe we are fast approaching 2022! Kids will be on break from school and babies are being born. You may be wondering about childcare and who to call. As an employee and a parent, I understand choosing and searching for childcare is one of the most important decisions a family can make. It can also feel overwhelming for a parent. Where do you find reliable information to make an informed decision for your family? You may be filled with so many questions. Questions like, who do I call? What type of child care options are there available? Which one do I choose? Will there be childcare available where I live? How will I pay for childcare? These are just a few common questions parents may have.

So, who do I call? Call PATCH! PATCH is Hawaii’s only Child Care Resource & Referral Agency in the State. Our Mission is to support and improve the quality of care for the young people of Hawaii. We can help you take the guesswork out of choosing childcare by providing parents referrals to local childcare providers registered and licensed by DHS, information on state licensing requirements, how to and what to look for quality childcare and resources to where you can get help paying for childcare. PATCH provides childcare referrals, other parenting supports, and childcare provider trainings and assistance to increase their quality of care; to name a few of our programs.

Our Resource & Referral specialists assist families by phone, email or in person (with COVID protocols in place). Our friendly, knowledgeable staff can guide you through your childcare search as you go through the process of searching for a childcare provider that fits your families’ unique needs. We also have a website www.patchhawaii.org where families can find useful information and resources. You can also, search online for childcare on your own time here: https://www.patchhawaii.org/find-child-care/

Now that you know a little bit about PATCH and our Resource and Referral program, we look forward to assisting you with your childcare related needs. You can contact us via email at ccrr@patch-hi.org or/and by calling your local PATCH office:

- Oahu – (808) 839-1988
- Kauai – (808) 246-0622
- Maui – (808) 242-9232
- Big Island - East Hawaii (808) 961-3169
- Big Island – West Hawaii (808) 322-3500

Website: https://stage.worklifesystems.com/parent/39
Video Instructions on Searching for Care: CLICK HERE
DECEMBER 2021
PATCH FOOD PROGRAM NEWSLETTER

SWEET BANANA SANTAS!
REINDEER APPLE SAUCE!
FRUITY CANDY CANES!

It's that extra busy time of the year again. This year I hope you folks are able to spend it with ALL of your family and friends. Remember, that if you plan to go on vacation or have a winter break, PLEASE turn in your claims early or as soon as possible!

Local Food Tracker Challenge Winners

1. Monique T. (Oahu)
2. Susana E. (Hilo)
3. MaryJane C. (Hilo)

Q: WHAT KIND OF FRUIT CAN FIX YOUR SINK?
FAMILY STYLE DINING BENEFITS

This approach to mealtime creates a number of healthy habits that are important to the growth and development of children at any age. Children tend to eat more healthy foods if they see their friends try it. They learn skills such as taking turns, sharing and teamwork. Family style dining opens up opportunities for conversation, which increases vocabulary, promotes proper use of language and interaction with friends. Children can learn portion sizes for each food group, help them recognize when they are hungry or satisfied, & help improve fine motor skills. Providers can also get a better grasp of food costs & with less food being wasted, they save money.

Most importantly, EAT WITH YOUR CHILDREN. Children learn from good role models. Sitting with them while everyone eats also allows you to start positive mealtime conversations.

HOLIDAY SAFETY TIPS

• Keep lighted candles away from tree, other evergreens, decorations, wrapping paper. Keep candles where they cannot be knocked down or blown over.
• Avoid decorations that are sharp or breakable. Keep trimmings with small removable parts, away from children
• Artificial snow sprays can irritate lungs if inhaled. To avoid injury, read label and directions carefully
• Use only lights that have been tested for safety. Check each lights for broken/ cracked sockets, bare wires, or loose connections.
Child Care Resources

Child Care Aware
Child and Adult Care Food Program (CACFP)

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

Child Care Connections Hawaii

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 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.


DHS Approved Safe Sleep Trainings:

- Cypherworx: SIDS and Safe Sleep (CDA 1)
- Safe Sleep Practices for Caregivers, Reduce the risk of SUID
- Safe Sleep: Reducing the Risk of Sleep-Related InfantDeath in Child Care, Texas A&M Extension Online

PATCH Hawaii self-paced and live webinars

- #518: Safe Sleep in Child Care
- #506: Health Safety & Nutrition
- #514: Addressing Hawaii’s Environmental Standards

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

United Way

Aloha United Way

Dial 211

Cypherworx: SIDS and Safe Sleep (CDA 1)
Safe Sleep Practices for Caregivers, Reduce the risk of SUID
Safe Sleep: Reducing the Risk of Sleep-Related InfantDeath in Child Care, Texas A&M Extension Online

PATCH Hawaii self-paced and live webinars

- #518: Safe Sleep in Child Care
- #506: Health Safety & Nutrition
- #514: Addressing Hawaii’s Environmental Standards
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)
Families, are you looking for Child Care? As the state only Child Care Resource & Referral Agency we would be more than happy to assist you. You can give us a call any time during our business hours M - F 7:30am - 4:30pm or you can click here [https://stage.worklifesystems.com/parent/39](https://stage.worklifesystems.com/parent/39) Video Instructions on Searching for Care: [CLICK HERE](https://stage.worklifesystems.com/parent/39)

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](https://stage.worklifesystems.com/program/39)

Oahu: (808) 839-1988 East Hawaii: (808) 961-3169  
Maui: (808) 242-9232 West Hawaii: (808) 322-3500  
Kauai (808) 246-0622 Lanai & Molokai: (800)-498-4145

**RECALLED PRODUCTS**

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

**IF YOU WOULD LIKE TO SUBSCRIBE AND RECEIVE EMAILS ABOUT RECALLED ITEMS GO TO THIS WEBSITE:** [https://www.cpsc.gov/Newsroom/Subscribe/](https://www.cpsc.gov/Newsroom/Subscribe/)

Wee Gallery Recalls Wooden Tray Puzzles Due to Choking Hazard: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

SKE Outdoors Recalls Kids Bike Helmets Due to Risk of Head Injury: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

Juratoys Recalls Children’s Shaving Toys Due to Violation of Federal Phthalate Ban: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

The Boppy Company Recalls Over 3 Million Original Newborn Loungers, Boppy Preferred Newborn Loungers and Pottery Barn Kids Boppy Newborn Loungers After 8 Infant Deaths; Suffocation Risk: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

Hanna Andersson Recalls Baby Ruffle Rompers Due to Choking Hazard: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

Hanna Andersson Recalls Baby Long Sleeve Wiggle Sets Due to Choking Hazard: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

ABUS Recalls Youth Helmets Due to Risk of Head Injury: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)

Mark of Fifth Avenue Children’s Robes Recalled Due to Violation of Federal Flammability Standard and Burn Hazard: [Click Here](https://www.cpsc.gov/Newsroom/Subscribe/)
Books We Love

Character Education

Teaches ethics, responsibility and the importance of patience and sharing when working with groups.

