



INDIVIDUALIZED  
PROFESSIONAL  
DEVELOPMENT  
PORTFOLIO  
ON THE ECLKC

## THE INDIVIDUALIZED PROFESSIONAL DEVELOPMENT (iPD) PORTFOLIO COURSE CATALOG



Updated April 2022



National Center on  
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

For alignment with the Child Development Association (CDA), please refer to the course descriptions on the iPD.  
[\(https://eclkc.ohs.acf.hhs.gov/ipd/my/\)](https://eclkc.ohs.acf.hhs.gov/ipd/my/)

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## NATIONAL CENTER KEY

Explore courses from every national center!

NATIONAL CENTER	
NCECDTL	National Center on Early Childhood Development, Teaching, and Learning
NCPMFO	National Center on Program Management and Fiscal Operations
NCASE	National Center on Afterschool and Summer Enrichment
NCHBHS	National Center on Health, Behavioral Health, and Safety
NCPFCE	National Center on Parent, Family, and Community Engagement





ICON KEY	
	Hours required to complete course
	Continuing Education Units (CEUs) awarded upon course completion
	Certificate awarded upon course completion
	Available languages
	National Center

# COURSES ON THE iPD



## ADDRESSING ADVERSE CHILDHOOD EXPERIENCES IN OUT-OF-SCHOOL ENVIRONMENTS

This module covers the prevalence of adverse childhood experiences (ACEs), the concept of resilience, and the utility of trauma-informed practices and healing-centered engagement as ways to positively impact the development of school-aged children in out-of-school time (OST) environments. It outlines specific strategies to mitigate and prevent ACEs.

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Cognition, Perceptual, Motor, and Physical Development, Center-Based, Family Child Care, Home-Based, Learning Environments, Teaching Practices, Child Development, Family Support and Well-Being, Mental Health

Target Audience(s): Directors and Managers, Families, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers

2 HOURS



ENGLISH

NCASE



## ADDRESSING INFANT AND TODDLER BEHAVIORS THAT CHALLENGE ADULTS

All infant and toddler behaviors have meaning, even if adults sometimes find those behaviors challenging. Hear from Beth Zack, Ph.D., Institute for Learning & Brain Sciences at the University of Washington, about why it's important to reframe how we think about challenging behavior to behavior as a form of communication. Learn about some of the developmental reasons why young children behave in ways that are challenging to adults and how those behaviors relate to the learning domains outlined in the Head Start Early Learning Outcomes Framework (ELOF). Discover key strategies for addressing behaviors adults find challenging and learn how to support infants and toddlers when they exhibit these behaviors.

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Language and Literacy, Infants and Toddlers, Learning Environments, Teaching Practices, Child Development

Target Audience(s): Directors and Managers, Home Visitors, Teachers and Caregivers, Technical Assistance Providers

1 HOUR

0.1 CEU



ENGLISH

NCECDTL

ICON KEY	
	Hours required to complete course
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	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD

 <p><b>Addressing the Needs of Out-of-School Time Leaders</b></p> <p>NATIONAL CENTER ON Early Childhood Development, Teaching, and Learning</p> <p>KEY WORDS: Out-of-School Time, Workforce, Youth Development, Equity, Family Engagement</p>	<p><b>ADDRESSING THE NEEDS OF OUT-OF-SCHOOL TIME LEADERS</b></p> <p>Out-of-school time (OST) is a unique space in the Child Care, education, and extracurricular landscape that requires passionate, effective leadership. This course addresses these aspects of OST: history of the field, children and families' needs, workforce needs, and qualities and responsibilities of an effective OST worker.</p> <p>Target Audience(s): Directors and Managers, Family Service Workers, Teachers and Caregivers</p>				
	<table border="1"> <tbody> <tr> <td> 2 HOURS</td> <td></td> <td> ENGLISH</td> <td> NCASE</td> </tr> </tbody> </table>	2 HOURS		ENGLISH	NCASE
2 HOURS		ENGLISH	NCASE		
 <p><b>Bang! Squish! Leap! Supporting the A in STEAM with Infants and Toddlers</b></p> <p>KEY WORDS: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Family Child Care, Home-Based, Learning Environments, Child Development</p>	<p><b>BANG! SQUISH! LEAP! SUPPORTING THE A IN STEAM WITH INFANTS AND TODDLERS</b></p> <p>Just like science, technology, engineering, and math, engaging with the arts involves creativity, problem-solving, and structured exploration. Hear from Amelia Bachleda, Ph.D., Institute for Learning &amp; Brain Sciences at the University of Washington, about the skills children build as they bounce to music or scribble on a page. Learn how to integrate the arts into activities that support school readiness across the Head Start Early Learning Outcomes Framework (ELOF) domains. Discover strategies for scaffolding and supporting children's learning and development through the arts. Review four key environmental elements that support learning through the arts.</p> <p>Target Audience(s): Teachers and Caregivers, Directors and Managers, Family Service Workers, Home Visitors, Technical Assistance Providers</p>				
	<table border="1"> <tbody> <tr> <td> 1 HOUR</td> <td> 0.1 CEU</td> <td> ENGLISH</td> <td> NCECDTL</td> </tr> </tbody> </table>	1 HOUR	0.1 CEU	ENGLISH	NCECDTL
1 HOUR	0.1 CEU	ENGLISH	NCECDTL		

