



Training Catalogue

MISSION: Maine Roads to Quality Professional Development Network (MRTQ PDN) supports early childhood and out-of-school-time professionals in developing the expertise necessary to provide high-quality, inclusive, and culturally responsive care to Maine's children.

Contents

Glossary.....	3
Trainings.....	3
Annual Renewal of CCDF Health and Safety	3
Bridge to Infant and Toddler Maine Early Learning and Development Standards...4	
Caring for Children and Families Experiencing Homelessness.....4	
Caring for Infants, Toddlers, and Their Families.....4	
CCDF Health and Safety Orientation.....5	
Collaborating with Others to Support Inclusion.....5	
Creating Equitable Early Learning Communities	5
Creating Inclusive Youth Development Settings.....6	
Creating Quality Outdoor Spaces	6
Designing Early Learning: Curriculum and Assessment in Preschool.....7	
Early Childhood Education: Theory to Practice	7
Engaging in Professional Development with Adult Learners	7
Environments in Early Care and Education.....8	
Family Engagement.....8	
Foundations of Coaching.....8	
Foundations of Collaborative Consultation.....9	
Foundations of Health, Wellness, and Safety.....9	
Foundations of Mentoring	9
Foundations of Peer-to-Peer Networks.....10	
Foundations of Relationship-Based Technical Assistance	10
Foundations of Universal Design and Individualizing.....11	
Getting Started in Family Child Care.....11	
Inclusive Child Care	12

Infant and Toddler Maine Early Learning and Development Standards.....	12
Leading Early Learning: Pre-K through 3rd Grade.....	13
Links to Learning: Curriculum Planning in Out-of-School Time.....	13
Child Care Leadership I: Building a Foundation for Quality	13
Child Care Leadership II: Leadership in Early Childhood and Out-of-School Time Programs Today.....	14
Child Care Leadership III: Transforming Leaders and Programs.....	14
Partners in Caring.....	15
Positive Supports and Challenging Behavior	15
Preschool Maine Early Learning and Development Standards (P-MELDS).....	15
Quality Improvement Toolkit: Family Child Care or Small Facility	16
Quality Improvement Toolkit: Center-Based or Out-of-School Time.....	16
Social-Emotional Learning Birth to Age 5	17
Strengthening Business Practices in Child Care	17
Stress Happens.....	17
Substance Use Disorders: Informed Practice for Early Childhood Educators	18
Supporting Inclusion: Laws and Practices	18
What the Tech?! It's More Than Just Screen Time	19
Working with School-Age Children and Youth.....	19
Your Professional Development Portfolio.....	19

Glossary

On-Demand- Training that is free and can be taken and completed at any time.

Facilitated-Asynchronous: Fully online training that is facilitated by a trainer inside the Learning Management System (LMS) Moodle. There are no set class times but work must be completed within the week it is due, at the participant's convenience.

Facilitated-Hybrid: Fully online training inside the LMS Moodle, that also has a live component designed for zoom meetings. There are some set class times, alongside the work that is to be completed within the week it is due.

Facilitated Zoom-Only: Training that is held only on Zoom. Participants must attend all sessions to receive credit. There is no online asynchronous component to complete in Moodle.

Note: This catalog encompasses both our On-Demand Training, which you can access at any time, free of charge through your registry account here: [Registry Login](#), as well as our Facilitated Training which you must register for here: [Training Calendar Registration](#)

Facilitated offerings run in two sessions from January-June and then from July-December. The first session registration opens on **December 1st for January through June** enrollment and the second session registration opens on **June 1st for July through December** enrollment.

Trainings

Annual Renewal of CCDF Health and Safety

Modality: On-Demand

Hours: 3

Credential: N/A

Refreshing a professional's knowledge in Health and Safety topics is an important part of being a leader in Early Childhood classrooms and care centers. The CCDF (Child Care Development Fund) Health and Safety topics, including SIDS, Infectious Disease, Emergency Preparedness, Prevention of Shaken Baby Syndrome, and more. This training is required one year after taking Health and Safety Orientation and each year after that for all licensed providers. This training is self-paced and work is saved as you go. Lessons include videos, audio recordings and reflection prompts.