Fun illustrations and simple stories will entertain and engage.
Thank you for your diligence as a child care professional, and your dedication to your continued training and development.

**IN-PERSON PATCH TRAINING REMINDERS:**

*A mask will be required to be worn correctly throughout the entire training.
*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 not be allowed during PATCH training.
*Participants will be spaced out 6-feet apart. Capacity will be limited.

**BE ON TIME!**

Make sure you are on time for the training in person and online. For online training be sure to interact through the chat for the duration. There is only a 15 minute grace period. If you are more than 15 minutes late or leave more than 15 minutes before the ending of the training you will not receive a certificate!

Bring your RECORD of TRAINING
Please bring your Record of Training (available via the PATCH office) to each class and have the instructor sing 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.

Please keep in mind that PATCH often deletes information more than 5 years old to make room for the following year. PATCH strives to coordinate its training program (and other programs) to fit the needs of Hawaii’s child care professionals. If you have comments or suggestions, please contact your local PATCH office or email us at Patch@PATCH-HI.org.

**Sign up ahead of time:**

Register for PATCH classes in advance by calling your local PATCH office or on WLS. You will be required to pay a $5.00 refundable deposit to PATCH at least THREE calendar days before the class. Your $5.00 deposit will be returned upon attendance or can be applied to a future class (cash, check, or money order).

Video instructions: CLICK HERE
Website: [https://stage.worklifesystems.com/training/39](https://stage.worklifesystems.com/training/39)
Or scan QR code to go register for in-person training.

Or call local PATCH office:
Oahu (808) 833-6866
Maui, Molokai, and Lanai (808) 242-9232
Kauai (808) 246-0622
East Hawaii (Hilo) (808) 961-3169
West Hawaii (Kona) (808) 322-3500

In Person Training: CLICK HERE

Keep good records:
Whether you are taking PATCH classes or other training, you should keep track of the trainings you attend for future reference.

**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 (FE)
- Managing Challenging Behaviors (MCB)
- Community Resources (CR)
- Prevention of Child Maltreatment & Abuse (PCMA)
- First Aid & Child Cardio-Pulmonary Resuscitation (First aid/CPR)
- Health & Safety (HS)
- Child Care Business or Program Management (CCB/PM)
- Physical Environment (PE)
- Safe Sleep (SS)
**Due to the uncertainty of COVID, we will be monitoring monthly to determine if we will hold in-person training. Thank you for your patience and understanding**

**SPECIAL NEEDS SERIES TUESDAY EVENINGS 6:00—7:30 PM**  
(Trainer: Esther)

- 2/1/2022  Exploring Inclusion (909)  
  ASK: DIV 1.5 SA: SA4 1.5

- 2/8/2022  Inclusive Early Childhood Environments (322)  
  ASK: MAN 1.5 SA: SA5 1.5

- 2/15/2022  Family Partnerships & Inclusion (624)  
  ASK: WF 1.5 SA: SA4 1.5

- 2/22/2022  Creating a Culturally Inclusive Environment (708)  
  ASK: ENV 1.5 SA: SA1 1.5

- 3/1/2022  Working in an Inclusive Environment (808)  
  ASK: OA 1.5 SA: SA7 1.5

- 3/8/2022  Special Needs: Community Resources & Referral (625)  
  ASK: WF 1.5 SA: SA4 1.5

**INTRODUCTION TO PRESCHOOL EDUCATION SERIES THURSDAY EVENINGS 6:00—9:00 PM**  
(Trainer: Traci)

- 2/3/2022  The Prepared Preschool Environment (702)  
  ASK: ENV 2 SA: SA1 2
2/10/2022  Health and Safety in Preschool Settings (512)
         ASK: HSN 2 SA: SA1 2
2/17/2022  Classroom Management & Supervision (231)
         ASK: RG 2 SA: SA3 2
2/24/2022  Conversations with Preschoolers (107)
         ASK: GD 2 SA: SA8 2
3/3/2022   Communication with Co-workers and Families (006)
         ASK: PRO 1, WF 1 SA: SA6 1, SA4 1
3/10/2022  Observation and Assessments in Preschool Settings (805)
         ASK: OA 2 SA: SA7

OTHER TRAININGS

2/5/2022   Happy Mealtime, Healthy Body (521)
           Sat 9-10:30 am  Trainer: Mei ASK: HSN 1.5 SA: SA1 1.5
2/7/2022   Introduction to Seizures (523)
           Mon 6-7:30 pm   Trainer: Dr. Phillips ASK: HSN 1.5 SA: SA1 1.5
2/12/2022  Nutrition All Day (522)
           Sat 9-10:30 am  Trainer: Mei ASK: HSN 1.5 SA: SA1 1.5
2/19/2022  Basic Food Allergies (519)
           Sat 9-11 am     Trainer: Mei ASK: HSN 2 SA: SA1 2 H&S: HS, CN
2/26/2022  Safe Sleep in Childcare (518)
           Sat 9-10:30 am  Trainer: Mei ASK: HSN 1.5 SA: SA1 1.5 H&S: HS, SS
2/28/2022  
Mon 6-7:30 pm  
Traumatic Brain Injuries (524)  
Trainer: Dr. Phillips  
ASK: HSN 1.5  
SA: SA1 1.5  
H&S: HS

3/5/2022  
Sat 9-11 am  
Promoting Positive Attachment (623)  
Trainer: Mei  
ASK: WF 2  
SA: SA4 2  
H&S: FE

3/7/2022  
Mon 6-8 pm  
Beyond the Norm (307)  
Trainer: Dr. Phillips  
ASK: MAN 2  
SA: SA5 2  
H&S: CCB/PM

3/21/2022  
Mon 6-8 pm  
Routines and Culture (901)  
Trainer: Dr. Phillips  
ASK: DIV 2  
SA: SA4 2  
H&S: CGD
BUILDING FAMILY PARTNERSHIP SERIES FRIDAY EVENINGS 6:00—8:00 PM

(TRAINER: JOW ETT)