ICON KEY	
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	National Center



# COURSES ON THE iPD



## BEGINNING HOME VISITOR SERIES

This self-paced, flexible course allows new home visitors to learn the knowledge, practices, and skills needed to deliver effective home-based services to children and families. This professional development and training opportunity provides information and activities to support onboarding and initial training of new home-based staff.

Beginning Home Visitor Modules include:

- Overview of the Head Start Home-Based Program
- The Home Visitor’s Role – Supporting the Parent
- Building Positive and Engaging Relationships with Families
- Child Development (Parts One and Two)
- Screening and Assessment
- Supporting a Secure Parent-Child Relationship
- Challenging Situations
- Professional Development
- Home Visitor Self-care

**KEY WORDS:**

Birth to Five, Home-Based, Child Development, Family Engagement

Target Audience(s): Home Visitors

10 HOURS

1.0 CEU

ENGLISH

NCECDTL







ICON KEY	
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	Certificate awarded upon course completion
	Available languages
	National Center





# COURSES ON THE iPD






 <p><b>BEGINNING TEACHER SERIES</b> INFANT AND TODDLER</p> <p>KEY WORDS: Infants and Toddlers</p>	<p><b>BEGINNING TEACHER SERIES (INFANT AND TODDLER)</b></p> <p>The Beginning Teacher Series (Infant and Toddler) is designed for teachers in center-based settings. This nine-course intensive offers everything teachers new to Head Start need to know to provide relationship-based care to infants and toddlers while building partnerships with their families.</p> <p>Beginning Teacher Series (Infant and Toddler) Modules include:</p> <ul style="list-style-type: none"> <li>▪ Being a Professional</li> <li>▪ Learning Environment</li> <li>▪ Ongoing Assessment</li> <li>▪ Planning for Learning</li> <li>▪ Relationship-Based Practice</li> <li>▪ Sharing the Caring with Families</li> <li>▪ Supporting Infants' and Toddlers' Development</li> <li>▪ Working as a Team</li> <li>▪ Using Routines and Transitions to Support Relationships and Learning</li> </ul> <p>Target Audience(s): Teachers, Teachers New to Head Start, Beginning Teachers with Some Knowledge of Early Childhood, Substitutes, Volunteers, Child Care Workers</p>				
		9 HOURS	0.9 CEU	ENG/ESP	NCECDL
 <p><b>BEGINNING TEACHER SERIES</b> PRESCHOOL</p> <p>KEY WORDS: Preschool</p>	<p><b>BEGINNING TEACHER SERIES (PRESCHOOL)</b></p> <p>The Beginning Teacher Series (Preschool) is designed for teachers in center-based settings. This nine-course intensive offers everything teachers new to Head Start need to know to provide relationship-based care to preschoolers while building partnerships with their families.</p> <p>Beginning Teacher Series (Preschool) Modules include:</p> <ul style="list-style-type: none"> <li>▪ Approaches to Individualizing</li> <li>▪ Families and Home Visiting</li> <li>▪ Guiding Children's Behavior</li> <li>▪ Instructional Interactions</li> <li>▪ Learning the Ropes</li> <li>▪ Ongoing Assessment</li> <li>▪ Planning for Learning</li> <li>▪ Setting Up the Classroom</li> <li>▪ Social and Emotional Support</li> </ul> <p>Target Audience(s): Teachers, Teachers New to Head Start, Beginning Teachers with Some Knowledge of Early Childhood, Substitutes, Volunteers, Child Care Workers</p>				
		9 HOURS	0.9 CEU	ENGLISH	NCECDL