Bridge to Infant and Toddler Maine Early Learning and Development Standards

Modality: On-Demand

Hours: 9

Credential: Infant Toddler

This training has been developed to assist practitioners in applying the new *Infant and Toddler Maine Early Learning and Development Standards (Infant and Toddler MELDS)* to their everyday practices. Topics covered include updates to the new learning guidelines and opportunities to reflect on how educators can consider the developmental standards in their programs. Lessons include videos, audio recordings and reflection prompts.

Enrollment in this training is limited to practitioners who completed *Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development* between 9/1/2011 - 7/1/2021. Those individuals who did not complete *Supporting Maine's Infants and Toddlers* within the identified dates must complete the *Infant and Toddler Maine Early Learning and Development Standards (IT MELDS)* training which can be found on the MRTQ PDN training calendar at: <https://eecalendarmaine.org/>

Caring for Children and Families Experiencing Homelessness

Modality: On-Demand

Hours: 1

Credential: N/A

Understanding how homelessness affects the children and families in childcare programs is important for educators to ensure support and know when to seek other resources. This training provides an overview of homelessness in Maine and how early care and education professionals can support children and families who are experiencing homelessness. Lessons include brief readings with follow-up quiz questions.

Caring for Infants, Toddlers, and Their Families

Modality: Facilitated – Asynchronous

Hours: 30

Credential: Infant Toddler

Infant and Toddler care requires some different skill sets than teaching children aged three through five. This training covers the unique aspects of providing care for infants and toddlers in a family child care or center-based setting. Topics covered include establishing a family/program relationship, understanding temperament, curriculum considerations, and setting up and maintaining developmentally

appropriate environments. Lessons include video, PDF resources, discussion questions and support from an online training facilitator.

CCDF Health and Safety Orientation

Modality: On-Demand

Hours: 6

Credential: N/A

This self-paced training meets the requirements for orientation to health and safety topics outlined in the Child Care Development Fund (CCDF). ***Note you will also need to maintain a current Pediatric CPR and First Aid certification.**

Completion of this training is required for Child Care Affordability Program (CCAP) providers to assure continuation of subsidy payment. The federal requirement of completion of basic health and safety training applies to all directors, teachers, and caregivers within child care settings that are enrolled as Child Care Affordability Program providers.

Collaborating with Others to Support Inclusion

Modality: Facilitated – Asynchronous

Hours: 12

Credential: Inclusion

Successful inclusion of children with special needs in early childhood and out-of-school time programs is essential for all early educators. Topics covered include strategies for collaboration, teambuilding, and conflict resolution are provided and the alphabet soup of special education and behavioral health (CDS, IEP, IFSP, CBHS, CSHN, BHP) is decoded for training participants.

Creating Equitable Early Learning Communities

Modality: Facilitated – Hybrid

Hours: 20

Credential: N/A

This training incorporates research and best practice in evidence-based approaches to creating equitable learning environments for all children, birth through school age. Using the NAEYC publication “Anti-bias Education for Young Children & Ourselves,” the topics of anti-bias education, cultural attitudes, personal beliefs, and values will be explored. This training is geared to raising awareness about barriers to creating equitable learning environments and reflective practice with colleagues to make decisions about your own practice. It's less of a 'how to' in implementing anti-bias curricula in the classroom. Through both on-line and Zoom sessions, participants will

have opportunities to process, discuss and expand on the information provided with the trainer and other participants.