2/4/2022  Family Engagement (628)
ASK: WF 2 SA: SA4 2H&S: FE

2/25/2022  Supporting Family Outcomes (629)
ASK: WF 2 SA: SA4 2H&S: FE

3/04/2022  Providing Family Resources (630)
ASK: WF 2 SA: SA4 2H&S: FE

OTHER TRAININGS

2/9/2022  Happy Mealtime, Healthy Body (521)
Wed 6-7:30 pm
Trainer: Leslie ASK: HSN 1.5 SA: SA1 1.5 H&S: CN

2/12/2022  Safe Sleep in Childcare (518)
Sat 9-10:30 am
Trainer: Jowett ASK: HSN 1.5 SA: SA1 1.5 H&S: HS, SS

2/17/2022  Communication with Co-Workers and Families (006)
Thurs 6-8 pm
Trainer: Wendy ASK: PRO 1, WF 1SA: SA6 1, SA4 1 H&S: CCB/PM, FE
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Trainer</th>
<th>ASK</th>
<th>SA</th>
<th>H&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23/2022</td>
<td>Nutrition All Day (522)</td>
<td>Thurs 6-8 pm</td>
<td>Leslie</td>
<td>PRO 1, WF 1SA: SA6 1, SA4 1</td>
<td>H&amp;S: CCB/PM, FE</td>
<td></td>
</tr>
<tr>
<td>3/17/2022</td>
<td>Traumatic Brain Injury (524)</td>
<td>Thurs 6-8 pm</td>
<td>Wendy</td>
<td>HSN 1.5 SA: SA1 1.5</td>
<td>H&amp;S: HS</td>
<td></td>
</tr>
<tr>
<td>3/18/2022</td>
<td>Intro to seizures (523)</td>
<td>Fri 6-7:30 pm</td>
<td>Jowett</td>
<td>HSN 1.5 SA: SA1 1.5</td>
<td>H&amp;S: HS</td>
<td></td>
</tr>
<tr>
<td>3/23/2022</td>
<td>Shaken Baby Syndrome (525)</td>
<td>Wed 6-8 pm</td>
<td>Leslie</td>
<td>HSN 2 SA: SA1 2</td>
<td>H&amp;S: HS</td>
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</tbody>
</table>
**Due to the uncertainty of COVID, we will be monitoring monthly to determine if we will hold in-person training. Thank you for your patience and understanding**
### Training Calendar - Kauai Island

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Trainer</th>
<th>ASK</th>
<th>SA</th>
<th>H&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/12/2022</td>
<td>It’s Not Just Routine (505)</td>
<td>Sat 9-12 pm</td>
<td>Thao</td>
<td>HSN 2</td>
<td>SA1 2</td>
<td>SA5 1</td>
</tr>
<tr>
<td>3/17/2022</td>
<td>Intentional Teaching (422)</td>
<td>Thur 6-9 pm</td>
<td>Alejandra</td>
<td>PLE 3</td>
<td>SA2 3</td>
<td>H&amp;S: LAP</td>
</tr>
<tr>
<td>3/26/2022</td>
<td>Teaching Positive Behaviors I (222)</td>
<td>Sat 9-12 pm</td>
<td>Thao</td>
<td>RG 3</td>
<td>SA3 3</td>
<td>H&amp;S: CGD 3</td>
</tr>
<tr>
<td>3/31/2022</td>
<td>Developmental Milestones (313)</td>
<td>Thur 6-9 pm</td>
<td>Alejandra</td>
<td>MAN 3</td>
<td>SA5 3</td>
<td>H&amp;S: CCB/PM</td>
</tr>
</tbody>
</table>

“For those whose work is caring for children in their homes, support and encouragement is imperative. Nurturing and bringing people together is a thing at which PATCH excels, or in other words ... creating a foundation for family life.” Jackie Dudock
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Trainer</th>
<th>ASK</th>
<th>SA</th>
<th>H&amp;S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8/2022</td>
<td>Conversations with Infants and Toddlers (420)</td>
<td>Tues 5:30-8:30 pm</td>
<td>Kathy</td>
<td>PLE</td>
<td>SA</td>
<td>LAP</td>
</tr>
<tr>
<td>2/22/2022</td>
<td>Building Partnerships with Families (617)</td>
<td>Tues 5:30-8:30 pm</td>
<td>Kathy</td>
<td>WF</td>
<td>SA</td>
<td>FE</td>
</tr>
<tr>
<td>3/1/2022</td>
<td>Greetings and Departures (604)</td>
<td>Tues 5:30-7:30 pm</td>
<td>Kathy</td>
<td>WF</td>
<td>SA</td>
<td>FE</td>
</tr>
<tr>
<td>3/8/2022</td>
<td>Prepared Infant and Toddler Environment (703)</td>
<td>Tues 5:30-8:30 pm</td>
<td>Kathy</td>
<td>ENV</td>
<td>SA</td>
<td>PE</td>
</tr>
</tbody>
</table>
INTRODUCTION TO PRESCHOOL EDUCATION SERIES TUESDAY EVENINGS 5:30 – 7:30 PM
(TAINTER: STACY)

2/1/2022  Classroom Management & Supervision (231)
ASK: RG 2 SA: SA3 2 H&S: MCB

2/8/2022  Conversations with Preschoolers (107)
ASK: GD 2 SA: SA8 2 H&S: CGD

2/15/2022 Communication with Co-workers and Families (006)
ASK: PRO 1 WF 1 SA: SA6 1 SA4 1 H&S: CCB/PM, FE

2/22/2022 Observation and Assessments in Preschool Settings (805)
ASK: OA 2 SA: SA7 H&S: CCB/PM

OTHER TRAININGS

3/1/2022  Safe Sleep in Childcare (518)
Tues 5:30–7 pm  Trainer: Stacy ASK: HSN 1.5hrs SA: SA1 1.5 H&S: HS, SS

**Due to the uncertainty of COVID, we will be monitoring monthly to determine if we will hold in-person training. Thank you for your patience and understanding**
WESTED INFANT & TODDLER BASIC SERIES TUESDAY EVENINGS 5:30—8:30 PM
(TAINER: STACY)

3/8/2022 Introduction to Infant/Toddler Care (605)
ASK: WF 2 PRO 1 SA: SA4 2 SA6 1 H&S CCB/PM