ICON KEY	
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	Certificate awarded upon course completion
	Available languages
	National Center













# COURSES ON THE iPD

 <p><b>Building Social and Emotional Learning Every Day</b></p> <p><b>KEY WORDS:</b> Approaches to Learning, Infants and Toddlers, Learning Environments, Birth to Five, Center-Based, Child Development, Family Child Care, Home-Based, Social and Emotional Development, Teaching Practices</p>	<p><b>BUILDING SOCIAL AND EMOTIONAL LEARNING EVERY DAY</b></p> <p>Building on the idea that social-emotional learning should be thought of as a “Teaching All Day, Every Day” goal, this introductory one-hour, microlearning course will introduce the Why, What and How of social-emotional development and learning and the Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children. The course will provide an overview of social-emotional development including the birth to five social-emotional milestones and review social-emotional competencies using Early Learning Outcomes Framework - SE and Approaches to Learning (Emotional and Behavior Self-Regulation) – and provide a basic overview of the Pyramid Model.</p> <p>Target Audience(s): Home Visitors, Teachers and Caregivers</p>			
	1 HOUR	0.1 CEU	ENGLISH	NCECDTL
 <p><b>Building Supply and Access to Quality Services</b></p> <p><b>KEY WORDS:</b> Infants and Toddlers, Local Early Childhood Partnerships, Eligibility (ERSEA)</p>	<p><b>BUILDING SUPPLY AND ACCESS TO QUALITY SERVICES</b></p> <p>The goal of the module is for participants to reflect on why building supply and access to quality services matters and how to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.</p> <p>Target Audience(s): Directors and Managers</p>			
	4 HOURS	0.4 CEU	ENGLISH	NCECDTL






ICON KEY	
	Hours required to complete course
	Continuing Education Units (CEUs) awarded upon course completion
	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD

 <p><b>BabyTalks Webinar Series</b> Building the Brain</p> <p><b>KEY WORDS:</b> Approaches to Learning, Infants and Toddlers, Learning Environments, Child Development, Cognition, Language and Literacy, Teaching Practices</p>	<p><b>BUILDING THE BRAIN: SUPPORTING CHILDREN’S EARLY BRAIN DEVELOPMENT</b></p> <p>Children’s earliest experiences lay the foundation for a lifetime of learning and development. In this webinar, discover the basics of brain development and how early experiences shape the architecture of a child’s brain. Learn more about the importance of back-and-forth interactions and explore strategies that support this period of rapid growth.</p> <p><b>Target Audience(s):</b> Home Visitors, Teachers and Caregivers, Technical Assistance Providers</p>			
	 1 HOUR	 0.1 CEU	 ENGLISH	 NCECDTL
 <p><b>Building the Bridge: Transition to Kindergarten 3-Day Challenge</b></p> <p><b>KEY WORDS:</b> Social and Emotional Development, School eadiness, Child Development, Learning Environments, Teaching Practices, Transitions</p>	<p><b>BUILDING THE BRIDGE: TRANSITION TO KINDERGARTEN 3-DAY CHALLENGE</b></p> <p>In this 3-day iPD challenge, educators are encouraged to learn about and then practice three specific transitions to kindergarten practices following the IRA (information, relationships, alignment) framework.</p> <p><b>Target Audience(s):</b> Directors and Managers, Families, Family Service Workers, Home Visitors, Teachers and Caregivers, Technical Assistance Providers</p>			
	 1 HOUR	 0.1 CEU	 ENGLISH	 NCECDTL



ICON KEY	
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	Available languages
	National Center



# COURSES ON THE iPD



## CELEBRATING DLLS: SPRING INTO PRACTICE

This four module microlearning course is designed to help participants learn about the latest research and evidence-based practices to support children who are dual language learners and their families. Module one covers common questions and scenarios participants may encounter in their work with DLLs. Module two helps participants to identify key practices and components that are required to build a welcoming learning environment for children who are dual language learners and their families. Module three covers best practices for family engagement. Module four summarizes the content from modules 1-3 and provides participants with a framework for planning and implementing improved practices.