Creating Inclusive Youth Development Settings

Modality: Facilitated – Asynchronous

Hours: 30

Credential: Inclusion

School-age children and youth require spaces where their needs are met universally. This training introduces the participant to planning, developing, and implementing curriculum to meet the unique needs of all school age children and youth. This training is one in a series of trainings that focus on specific aspects of quality inclusive practices and programming, which can lead to obtaining an Inclusion Credential. Topics include: an introduction to inclusion, legal requirements for including all children, family supports, universal design, curriculum design, specific disabilities, collaboration among partners, challenging behaviors, and specific helpful resources. The other trainings for the Inclusion Credential each focus on additional important aspects of quality inclusive practice. Those trainings are: Collaborating with Others to Support Inclusion (12 hours), and Positive Supports and Challenging Behavior (15 hours), Supporting Inclusion: Laws and Practices (6 hours on-demand). Although you may take each of these trainings at any time, and independent from one another the themes of quality inclusive practices will be evident in all of them.

Creating Quality Outdoor Spaces

Modality: Facilitated –Hybrid

Hours: 21

Credential: N/A

Are you looking for ways to improve your site's outdoor play space or planning a completely new space? Would you like to know more about what makes outdoor play spaces really work well for children? Through this training, you will deepen your understanding of how and why outdoor play environments support the healthy development and well-being of young children. You will be provided with tips and tools to empower you in making beneficial changes to your outdoor environment to support the play and learning of children.

**This training has three 60-minute online facilitated Professional Learning Community experiences (PLCs) over zoom.*

Designing Early Learning: Curriculum and Assessment in Preschool

Modality: Facilitated – Hybrid

Hours: 31

Credential: Preschool

Understanding the components of authentic assessment and curriculum planning for preschool-aged children are skills that every educator should have access to. In this training you will increase your knowledge of developmentally appropriate practices in early childhood education while connecting to the Preschool Maine Early Learning and Development Standards (MELDS) for planning and assessment. You will spend time observing children and planning learning experiences based on The Learning Cycle. Children develop optimally in a supportive environment with caring adults who understand their skills and interests and this concept is a cornerstone of this training. As you move through the 10 modules, you will develop a personal philosophy of teaching and demonstrate the ability to engage in meaningful discussion around the topics addressed within each module.

Early Childhood Education: Theory to Practice

Modality: Facilitated – Asynchronous

Hours: 9

Credential: N/A

Why do we have Early Childhood Education? What is its history? To support the future of Early Childhood Education, we must understand its past. This brief introduction to our profession's history offers participants an opportunity to learn and reflect on the practice's history and how we got to where we are today. Training topics will include learning about Early Childhood pioneers like John Locke, Maria Montessori, Frederick Froebel, John Dewey and others as well as the evolution of Child Care in the United States.

Engaging in Professional Development with Adult Learners

Modality: Facilitated – Asynchronous

Hours: 18

Credential: Technical Assistance

What does someone need to successfully build learning experiences for those who work with young children, families, and professionals? This training is a starting point for participants to better understand the adult learner and how, through our own commitment and self-reflection, we can exemplify continuous lifelong learning. Professional development, as defined by NAEYC and NACCRRA, merges the experiences of education, training, and technical assistance. With more knowledge of adult learning and development principles, we will be better equipped to

participate in our roles as educators, facilitators, trainers, supervisors, and technical assistance professionals.

Environments in Early Care and Education

Modality: Facilitated – Asynchronous

Hours: 30

Credential: Family Child Care

Why does the early childhood environment matter? Can we support relationships with families and children just by changing our teaching environment? This ten-week Facilitated training covers a wide range of topics with the objective of helping center-based and family child care practitioners develop a deeper understanding of high-quality environments for children. Every child care setting has its unique benefits and challenges, and this training will allow participants to explore resources, share strategies and ideas, and consider ways to enhance the environments in which they work and play with children.

Family Engagement

Modality: On-Demand

Hours: 2

Credential: Family Child Care

This training is for those interested in learning more about welcoming and from the families you serve. This training will provide you with information that expands awareness of the terms "family" and "engagement" by exploring personal and professional experiences with families. Each module invites you to explore and unpack family engagement practices that support responsive relationships and strength-based partnerships with families.