3/22/2022 Together in Care (309)
ASK: MAN 2 PLE 1 SA: SA5 SA2 1 H&S: CCB/PM

3/29/2022 Ages of Infancy (411)
ASK: PLE 3 SA: SA2 3 H&S: CGD

4/5/2022 Discoveries of Infancy I (103)
ASK: GD 3 SA: SA8 3 H&S: CGD

4/12/2022 Discoveries of Infancy II (409)
ASK: PLE 3 SA: SA2 3 H&S: CGD

4/19/2022 Emotional Development (102)
ASK: PLE 3 SA: SA2 3 H&S: CGD

4/26/2022 Language Development (104)
ASK: GD 2 RG 1 SA: SA8 SA3 1 H&S: CGD

5/3/2022 Health, Safety & Nutrition (506)
ASK: HSN 3 SA: SA1 3 H&S: HS, SS

5/10/2022 It’s Not Just Routine (505)
ASK: HSN 2 MAN 1 SA: SA1 2 SA5 1 H&S: HS 3

5/17/2022 Social Guidance (207)
ASK: RG 3 SA: SA3 3 H&S: CGD

OTHER TRAININGS

5/24/2022 Safe Sleep in Childcare (518)
Tues 5:30-7 pm  Trainer: Stacy ASK: HSN 1.5hrs SA: SA1.5 H&S: HS, SS
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 in-state institutions.
- PACE classes now converted to college credits.
- CDA credit direct assessment or renewal fees.

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.

What is the criteria for coursework?
- Early childhood or child development focused.
- College courses completed June 2021-May 2022
- PACE classes now converted to college credits.
- CDA Credential dated June 2021-May 2022

Contact your local PATCH office or visit www.patchhawaii.org to download an application.
ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?

Join us January - March 2022 Live Webinars

WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII

BASIC SERIES INTRODUCTION TO FCC
Monday: 6-9 W/ Tami
1/3: Intro to FCC
1/10: The Business of FCC Part I: The Basics
1/24: The Business of FCC Part II: Building IT
2/7: Addressing Hawaii’s Health Standards
2/14: Addressing Hawaii’s Environmental Standards
2/28: Family Child Care Environment
3/7: Program Provisions: Child Development
3/14: Providing Quality Care
3/21: Documenting Quality Curriculum

QUALITY CARE SERIES
Wednesday: 6:00 - 9:00pm W/ Momi & Alex
1/19/2022: Early Childhood Curriculum 101 (421) Momi
1/26/2022: Intentional Teaching (422) Momi
2/2/2022: Observation-Based Planning for Young Children (423) Momi
2/9/2022: Science Discoveries in the Preschool Environment (424) Momi
2/16/2022: More than Counting: Math in Preschool (425) Momi
2/23/2022: Talking with Children (236) Alex
3/2/2022: Curriculum 201 (426) Alex
3/9/2022: Flowing Through the Day (704) Alex
3/16/2022: “Does my Child Play All Day?” (618) Alex
3/23/2022: Documenting Quality Curriculum (317) Alex

REGISTRATION OPENS DECEMBER 27 SPACES ARE LIMITED, REGISTRATION IS REQUIRED.
2/25/2022
Conflict Management (012)
Fri 6-7:30 pm
Trainer: Dr. Phillips
ASK: PLE 3 SA: SA2 3 H&S: LAP

3/28/2022
Learning Environment in the FCC Setting (709)**NEW**
Mon 6-9:00 pm
Trainer: Tami
ASK: PLE 3 SA: SA2 3 H&S: LAP

I/T Wested Basic Series
Tuesday & Thursday: 6:00 – 9:00 pm W/ Brenda & Jowett

1/11/2022: Introduction to Infant and Toddler Care (605) Brenda
1/18/2022: Together in Care (309) Brenda
1/25/2022: Ages of Infancy (411) Brenda
2/8/2022: Discoveries of Infancy I (103) Brenda
2/15/2022: Discoveries of Infancy II (409) Brenda
2/24/2022: Emotional Development (102) Jowett
3/3/2022: Language Development (104) Jowett
3/10/2022: Health, Safety, & Nutrition (506) Jowett
3/17/2022: It’s Not Just Routine (505) Jowett
3/24/2022: Social Guidance (207) Jowett

Other Trainings

1/20/2022
Building Emotional Literacy (428)
Thurs 6-9 pm
Trainer: Stacy

2/3/2022
Working in Partnerships w/Families (621)
Thurs 6-9 pm
Trainer: Stacy

2/10/2022
Temperament & Secure Relationships (114)
Thurs 6-9 pm
Trainer: Stacy
On Saturday, October 9th the Puakalehua Early Learning Consortium held their 2nd Annual Early Learning Conference. Over 120 Early Learning professionals from across the Hawaiian Islands gathered via Zoom. This year’s Conference theme was “E Malama Kekahi I Kekahi” – Caring For One Another.

The first 100 registered participants received a free copy of Pashyn Santos’s children’s book, My Mom and I, inspired by a 2-year-old baby girl she and wife Wendy were foster parents to. Pashyn, a global social media sensation, with her one woman show videos where she portrays multiple characters was the opening Keynote speaker along with her wife Wendy Santos. Both shared an inspiring, heartfelt thoughtful message which included unconditional Love and how that relates to “no judgement”, along with strategies to build positive relationships with the families early learning educators work with.

Throughout the morning the conference held workshops with other presenters who shared various ‘ike (wisdom) from topics such as Mom Power, Traditional Hawaiian Naming Practices, The Magic of Puppets, Incorporating Ohana to Strengthen Keiki Learning to The Hawaiian Value of Hanai.

Closing Keynote speaker was Kumu Kaipo Leopoldino, also known as Kona Kaipo. Kaipo shared his life story and techniques that he personally used in becoming resilient in all of life’s ups and down throughout his childhood and now as an adult. He also shared a new definition of how to view “Success” and how viewing success this way could be utilized with the students, families, and communities they work with.

Rochelle Hall, PATCH’s West Hawaii Coordinator is part of Puakalehua Early Learning Consortium Steering Committee. Puakalehua Consortium is a collaboration of agencies seeking to strengthen early learning in the West & North Hawaii Island community. The Steering Committee members are comprised of 8 partnering agencies who collaborated together to host the 2nd Annual Conference. These agencies include the DOE West Hawaii District office, Family Support Services Early Head Start, Hōkūpa’a, Kamehameha Schools, KOKA, Lili‘uokalani Trust, PATCH and Partners in Development Foundation.