**KEY WORDS:**

Language and Literacy, Birth to Five, Center-Based, Family Child Care, Home-Based, Learning Environments, Teaching Practices, Family Engagement

**Target Audience(s):** Directors and Managers, Family Service Workers, Home Visitors, Teachers and Caregivers, Technical Assistance Providers

 2 HOURS

 0.2 CEU

 ENGLISH

 NCECDTL



ICON KEY	
	Hours required to complete course
	Continuing Education Units (CEUs) awarded upon course completion
	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD



## COMMUNITY ASSESSMENT: THE FOUNDATION FOR PROGRAM PLANNING

This interactive module reviews and builds on a step-by-step guide that examines the regulations that direct a community assessment. It also describes recommended processes for conducting a community assessment and identifies additional resources to support these important activities.

**KEY WORDS:**

Organizational Leadership, Eligibility (ERSEA), Federal Monitoring, Program Planning, Transitions

Target Audience(s): Directors and Managers, Governing Body and Policy Council, Technical Assistance Providers

2 HOURS

0.2 CEU

ENGLISH

NCPMFO



## COORDINATING COMPREHENSIVE SERVICES

Reflect on why coordinating comprehensive services matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

**KEY WORDS:**

Approaches to Learning, Infants and Toddlers, Learning Environments, Local Early Childhood Partnerships, Health Services Management, Organizational Leadership

Target Audience(s): Teachers and Caregivers

4 HOURS

0.4 CEU




ENGLISH

NCECDTL

ICON KEY	
	Hours required to complete course
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	Available languages
	National Center



# COURSES ON THE iPD

 <p><b>CRITICAL COMPETENCIES FOR INFANT-TODDLER EDUCATORS COMPANION</b></p> <p>ZERO TO THREE Critical Competencies for Infant-Toddler Educators™</p> <p><b>KEY WORDS:</b> Infants and Toddlers, Center-Based, Child Development, Family Child Care, Social and Emotional Development, Teaching Practices</p>	<p><b>CRITICAL COMPETENCIES FOR INFANT-TODDLER EDUCATORS COMPANION</b></p> <p>This course serves as an introduction to the Critical Competencies for Infant-Toddler educator document. Use this course to learn more about the goal of the infant-toddler educator critical competencies, practice identifying some of the competencies, and complete your own action plan.</p> <p><b>Target Audience(s):</b> Teachers and Caregivers</p>				
	<table border="1"> <tr> <td> 0.25 HOURS</td> <td></td> <td> ENGLISH</td> <td> NCECDTL</td> </tr> </table>	0.25 HOURS		ENGLISH	NCECDTL
0.25 HOURS		ENGLISH	NCECDTL		
 <p><b>Disability Services Coordinator Foundations Course Series</b></p> <p><b>KEY WORDS:</b> Inclusion, Individualized Education Program, Individualized Family Service Plan, Individuals with Disabilities Education Act</p>	<p><b>DISABILITY SERVICES COORDINATOR FOUNDATIONS SERIES</b></p> <p>This course is a series of learning modules for new disabilities services coordinators (DSC). The course presents foundational information to help orient new DSCs to the critical components of their role. The course shares information on the components of a coordinated approach to disabilities services, disability law, engaging with a variety of stakeholders and partners, supporting recruitment and enrollments of children with disabilities, and tracking coordinated approach activities.</p> <p><b>Target Audience(s):</b> Disabilities Services Coordinators</p>				
	<table border="1"> <tr> <td> 2 HOURS</td> <td> 0.2 CEU</td> <td> ENG/ESP</td> <td> NCECDTL</td> </tr> </table>	2 HOURS	0.2 CEU	ENG/ESP	NCECDTL
2 HOURS	0.2 CEU	ENG/ESP	NCECDTL		
 <p><b>ED MANAGERS LIVE</b></p> <p>A CURATED SELECTION OF WEBINARS FROM ED MANAGERS LIVE</p> <p>Supporting Children's Learning from a distance</p> <p>Strategies for Effective Home Visiting, Virtual and in-Person</p> <p>Selecting &amp; Supporting High Quality Online Professional Development</p> <p><b>KEY WORDS:</b> Birth to Five, Center-Based, Home-Based, Child Development, Family Engagement, Program Planning</p>	<p><b>ED MANAGERS LIVE</b></p> <p>This course supports Head Start and Early Head Start education managers as they work with staff, children, and families from a distance. These sessions cover a variety of topics, including tips ed managers can use to identify and select quality online PD for education staff, strategies to select appropriate virtual learning opportunities for children and families, and ideas for promoting learning in the home virtually.</p> <p><b>Target Audience(s):</b> Directors and Managers, Family Service Workers, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers</p>				
	<table border="1"> <tr> <td> 3 HOURS</td> <td> 0.3 CEU</td> <td> ENG/ESP</td> <td> NCECDTL</td> </tr> </table>	3 HOURS	0.3 CEU	ENG/ESP	NCECDTL
3 HOURS	0.3 CEU	ENG/ESP	NCECDTL		