Foundations of Coaching

Modality: Facilitated – Hybrid

Hours: 15

Credential: Technical Assistance

This training is part of the Relationship-Based Technical Assistance Training Series. Coaching is one form of technical assistance. It addresses the basic work-related skills, knowledge and dispositions needed by any professional providing coaching to Maine early care and education, and Out of School Time (OST) practitioners. In this part of the training series, participants will explore various coaching techniques and relationship building skills, including styles like Practice Based Coaching and skills like how to ask powerful questions to support growth.

Foundations of Collaborative Consultation

Modality: Facilitated – Hybrid

Hours: 15

Credential: Technical Assistance

Collaborative consultation is one form of technical assistance. It addresses the basic work-related skills, knowledge and dispositions needed by any professional providing collaborative consultation to Maine early care and education and out-of-school Time (OST) practitioners. The training includes information about the purpose, focus, roles, and responsibilities of a consultant. The training supports knowledge and skill development for both new and practicing consultants from a wide range of disciplines and supports a diverse workforce. Participants may include those providing consultation in the child care, early education, early intervention/special education, and home visiting sectors. The content of the training incorporates current research and best practice in evidence-based approaches to consultation. This training is best suited to those focusing on coaching and consulting work.

Foundations of Health, Wellness, and Safety

Modality: Facilitated – Asynchronous

Hours: 18

Credential: Family Child Care, Infant Toddler, Preschool, Youth Development

This training covers topics related to the health and safety aspects of early childhood programs, including reducing the spread of illness, nutrition and physical activity, environmental hazards, and working with children with special health care needs. This training follows the content of *Caring for Our Children*, 3rd edition and *Stepping Stones to Caring for Our Children*. These publications include standards of care that typically exceed those associated with child care licensing. Throughout this training, you are encouraged to compare Maine's licensing requirements and the standards of these two nationally endorsed publications with the policies and procedures in place at the program in which you work.

Foundations of Mentoring

Modality: Facilitated – Hybrid

Hours: 15

Credential: Technical Assistance

Mentoring is one form of technical assistance. This training addresses the basic work-related skills, knowledge, and dispositions needed by any professional providing mentoring to Maine early care and education, Out of School Time (OST) practitioners, and students engaged in institutes of higher education. Mentoring, like

other technical assistance strategies, is emerging as one of the most effective approaches in fostering professional growth. The training includes information about the structure, purpose, focus, and strategies of mentoring and the roles and responsibilities of a mentor and mentee. The training supports knowledge and skill development for both new and practicing mentors from a wide range of disciplines and supports a diverse workforce. Participants may include those providing mentoring in the child care, early education, early intervention/special education, higher education, and home visiting sectors.

Foundations of Peer-to-Peer Networks

Modality: Facilitated –Hybrid

Hours: 15

Credential: Technical Assistance

Peer-to-Peer Networks are one form of Technical Assistance (TA). This training covers background information about Peer-to-Peer Networks, the theoretical underpinnings, the purpose and various forms of networks and how the TA stages apply. Participants will explore the benefits and essential features and the various Peer-to-Peer Network roles, emphasizing the facilitator role. Participants will have a chance to experience some methods and use some tools by observing and participating in selected activities that are part of a peer-to-peer learning network session. They will explore facilitation dilemmas and strategies for addressing common challenges and review tools and resources to consider how group dynamics as well as individual perceptions and assumptions influence the facilitator role. This training offers a sampling of peer-to-peer network forms, resources and tools and an opportunity to tour virtual learning communities.