The Consortium meets every 3rd Thursday of the month virtually. However, meetings will be resuming February 2022. If you would like to attend a meeting with the Early Learning Consortium you are welcomed to join for free. For more information, please visit www.puakalehua.org.
### Training Catalog and Descriptions

**September 2021 Update**

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>PROFESSIONALISM (PRO) (SAA) (DHS &amp; S Child Care Business/Program Mgmt)</th>
<th>SEMS</th>
<th>HOURS</th>
<th>SKU</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SAA - 3 hrs) (CCBP or 3 hrs)</td>
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<tr>
<td>003</td>
<td><strong>Marketing Overview:</strong> Learn essential skills to become a mentor (PRO, SAA - 3 hrs) (CCBP or 3 hrs)</td>
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<tr>
<td>1008</td>
<td><strong>Communication with Co-workers and Families:</strong> Establishing relationships and communication with families and co-workers. (PRO, SAA - 1 hr) (WAP, SAA - 1 hr) (CCBP or 3 hrs)</td>
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<tr>
<td>007</td>
<td><strong>Introduction to Family Child Care:</strong> Introduction to family child care as a service, business and profession. (PRO, SAA - 2 hrs) (CCBP or 3 hrs)</td>
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<tr>
<td>008</td>
<td><strong>Providing Quality Care:</strong> An overview of Hawaii’s Quality Care Program and key elements of providing quality care. (PRO, SAA - 1 hr) (RS, SAA - 1.5 hrs) (CCBP or 3 hrs)</td>
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<tr>
<td>009</td>
<td><strong>Babysitting:</strong> Part I: Child care basics for teenagers interested in working with young children. (ACRES, Behaviors, Professional Development. (PCE, SAA - 1 hr) (RS, SAA - 1 hr) (PRO, SAA - 1 hr)</td>
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<tr>
<td>010</td>
<td><strong>Child Care Staff Qualifications and Professional Development:</strong> Understanding the professional development pathways for practitioners in early childhood education and care. (PRO, SAA - 2 hrs) (CCBP or 3 hrs)</td>
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<td>011</td>
<td><strong>Effective Stress Management Practice:</strong> Understanding the physical symptoms of stress, how it affects our behavior and how to reduce stress. (PRO, SAA - 1.5 hrs) (CCBP or 3 hrs)</td>
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<tr>
<td>012</td>
<td><strong>Conflict Management:</strong> Defining conflict management styles and identify which style is best in different situations. (PRO, SAA - 1 hr) (CCBP or 3 hrs)</td>
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<td>013</td>
<td><strong>Effective Time Management:</strong> Gain a better understanding of strategies to become more efficient with time management. (PRO, SAA - 1.5 hrs) (CCBP or 3 hrs)</td>
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<td>015</td>
<td>Marketing Your Family Child Care Business: Learn about traditional FCC marketing strategies and how to create new ones that align with current strategies that may work. (PRO, SAA - 1 hr) (RS, SAA - 1 hr) (CCBP or 3 hrs)</td>
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### GROWTH & DEVELOPMENT (GDB) (SAA) (DHS & S Child Growth & Development)

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>SEMS</th>
<th>HOURS</th>
<th>SKU</th>
<th>Notes</th>
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<tbody>
<tr>
<td>101</td>
<td>Exploring the Incredible Unit Blocks: Discover the true design of unit blocks. (GDB, SAA - 2 hrs) (PFL, SAA - 1 hr) (CCG - 3 hrs)</td>
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<tr>
<td>102</td>
<td>Emotional Development: The development of emotional stages in infants and toddlers. (GDB, SAA - 2 hrs) (RS, SAA - 1 hr) (CCG - 3 hrs)</td>
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<td>103</td>
<td>Discoveries of Infancy I: Early learning development. (GDB, SAA - 3 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>104</td>
<td>Language Development: Understanding and supporting language development. (GDB, SAA - 2 hrs) (CCG - 3 hrs)</td>
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<td>105</td>
<td>State Development: Understanding how the brain develops and the impact on early learning. (GDB, SAA - 2 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>106</td>
<td>Introduction to Early Childhood Education and Care: Overview of early childhood education and care, understanding the importance of providing quality care. (GDB, SAA - 1 hr) (RS, SAA - 1 hr) (CCG - 3 hrs)</td>
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<td>107</td>
<td>Correlations with Preschoolers: Understanding the unique needs of preschoolers and how they develop. (GDB, SAA - 2 hrs) (CCG - 2 hrs)</td>
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<td>108</td>
<td>Developmental Guidelines for Infants and Toddlers: Understanding the development of infants and toddlers. (GDB, SAA - 3 hrs) (CCG - 3 hrs)</td>
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<td>109</td>
<td>Understanding Infant &amp; Toddler Curriculum: Understanding the importance of creating a responsive curriculum for infants and toddlers. (GDB, SAA - 3 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>110</td>
<td>Understanding Social &amp; Emotional Development of Infants and Toddlers: Understanding the social and emotional development of infants and toddlers. (GDB, SAA - 2 hrs) (RS, SAA - 1 hr) (CCG - 3 hrs)</td>
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<tr>
<td>112</td>
<td>Program Provisions: Child Development: Introduction to Hawaii State regulations for meeting the needs of children. (GDB, SAA - 1.5 hrs) (PFL, SAA - 1.5 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>113</td>
<td>Communication and Social Skills: Understanding and the impact on behavior. (GDB, SAA - 2 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>117</td>
<td>Early Childhood Education and Care: Overview of early childhood education and care, understanding the importance of providing quality care. (GDB, SAA - 2 hrs) (CCG - 2 hrs)</td>
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### RELATIONSHIPS & GUIDANCE (RDB) (SAA3) (DHS & S Managing Challenging Behaviors)

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>SEMS</th>
<th>HOURS</th>
<th>SKU</th>
<th>Notes</th>
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<tbody>
<tr>
<td>203</td>
<td>Positive Discipline: Understanding the importance of Positive Discipline and the positive effect it has in educational settings. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>205</td>
<td>Building a Classroom Community: Helping teachers promote respect, teamwork, and cooperation within the classroom. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<td>206</td>
<td>Social Guidance: Understanding and guiding the social and emotional development of children. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<td>207</td>
<td>Flexible, Fearful and Feisty: Understanding and the impact on behavior. (RDB, SAA - 2 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>216</td>
<td>Nurturing Responsible Behavior: Strategies to nurture responsible and prevent discipline problems. (RDB, SAA - 2 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>219</td>
<td>Building Relationships: Understanding the connection between social and emotional development and challenging behaviors. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<td>220</td>
<td>Creating Supportive Environments II: Developing strategies that support children’s positive social behavior. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>221</td>
<td>Teaching Positive Relationships: Identifying effective teaching strategies and introducing strategies for teaching problem-solving. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>222</td>
<td>Teaching Positive Behaviors: Understanding and the impact on behavior. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>223</td>
<td>Teaching Positive Behaviors II: Understanding and the impact on behavior. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>224</td>
<td>/<em>224</em>/ Working with Children with Challenging Behavior: Understanding and the impact on behavior. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>225</td>
<td>Building a Behavior Support Plan I: Introduction to the Positive Behavior Support plan. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>227</td>
<td>The Importance of Play: Understanding the importance of play and identify common problems children may have in play. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>228</td>
<td>The Child Who Doesn’t Engage in Play: Identifying strategies for engaging children in play and identifying common problems children may have in play. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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<tr>
<td>229</td>
<td>The Child Who Doesn’t Engage with Others: Understanding and the impact on behavior. (RDB, SAA - 3 hrs) (MCB - 3 hrs)</td>
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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. (RO: SA1 - 3hrs) (LAP: 3hrs)