ICON KEY	
	Hours required to complete course
	Continuing Education Units (CEUs) awarded upon course completion
	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD



## EFFECTIVE PRACTICE GUIDES: INFANTS AND TODDLERS

The Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides provide information about domain-specific teaching practices that support children’s development, birth to five. This course—which focuses on infant/toddler domains, sub-domains, and goals—offers learners an interactive e-learning experience, based on the guides, that is organized around the same four components of learning:

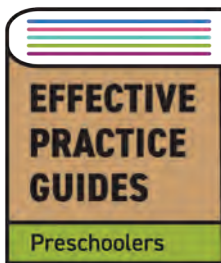
- **Know:** Identifies effective teaching practices related to ELOF goals in each infant/toddler domain and sub-domain
- **See:** Provides video clips of effective teaching practices in action
- **Do:** Offers short stories related to each age range within the infant/toddler developmental progression, including indicators, and opportunities to identify the practice or practices being used in each story
- **Improve:** Offers ideas that follow the Practice-Based Coaching (PBC) steps—Planning Goals and Action Steps, Focused Observation, Reflection and Feedback—that learners can try with their coaches or supervisors to build their teaching practices in each sub-domain

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Family Child Care, Home-Based, Teaching Practices, Child Development

Target Audience(s): Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers

2 HOURS	0.2 CEU	ENGLISH	NCECDTL
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## EFFECTIVE PRACTICE GUIDES: PRESCHOOLERS

The Head Start Early Learning Outcomes Framework (ELOF) Effective Practice Guides provide information about domain-specific teaching practices that support children’s development, birth to five. This course—which focuses on preschooler domains, sub-domains, and goals—offers learners an interactive e-learning experience, based on the guides, that is organized around the same four components of learning:

- **Know:** Identifies effective teaching practices related to ELOF goals in each preschooler domain and sub-domain
- **See:** Provides video clips of effective teaching practices in action
- **Do:** Offers short stories related to each age range within the preschooler developmental progression, including indicators, and opportunities to identify the practice or practices being used in each story
- **Improve:** Offers ideas that follow the Practice-Based Coaching (PBC) steps—Planning Goals and Action Steps, Focused Observation, Reflection and Feedback—that learners can try with their coaches or supervisors to build their teaching practices in each domain and sub-domain

**KEY WORDS:**






Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Preschool, Center-Based, Family Child Care, Home-Based, Teaching Practices, Child Development

Target Audience(s): Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers

2.5 HOURS	0.25 CEU	ENGLISH	NCECDTL
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ICON KEY	
	Hours required to complete course
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	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD



**Enhancing Workforce and Professional Development**

## ENHANCING WORKFORCE AND PROFESSIONAL DEVELOPMENT

Reflect on why enhancing workforce and professional development matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

**KEY WORDS:**

Infants and Toddlers, Teaching Practices, Local Early Childhood Partnerships, Organizational Leadership

Target Audience(s): Directors and Managers

 4 HOURS	 0.4 CEU	 ENGLISH	 NCECDL
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ICON KEY	
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	National Center