Foundations of Relationship-Based Technical Assistance

Modality: Facilitated – Hybrid

Hours: 18

Credential: Technical Assistance

We can offer providers assistance in many ways, but Relationship-Based Technical Assistance focuses on building strong connections to provide support. It addresses the basic work-related skills, knowledge and dispositions needed by any professional providing technical assistance (TA) to Maine early care and education and Out of School Time (OST) practitioners and families. The training includes information about the purpose, focus, roles, and responsibilities of TA Professionals.

The training supports knowledge and skill development for both new and practicing TA professionals from a wide range of disciplines and supports a diverse workforce. As a cross-system cross-sector effort the training like the Technical Assistance

Competencies for Maine's Early Childhood Workforce, supports statewide consistency and understanding of the fundamental aspects of providing TA services within Maine. Participants may include those providing TA in the childcare, early education, early intervention/ special education, mental health, health, and home visiting sectors among others. The specific role of a TA professional participating in this training may include mentor, coach, consultant, or peer-to-peer network facilitator.

The delivery structure for the Foundations of RBTA Training includes opportunities for participants to learn about the practices, reflect and share, try out and apply the information to "real-life" situations or experiences within their own context, review and reflect on these experiences and interactions and use this information and experiences to plan for their ongoing professional development.

Foundations of Universal Design and Individualizing

Modality: Facilitated – Asynchronous

Hours: 12

Credential: Inclusion

Learning to incorporate foundations of universal design and individualizing is key in creating inclusive spaces for children. Foundations of Universal Design and Individualizing is part of a series of trainings that focus on specific aspects of quality inclusive practices and programming. This training focuses specifically on the foundations of universal design for learning and individualizing. The purpose of this training is to familiarize participants with the basic principles of universal design for learning and how they connect to quality inclusive practices. We will also examine specific strategies for individualizing along the continuum of adaptations and modifications.

Getting Started in Family Child Care

Modality: On-Demand

Hours: 6

Credential: Family Child Care

This training is designed to help you gain knowledge of the basics of quality inclusive practices and settings. It provides an overview of the laws that support the civil rights of people with disabilities such as the Americans with Disabilities Act (ADA). The Americans with Disabilities Act (ADA) is nested within the broader context of social justice and civil rights movements. As you move through the activities in this training you can see how the movement for civil rights for people with disabilities fits into the landscape of social justice. This training is intended to provide general information about the topics covered. It does not constitute legal advice or legal

guidance. You are always encouraged to consult an attorney to answer any legal question you have about your policies and practices. As this is a self-paced training, you will be able to complete the content according to your availability. The training consists of 2 Modules and a knowledge check at the end of each module.

Inclusive Child Care

Modality: Facilitated – Asynchronous

Hours: 18

Credential: Inclusion

Every child brings with them unique abilities and challenges – through this training, you will have opportunities to explore resources, share strategies and ideas, and consider ways to enhance and strengthen inclusion in your program or classroom. This training is one in a series of trainings that focus on specific aspects of quality inclusive practices and programming, which can lead to obtaining an Inclusion Credential.

This training covers a wide range of topics with the objective of helping early care and education practitioners develop a deeper understanding of how to promote inclusion in their program or classroom.

Infant and Toddler Maine Early Learning and Development Standards

Modality: Facilitated – Asynchronous

Hours: 30

Credential: Family Child Care, Infant Toddler

The Infant and Toddler Maine Early Learning and Development Standards (IT MELDS) provide guidance for all early education and care stakeholders in the first three years of life. As neuroscience has clearly shown, the brain grows and develops rapidly in the first years, and young children need positive stimulation and responsive and nurturing interactions to thrive. This training is designed to guide providers through the IT MELDS, which outlines learning and development from birth to three years old. The modules begin by orienting providers to the document and include a closer look at the developmental domains of learning, observation and assessment, along with family and community engagement. The importance of caring and responsive relationships is woven throughout the document, with intentional and play-based learning as a central theme. Participants will have the chance to dive deep into the standards and learn how to incorporate them into their everyday practice.