SUPPORTING PLAY

230

Classroom Management and Supervision: Understanding challenges and classroom management. (RO: SA1 - 3hrs) (MBC: 3hrs)

INSTRUCTION TO PRE-PRIMARY

231

Supporting theindividual development of Infants and Toddlers: Strategies to work with infants and toddlers with challenging behaviors. (RO: SA1 - 3hrs) (MBC: 3hrs)

QUALITY CARE

232

Talking with Children: Encourage conversations with children that support learning. HPSC Domain 11 Language and Literacy. Subdomain: Communication. (RO: SA1 - 1hr) (PLE: SA2 - 1hr) (CDG - 1hr)

QUALITY CARE

236

Intro to Social/Emotional Wellness: introduction to key social emotional needs of infants and toddlers. (RO: SA1 - 3hrs) (MBC: 3hrs)

QUALITY CARE

237

Individualized Intervention with Infants and Toddlers: Understanding challenging behaviors in infants and toddlers. (RO: SA1 - 3hrs) (MBC: 3hrs)

QUALITY CARE

238

When Behavior Goes Off Track: Responding to challenging behaviors in infants and toddlers. (RO: SA1 - 3hrs) (MBC: 3hrs)

QUALITY CARE

239

Effects of Challenging Behavior: Explore the effects and supports of challenging behaviors on families and caregivers. (RO: SA1 - 1.5hrs) (PLE: SA2 - 1.5hrs) (MBC: 1.5hrs) (CVG - 1.5hrs)

QUALITY CARE

240

Developing a Support Plan for Infants/Toddlers: Using a program process to develop a behavior support plan. (RO: SA1 - 3hrs) (MBC: 3hrs)

QUALITY CARE

241

I'm Moving, I'm Learning: Body Language: Key concepts, vocabulary and strategies related to motor development. (RO: SA1 - 3hrs) (CDG - 3hrs)

QUALITY CARE

242

| CLASS# | PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.) SERIES HOURS MULTI-AXIS NS For Parents |
|--------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| 307    | Beyond the Norm: Using themes to enhance your curriculum. (MAN: SA5 - 2hrs) (CCF/PM - 2hrs)                                                                                       | 2                                              | 1               |
| 308    | Moving from Here to There: Smooth transitional times. Primarily for center-based providers. (MAN: SA5 - 3hrs) (CCF/PM - 3hrs) | 3                                              | 1               |
| 309    | Together in Care: Creating close care-child relationships within a group. (MAN: SA5 - 2hrs) (PLE: SA2 - 1hr) (CCF/PM - 3hrs) | 3                                              | X               |
| 310    | Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN: SA5 - 2hrs) (RO: SA2 - 1hr) (CCF/PM - 2hrs) | 3                                              | ADVANCED VT     |
| 311    | Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center-based programs. (MAN: SA5 - 2hrs) (CCF/PM - 2hrs) | 2                                              | 1               |
| 312    | Developmental Milestones: Understanding and using developmental milestones chart. (MAN: SA5 - 3hrs) (CCF/PM - 3hrs)             | 2                                              | 1               |
| 313    | 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 HPSC and Guiding Principles. (MAN: SA5 - 3hrs) (CCF/PM - 3hrs) | 3                                              | QUALITY CARE    |
| 315    | The Business of FCC, Part II: Building It. An overview of state requirements for opening and establishing your family child care home. (MAN: SA5 - 3hrs) (CCF/PM - 3hrs) | 3                                              | BASIC VT        |
| 316    | The Business of FCC, Part III: Promoting It. A review of required written policies and procedures for family child care homes. (MAN: SA5 - 1.5hrs) (CVG: SA1 - 1.5hrs) (CCF/PM - 3hrs) | 3                                              | BASIC VT        |
| 317    | I'm Moving, I'm Learning: Introduction: Introduction to key elements, strategies and resources for health practices in programs. (MAN: SA5 - 2hrs) (CCF/PM - 3hrs) | 2                                              | IMMOVING/ LIFESKILLS |
| 318    | Inclusive Early Childhood Environments: Benefits of inclusive, planning inclusive environments, exploring attitudes towards inclusion. (MAN: SA5 - 1.5hrs) (CCF/PM - 1.5hrs) | 3                                              | SPECIALIZED NS   |
| 319    | 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 - 2hrs) | 2                                              | SPECIALIZED NS   |