# COURSES ON THE iPD

 <p>Financial Essentials 1: <b>The Grant Application Process</b></p> <p><b>KEY WORDS:</b> Organizational Leadership, Eligibility (ERSEA), Federal Monitoring, Fiscal Management, Program Planning, Transitions</p>	<p><b>FINANCIAL ESSENTIALS 1: THE GRANT APPLICATION PROCESS</b></p> <p>This course is designed to help Head Start leaders and staff gather all the information required in the Head Start grant application. The goal of the Financial Essentials series is to help recipients create high-quality, fundable applications, and strong fiscal management systems.</p> <p><b>Target Audience(s):</b> Directors and Managers, Governing Body and Policy Council, Technical Assistance Providers</p>				
	<table border="1"> <tbody> <tr> <td> 1 HOUR</td> <td> 0.1 CEU</td> <td> ENGLISH</td> <td> NCPMFO</td> </tr> </tbody> </table>	1 HOUR	0.1 CEU	ENGLISH	NCPMFO
1 HOUR	0.1 CEU	ENGLISH	NCPMFO		
 <p>Financial Essentials 2: <b>Phases of Budget Development</b></p> <p><b>KEY WORDS:</b> Organizational Leadership, Eligibility (ERSEA), Federal Monitoring, Fiscal Management, Program Planning, Transitions</p>	 <p><b>FINANCIAL ESSENTIALS 2: PHASES OF BUDGET DEVELOPMENT</b></p> <p>This course is designed to help Head Start leaders and staff develop an accurate budget that is aligned with program goals and federal budget categories. The goal of the Financial Essentials series is to help recipients create high-quality, fundable applications and strong fiscal management systems.</p> <p><b>Target Audience(s):</b> Directors and Managers, Governing Body and Policy Council, Technical Assistance Providers</p>				
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# COURSES ON THE iPD

 <p><b>Head Start Leadership and Governance: Values, Regulations, and Skills</b></p> <p>KEY WORDS: Organizational Leadership</p>	<p><b>HEAD START LEADERSHIP AND GOVERNANCE: VALUES, REGULATIONS, AND SKILLS</b></p> <p>Effective governance is an essential part of any successful Head Start or Early Head Start program. This self-paced, interactive training module offers activities and real-world scenarios that management staff, governing body/Tribal Council, and Policy Council members can use to refine their governance knowledge and leadership skills.</p> <p>Target Audience(s): Directors and Managers</p>				
	<table border="1"> <tbody> <tr> <td> 2 HOURS</td> <td> 0.2 CEU</td> <td> ENGLISH</td> <td> NCPMFO</td> </tr> </tbody> </table>	2 HOURS	0.2 CEU	ENGLISH	NCPMFO
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 <p>KEY WORDS: Perceptual, Motor, and Physical Development, Cognition, Language and Literacy, Social and Emotional Development, Approaches to Learning, Home-Based, Birth to Five</p>	<p><b>HOME VISITOR E-INSTITUTE: LEAVE THE BAG CHALLENGE</b></p> <p>This course consists of four interactive 10-minute lessons, where home visitors can learn while exploring a variety of homes. Learn to support parents' use of everyday home materials to foster their child's development and learning. Each lesson presents a challenge for you to try on visits to families. Complete each of the four quizzes with at least a 75% passing rate and join the MyPeers Home Visiting Community to continue the dialogue. Enjoy it!</p> <p>Target Audience(s): Home Visitors</p>				
	<table border="1"> <tbody> <tr> <td> 1 HOUR</td> <td> 0.1 CEU</td> <td> ENGLISH</td> <td> NCECDTL</td> </tr> </tbody> </table>	1 HOUR	0.1 CEU	ENGLISH	NCECDTL
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# COURSES ON THE iPD