Leading Early Learning: Pre-K through 3rd Grade

Modality: Facilitated-Hybrid

Hours: 30

Credential: N/A, PDG Funded for Public School Admin

Leading Early Learning Pre-K to Grade 3 is a 5-module series coupled with 90-minute online, facilitated professional learning community experiences (PLCs) following each module. The series will culminate with the final PLC which will be a half-day gathering. Leading Early Learning modules are designed to build understanding of the components of evidence-based, high-quality early childhood (Pre-K-3) learning environments and approaches that promote diverse, equitable, and inclusive practices. The module content promotes knowledge of best practices in early childhood education and leadership abilities to support children, teachers, and families during this pivotal time in children's development. Participants will explore the application of series learning to ongoing practice and develop a self-designed application project. The audience for this training is administrators and lead teachers who support Pre-K to Grade 3 classrooms.

Links to Learning: Curriculum Planning in Out-of-School Time

Modality: Facilitated – Asynchronous

Hours: 45

Credential: Director, Family Child Care, Youth Development

This training will provide tools for creating out-of-school time (OST) programs that effectively connect children's multiple worlds (home, school, after school, peers and community), building on the latest research and best practice on topics such as resiliency, homework support, and youth engagement. The curriculum is linked to the Maine Learning Results and the Common Core to assist out-of-school time programs in Maine to engage children and youth in child-centered, hands-on learning.

Child Care Leadership I: Building a Foundation for Quality

Modality: Facilitated- Hybrid

Hours: 30

Credential: Director

Many Child Care providers and educators find themselves in leadership positions and realize that they could use support around the technicalities of the position. This training covers theory and legality as related to operating a child care center, the essential skills of staff hiring and supervision, family communication, professionalism and self-survival within the art of administering early childhood centers. Employing real-life case studies and scenarios, the training moves participants through the

process of directing a center with increasingly difficult crisis resolution presented in each session. As the curriculum builds in complexity, lectures and resources will be provided to guide participants through the work. The goal of this training is to explore with child care center directors some of the intricacies of center directing that have typically been learned through trial-and-error.

Child Care Leadership II: Leadership in Early Childhood and Out-of-School Time Programs Today

Modality: Facilitated- Hybrid

Hours: 30

Credential: Director

This training builds upon topics introduced in Maine Child Care Leadership Institute I and is specifically oriented toward early childhood practitioners who are interested in expanding their leadership skills while working through the intricacies of leading in a child care program. The training will concentrate on the issues of leadership, supervision, communication, and organizational climate. It is designed to guide all current and future early childhood program leaders in assessment and refinement of leadership style, facilitative work with staff teams, and continued growth in leadership abilities. A goal of this training is to inspire all current and future early childhood program leaders to use reflective practice to refine their leadership skills and use productive strategies to create a positive working environment for the staff, children, and families served by their program.

Child Care Leadership III: Transforming Leaders and Programs

Modality: Facilitated- Hybrid

Hours: 30

Credential: Director

This training builds upon topics introduced in Maine Child Care Leadership Institutes I and II and is specifically oriented toward early childhood practitioners who are interested in expanding their leadership skills and becoming an advocate for young children and their families. The format will include online discussion, reflections, and activities that include hands-on learning, and guest speakers. The goal of this training is to inspire child care center directors to think globally about their leadership and make advocacy for early care and education an integral facet of their roles as leaders. Participants will be challenged to think about the "big picture" - beyond the day-to-day operations of their own program.

Partners in Caring

Modality: Facilitated- Asynchronous

Hours: 15

Credential: Family Child Care, Infant/Toddler, Preschool Youth Development,

Developing positive relationships with families and creating a family-friendly program is an important skill to embed in your teaching practice and this training supports that goal. Because strong partnerships between programs and families support lifelong, healthy child development, family engagement is a critical component of early care and education (ECE) and Out-of-School Time (OTS) programs. Children experience the best quality of care when parent(s), families, and caregivers work together and have the same goals for their child. Developing partnerships with families is a shared responsibility with a focus on respect for the roles and recognition of the unique strengths each partner brings to the relationship.