<p>| CLASS# | PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&amp;S Learning Activities and Play) SERIES HOURS MULTI-AXIS NS For Parents |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| 402    | Parachutes and Ponchos: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE: SA2 - 2hrs) (MAN: SA5 - 1hr) (LAP: 2hrs) | 3                                              | X               |
| 403    | From Bubbles to Butterflies: Theme-based science activities for 4-5 year olds. A create and take class. (PLE: SA2 - 1.5hrs) (RO: SA1 - 1.5hrs) (LAP: 3hrs) | 3                                              | X               |
| 404    | The Magic of Puppets: Using Puppets to support language. (PLE: SA2 - 2hrs) (LAP: 2hrs) (CDG: 3hrs) (CVG: 3hrs) | 3                                              | X               |
| 405    | Teaching with Puppets: Using Puppets to teach within your setting. (PLE: SA2 - 2hrs) (LAP: 2hrs) (CDG: 3hrs) (CVG: 3hrs) | 3                                              | X               |
| 406    | Easy Puzzles for Children: Create and take samples of easy puppets for children to make. (PLE: SA2 - 1.5hrs) (LAP: 3hrs) | 3                                              | X               |
| 407    | Extending Books I: Ways to encourage literacy in young children. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 408    | Extending Books II: Create and take story props based on children's favorite books. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 409    | Discovery of Man II: Supporting early learning development. Should be taken after Discovery of Man I. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 410    | Ages of Infancy I: Understanding the rapid growth and changing needs of infants and toddlers. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 411    | Building Blocks: Create and take teaching blocks and story props to use in your setting. (PLE: SA2 - 2hrs) (LAP: 2hrs) | 3                                              | X               |
| 412    | Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE: SA2 - 1.5hrs) (LAP: 3hrs) | 3                                              | X               |
| 413    | Bigger than Books: Overview of the importance of reading aloud to young children. (PLE: SA2 - 2hrs) (LAP: 2hrs) | 3                                              | X               |
| 414    | From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 415    | Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE: SA2 - 2hrs) (LAP: 2hrs) | 3                                              | X               |
| 417    | Intentional Teaching: The integration of instructional teaching in early childhood education and care that is the Guiding Principles of the Hawaii Preschool Content Standards. HPSC Guiding Principle 1-10. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |
| 418    | Observation-based Planning for Young Children: Using observation and reflective planning for very young children. (PLE: SA2 - 3hrs) (LAP: 3hrs) | 3                                              | X               |</p>
<table>
<thead>
<tr>
<th>CLASS #</th>
<th>WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI TI ATE/SA</th>
<th>For Parent</th>
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<tbody>
<tr>
<td>601</td>
<td>Working with Children who have ADD/ADHD:</td>
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<td>602</td>
<td>The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>603</td>
<td>Partnering with Parents:</td>
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<tr>
<td>604</td>
<td>Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>605</td>
<td>Adjusting to the New Setting:</td>
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<td>606</td>
<td>Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)</td>
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<td>607</td>
<td>Greetings and Departures:</td>
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<tr>
<td>608</td>
<td>Working parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)</td>
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<tr>
<td>609</td>
<td>Introduction to Infant/Toddler Care:</td>
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<tr>
<td>610</td>
<td>A look at quality care in infant/toddler programs. (WF, SA4 - 2hrs) (PRO, SA5 - 1hr) (ICBPRM - 3hrs)</td>
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<td>611</td>
<td>Protective Lines:</td>
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<tr>
<td>612</td>
<td>Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
<td></td>
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<tr>
<td>613</td>
<td>Responsive to the Family's Needs:</td>
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<tr>
<td>614</td>
<td>Helping caregivers become more responsive to the needs of family members. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
<td></td>
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<tr>
<td>615</td>
<td>Positive Conferences:</td>
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<td>3</td>
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<tr>
<td>616</td>
<td>Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)</td>
<td></td>
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<td></td>
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<tr>
<td>617</td>
<td>Effective Teaching:</td>
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<tr>
<td>618</td>
<td>Teaching a better understanding of the importance of teamwork and the positive effect it has in educational settings. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
<td></td>
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<tr>
<td>619</td>
<td>First Moves: Welcoming New Families:</td>
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<tr>
<td>620</td>
<td>Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<tr>
<td>621</td>
<td>Building Partnerships with Families:</td>
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<tr>
<td>622</td>
<td>An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<tr>
<td>623</td>
<td>&quot;Does my child play all day?&quot; Talking to Families about Curriculum:</td>
<td></td>
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<tr>
<td>624</td>
<td>Learn family friendly curriculum strategies and tools to help families understand their children learn. HPCPS Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
<td></td>
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<td></td>
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<tr>
<td>625</td>
<td>Relationships with Families in Your FCC:</td>
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<tr>
<td>626</td>
<td>An overview of how to establish positive working relationships with families. (WF, SA4 - 3hrs) (FE-3hrs)</td>
<td></td>
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</table>
## Training Catalog and Descriptions

### September 2021 Update

<table>
<thead>
<tr>
<th>Patch</th>
<th>Title</th>
<th>Description</th>
<th>Series</th>
<th>Hours</th>
<th>Multi</th>
<th>A&amp;R/S&amp;A</th>
<th>For Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMMOVING/LEARNING</td>
<td>I'm Moving, I'm Learning: Culture, Families, Nutrition:</td>
<td>Getting families involved in healthy practices (WF, SA4 - 1.5 hrs), (WF, SA4 - 1.5 hrs)</td>
<td>IMMOVING/LEARNING</td>
<td>3</td>
<td>X</td>
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<tr>
<td>UT SOCIAL/EMOTIONAL</td>
<td>Working in Partnerships with Families:</td>
<td>Working with families and developing social skills for infants and toddlers (WF, SA4 - 3 hrs)</td>
<td>UT SOCIAL/EMOTIONAL</td>
<td>3</td>
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<tr>
<td>SPECIAL NEEDS</td>
<td>Promoting Positive Attachment:</td>
<td>Building understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs)</td>
<td>SPECIAL NEEDS</td>
<td>2</td>
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<tr>
<td>CHILD CARE ADMIN</td>
<td>Family Partnerships and Inclusion:</td>
<td>Importance of building family partnerships; cultural awareness and effective communication. (WF, SA4 - 1.5 hrs)</td>
<td>CHILD CARE ADMIN</td>
<td>3</td>
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<tr>
<td>SPECIAL NEEDS</td>
<td>Special Needs; Community Resources and Referrals:</td>
<td>Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs)</td>
<td>SPECIAL NEEDS</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Families, Child Care Centers and Community Partnerships:</td>
<td>Building family partnerships and encouraging family engagement/involvement</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Introduction to Families:</td>
<td>Define ways people think about families and how these definitions affect the relationships between families and providers. (WF, SA4 - 2 hrs)</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Family Engagement:</td>
<td>Exploring the meaning of family partnerships, engagement, involvement, and participation (WF, SA4 - 2 hrs)</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Supporting Family Outcomes:</td>
<td>Building 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)</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Providing Family Resources:</td>
<td>Identify strategies to engage in difficult conversations with families about resources. (WF, SA4 - 2 hrs)</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Building Family Partnerships</td>
<td>Understanding the Impact of Unstable Housing:</td>
<td>ELH: Helping providers develop an empathy in regards to families that may be experiencing homelessness. (WF, SA4 - 2 hrs)</td>
<td>Building Family Partnerships</td>
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<tr>
<td>Education Levels</td>
<td>Family Engagement: ELH: Increasing positive family engagement during times when families are experiencing homelessness (WF, SA4 - 2 hrs)</td>
<td>Education Levels</td>
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<tr>
<td>Education Levels</td>
<td>Supportive Program Policies:</td>
<td>ELH: Explain program policies related to situations that lead to homelessness (WF, SA4 - 2 hrs)</td>
<td>Education Levels</td>
<td>2</td>
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<tr>
<td>Education Levels</td>
<td>Supportive Program Policies:</td>
<td>ELH: Explain program policies related to situations that lead to homelessness (WF, SA4 - 2 hrs)</td>
<td>Education Levels</td>
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### Learning Environment (ENV) (SA1) (DHS & EY Physical Environment)