Positive Supports and Challenging Behavior

Modality: Facilitated- Asynchronous

Hours: 15

Credential: Inclusion, Preschool

Now, more than ever, providers and educators need access to current research, articles, and practices for supporting all children in situations of challenging behavior. This training includes language, activities, resources, and information to support the diversity of all learners in inclusive care and education settings. The intent is to increase understanding about the many variables that contribute to the occurrence of challenging behavior, as well as offer practical strategies for preventing, responding to, and reflecting on situations of challenging behavior from a perspective of inclusion. It supports the principles of quality inclusive practice - access, participation and support - as they apply to addressing situations of challenging behavior. Like children with disabilities, children who are identified as engaging in challenging behavior are often denied access to programs either at enrollment or through expulsion, their participation is often limited and restricted, and the support that is needed for them to be successful, valued citizens in their communities is often unavailable.

Preschool Maine Early Learning and Development Standards (P-MELDS)

Modality: On-Demand

Hours: 8

Credential: Family Child Care, Preschool

This training gives an overview of Preschool Maine's Early Learning and Development Standards (P-MELDS) for three- to five-year-old children. Focus will be on each domain and ideas for integrating the content into a variety of settings. Each module introduces content and highlights specific practices and skills designed to foster participants' abilities to use the P-MELDS independently once the training is complete. The training also has an intentional focus on principles for working with diverse populations and creating inclusive, developmentally appropriate learning environments. This online training reflects current research, articles, and practices to assist you in incorporating the new learning standards into your practice. This training is meant to be a way to understand how to use the standards in your daily practice with observing and teaching children.

Quality Improvement Toolkit: Family Child Care or Small Facility

Modality: On-Demand

Hours: 6

Credential: N/A

MRTQ PDN's Quality Improvement Toolkits (QITs) provides training and resources targeted for four specific areas that are indicators of high-quality programming in Family Child Care or Small Facility settings. These areas include program evaluation, professional development, curriculum, and child assessments. Through the activities within each module, you will build knowledge and competencies in the topic area. You will have opportunities to select tools and access templates to help create a written plan describing how your program addresses each of the QIT topics. The QITs have been designed to create a smoother path to achieving high-quality programming.

Quality Improvement Toolkit: Center-Based or Out-of-School Time

Modality: On-Demand

Hours: 6

Credential: N/A

MRTQ PDN's Quality Improvement Toolkits (QITs) contains training and resources targeted for four specific areas that are indicators of high-quality programming in Center Based or Out-of-School Time settings. These areas include program evaluation, professional development, curriculum, and child assessments. Through the activities within each module, you will build knowledge and competencies in the topic area. You will have opportunities to select tools and access templates to help create a written plan that describes how your program addresses each of the QIT topics. The QITs have been designed to create a smoother path to high-quality programming.

Social-Emotional Learning Birth to Age 5

Modality: Facilitated- Asynchronous

Hours: 18

Credential: Infant/Toddler

Social and emotional development is a lifelong process. In this training we embrace the infant mental health perspective of promoting, sustaining and restoring social and emotional health for children through our relationships. This training covers some of the fundamental aspects of social and emotional development and learning, focusing on children birth through age 5. It will cover information about developmental milestones, attachment, self-regulation, temperament, executive function and the importance of relationships and play for healthy social and emotional development.

Strengthening Business Practices in Child Care

Modality: Facilitated-Hybrid

Hours: 18.5

Credential: Family Child Care

Working with children is your passion, running a business may not be your passion, but consider this... Sound business practices provide the foundation for a strong business; A strong business will support your goals of providing the highest quality of care to children by creating stability for your program and protecting your resources. Ultimately, this helps you achieve the goals that you set for your program; If your business is stable and sustainable, you will be able to continue serving children and provide high-quality care. This training is designed to strengthen practitioners' foundational knowledge of sound fiscal management and business operations. It will cover budgets, projections, and planning, financial reports and internal controls, marketing for child care programs, and staff recruitment and retention. The curriculum was developed by the National Center on Early Childhood Quality Assurance.