<table>
<thead>
<tr>
<th>Series</th>
<th>Description</th>
<th>Multi</th>
<th>A&amp;R/S&amp;A</th>
<th>For Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>T00</td>
<td>Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3 hrs)</td>
<td>UT SERIES 3</td>
<td>2</td>
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<tr>
<td>T01</td>
<td>Creating Supportive Environments: Exploring the connection between the environment, social-emotional development, and challenging behaviors (ENV, SA1 - 3 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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<tr>
<td>T02</td>
<td>The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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<tr>
<td>T03</td>
<td>The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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<tr>
<td>T04</td>
<td>Flowing Through the Day: Transitions Providing transitions that support children’s relationships and learning. (ENV, SA1 - 3 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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</tr>
<tr>
<td>T05</td>
<td>Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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</tr>
<tr>
<td>T06</td>
<td>Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
<td>2</td>
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<tr>
<td>T07</td>
<td>Learning Environment in the Family Child Care Setting: To understand the importance of the learning environment in the family childcare house. (ENV, SA1 - 1.5 hrs)</td>
<td>GUI TO PRE-SCHOOL</td>
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### Observation & Assessment (OA) (SA7)

<table>
<thead>
<tr>
<th>Series</th>
<th>Description</th>
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<th>A&amp;R/S&amp;A</th>
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<tbody>
<tr>
<td>T01</td>
<td>Respectfully Yours: Respecting infants and toddlers as competent learners (OA, SA7, SA9, SA11 - 1 hr each)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T02</td>
<td>Interview Process: Using interviews and observations to determine the best way to make the child feel safe. (OA, SA7, SA9, SA11 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T03</td>
<td>Observing Children at Play: Recognizing the importance of systematic observation and learning. (OA, SA7, SA9 - 3 hrs)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T04</td>
<td>Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7, SA9 - 3 hrs)</td>
<td>ADVANCED VT</td>
<td>2</td>
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<tr>
<td>T05</td>
<td>I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment and planning environments for motor development. (OA, SA7 - 1.5 hrs)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T06</td>
<td>Observation and Responsive Routines: The importance of careful observation and responsive environments. (OA, SA7 - 1.5 hrs)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T07</td>
<td>Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs)</td>
<td>ADVANCED VT</td>
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### Diversity (DV) (SA4)

<table>
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<tr>
<th>Series</th>
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<th>A&amp;R/S&amp;A</th>
<th>For Parents</th>
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</thead>
<tbody>
<tr>
<td>T01</td>
<td>Routines and Culture: Understanding how culture impacts daily routines. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T02</td>
<td>Special Needs: Understanding care practices and concepts regarding children with special needs. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T03</td>
<td>Development and Learning in the Multicultural Setting: Exploring culture and how it impacts learning. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
<td>2</td>
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<tr>
<td>T04</td>
<td>Cultural Diversity in Infant and Toddler Settings: Looking at personal experiences with diversity and its impact on practices. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T05</td>
<td>Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T06</td>
<td>Introduction to Inclusion: History of IDEA, terminology and reclassification language. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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<tr>
<td>T07</td>
<td>Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DV, SA4 - 1 hr)</td>
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<tr>
<td>T08</td>
<td>Diversity and Inclusive Child Care Settings: Understanding the role of early childhood programs in providing inclusive environments. (DV, SA4 - 1 hr)</td>
<td>ADVANCED VT</td>
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</tbody>
</table>

### Notes
- **Training Class falls in two DHS Topic Areas**
- **Training Class falls in a different DHS Topic Area**
**8 SUBJECT AREAS**

Utilized for the Child Development Associate Areas (SA) for the Child Development (CDA) Associate (CDA) credential. These indicators are important when looking for specific types of classes to fulfill initial CDA requirements:

- **SA 1** - Planning a safe, healthy learning environment
- **SA 2** - Steps to advance children’s physical and intellectual development
- **SA 3** - Positive ways to support children’s social and emotional development
- **SA 4** - Strategies to establish productive relationships with families
- **SA 5** - Strategies to manage an effective program operation
- **SA 6** - Maintaining a commitment to your profession
- **SA 7** - Observing and recording children’s behavior
- **SA 8** - Principles of child growth and child development

**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.

For more details visit www.patchhawaii.org

**SHORT ON TIME THIS QUARTER?**

**NEED TRAINING? GO ONLINE!**

**WE NEED SAFE SLEEP TRAINING?**

Safe Sleep Classes will be listed in YELLOW. Look for the icon next to class offering for approved Safe Sleep Classes!

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

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.
Video: step by step direction to register and to join an online course

For Assistance to Register for an online course
scan QR code or CLICK HERE

NEED TECHNICAL ASSISTANCE WITH OUR ONLINE TRAINING CLASSES?

CLICK HERE
PATCH was awarded the Promising Minds grant from the Hawaii Community Foundation (HCF) to have a cohort of 15 family child care providers on Oahu from August to December 2021. The Promising Minds Initiative exists to increase the healthy development of vulnerable children aged 0-5 years old and build resilience in those who have already experienced trauma in their short lives.

This group met virtually for the first four sessions for training on trauma-informed care with WESTED Trainers Dr. Karen Finello and Jowett-Chew Marumoto. Between each training session there were optional drop in sessions led by Lilia Rodriguez where providers could meet to discuss concepts from training that they tried to incorporate in their programs or discuss challenges and build a true community and network with each other.

The last session was held in-person at Koʻolau Ballrooms and the morning session was led by Danny Kaʻeo Goya. Providers who committed to the cohort were given materials to use within their family child care program as well as self-care items for themselves. At the end they each received a grant award to further set up their programs with trauma-informed practices, supplies and child and family wellness activities.
Check out our social media for news on events and training reminders!

Go to the PATCH website for more info:
www.patchhawaii.org

Email PATCH at patch@patch-hi.org

Love PATCH?

DONATE ONLINE AT
WWW.PATCHHAWAIIORG
Many of PATCH's services are supported by, and in partnership with the State of Hawaii Department of Human Services