Stress Happens

Modality: Facilitated- Asynchronous

Hours: 6

Credential: N/A

One definition of stress is "a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances." Does this sound like the life of an early childhood or out of school time provider? The focus of this training will be on YOU and your relationship to stress! While only a brief introduction, this journey is a guide in defining and exploring the role that stress has in your life: what your

stressors are, how stress shapes your personal experience both at home and at work, and how you can shift your relationship with stress toward one that offers you a chance to build resilience, bravery and personal growth in life. While we know that collective circumstances beyond our control are a large reason why we experience individual stress, we can still find some strategies to mitigate the role it plays in our lives.

Substance Use Disorders: Informed Practice for Early Childhood Educators

Modality: On-Demand

Hours: 2

Credential: N/A

Appropriate terminology helps combat the stigmas around substance use disorders. This training introduces the appropriate terminology to use regarding substance use disorders and why terms are so important. It offers information to you on the effects of bias and stereotypes as well as how addiction alters brain function and why it is so difficult to change once a brain is addicted. You will learn strategies to work with children to help them build resilience and to set up the environment to meet the needs of all children. You will be given strategies for how to take care of yourself as the first step in supporting others.

Supporting Inclusion: Laws and Practices

Modality: On-Demand

Hours: 6

Credential: Inclusion

This training is designed to help you gain knowledge of the basics of quality inclusive practices and settings. It provides an overview of the laws that support the civil rights of people with disabilities such as the Americans with Disabilities Act (ADA). The Americans with Disabilities Act (ADA) is nested within the broader context of social justice and civil rights movements. As you move through the activities in this training you can see how the movement for civil rights for people with disabilities fits into the landscape of social justice. This training is intended to provide general information about the topics covered. It does not constitute legal advice or legal guidance. You are always encouraged to consult an attorney to answer any legal question you have about your policies and practices. As this is a self-paced training, you will be able to complete the content according to your availability. The training consists of 2 Modules and a knowledge check at the end of each module.

What the Tech?! It's More Than Just Screen Time

Modality: On-Demand

Hours: 2

Credential: N/A

Technology in early childhood and out of school time settings can be engaging for children and teachers when used thoughtfully and intentionally. This training skillfully weaves together Digital Citizenship, Family Engagement, Curriculum, and Teacher Support. Throughout the modules, participants will have the opportunity to reflect on their current knowledge and practices, learn about considerations across the field for responsible and engaging technology use, and consider ways to embed technology into their program in ways that are both fun and functional. If you have ever struggled with how to manage tech in your program, this training will give you some concrete strategies to try on your own.

Working with School-Age Children and Youth

Modality: Facilitated-Asynchronous

Hours: 30

Credential: Youth Development

School-age programs typically enroll a wide range of children, from those entering the primary grades to those on the verge of adolescence. It is extremely challenging to provide a program that meets the needs of all children as they move from early childhood, to middle childhood, to preadolescence, to the teen years. This training covers the aspects of caring for school-age children in out-of-school time settings. Topics include developing positive relationships, planning curriculum, health and safety, and adolescent development.

Your Professional Development Portfolio

Modality: On-Demand

Hours: 9

Credential: All

Participants will learn how a portfolio promotes professionalism, how to create or assemble the necessary documentation, including a resume, philosophy statement, and examples of professional contributions. Your Professional Development Portfolio is a training to help early childhood and out of school time professionals clearly and concisely showcase their skills, abilities, and achievements in a portfolio format. The training includes tips on maintaining a portfolio as a "living" document, to help guide your career path, make decisions about future professional development, and highlight your accomplishments.