 <p><b>KEY WORDS:</b>                      Infants and Toddlers, Learning Environments, Birth to Five, Center-Based, Mental Health, Preschool, Social and Emotional Development, Teaching Practices, Child Development, Family Child Care, Family Engagement, Family Support and Well-Being, Home-Based</p>	<p><b>iLOOKOUT FOR CHILD ABUSE</b></p> <p>iLookOut is an online, interactive training program that uses video-based storyline scenarios. Learners respond to questions within the scenarios as well as didactic questions. Questions within the scenarios provide context in the form of interactions with children, parents, and co-workers (played by actors), and learners must decide how best to respond to the situation. Didactic questions are multiple-choice questions that branch learners to learning materials based on their answers.</p> <p><b>Target Audience(s):</b> Directors and Managers, Family Service Workers, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers</p>				
	<table border="1"> <tbody> <tr> <td> 3 HOURS</td> <td> 0.3 CEU</td> <td> ENGLISH</td> <td> NCHBHS</td> </tr> </tbody> </table>	3 HOURS	0.3 CEU	ENGLISH	NCHBHS
3 HOURS	0.3 CEU	ENGLISH	NCHBHS		
 <p><b>KEY WORDS:</b>                      Cognition, Birth to Five, Professional Development, Child Development</p>	<p><b>LEARNING TO TEACH NUMBER RECOGNITION AND SUBITIZING USING LEARNING TRAJECTORIES</b></p> <p>This learning experience is designed to introduce education staff to the Learning Trajectories in order to strengthen their understanding of children’s mathematical thinking and to inform and improve teaching and home visiting practices. The learning experience provides information and hands-on learning opportunities that will support education staff in understanding children’s development of mathematical thinking and how to provide specific, intentional teaching practices to support children as they learn.</p> <p><b>Target Audience(s):</b> Teachers and Caregivers</p>				
	<table border="1"> <tbody> <tr> <td> 4 HOURS</td> <td> 0.4 CEU</td> <td> ENGLISH</td> <td> NCECDTL</td> </tr> </tbody> </table>	4 HOURS	0.4 CEU	ENGLISH	NCECDTL
4 HOURS	0.4 CEU	ENGLISH	NCECDTL		

ICON KEY	
	Hours required to complete course
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	Certificate awarded upon course completion
	Available languages
	National Center



# COURSES ON THE iPD



## MANAGEMENT MATTERS: COST ALLOCATION

This course helps Head Start staff better understand cost allocation and its regulatory requirements. It defines key cost terms, describes a step-by-step process for developing a cost allocation plan, and explores the concept of layered funding in Early Head Start-Child Care Partnerships

**KEY WORDS:**

Organizational Leadership, Federal Monitoring, Fiscal Management, Program Planning

**Target Audience(s):** Directors and Managers, Governing Body and Policy Council, Technical Assistance Providers



## MANAGEMENT MATTERS: NON-FEDERAL MATCH

The federal government is committed to covering 80 percent of the actual costs of Head Start program services. The requirement for a non-federal match to a Head Start or Early Head Start grant reflects the partnership and commitment between the federal government and local community to support children and families served in the program. It is expected that local communities raise the other 20 percent. This training session discusses non-federal match. It uses interactive activities and real-world scenarios to explore non-federal match requirements.

**KEY WORDS:**

Fiscal Management

**Target Audience(s):** Directors and Managers



## MATH IS EVERYWHERE: SUPPORTING MATH SKILLS IN INFANTS AND TODDLERS

Early math skills are essential to children’s school readiness and later learning. Hear from Beth Zack, Ph.D., Institute for Learning & Brain Sciences at the University of Washington, about why it’s important to foster math skills beginning in infancy. Learn about the math skills and concepts children begin to understand as infants and toddlers and how they support school readiness across the Head Start Early Learning Outcomes Framework (ELOF) domains. Discover activities and strategies for scaffolding and supporting children as they build math skills during everyday routines and learning experiences. Review four key effective practices that support early math learning.

**KEY WORDS:**

Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development, Infants and Toddlers, Learning Environments, Teaching Practices, Child Development

**Target Audience(s):** Teachers and Caregivers, Directors and Managers, Home Visitors, Technical Assistance Providers



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# COURSES ON THE iPD



## MOVING WITH THE BRAIN IN MIND, PART 1: HOW MOVEMENT SUPPORTS BRAIN DEVELOPMENT

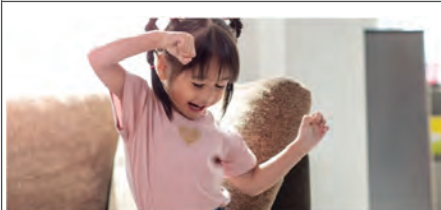
I Am Moving, I Am Learning (IMIL) is a Head Start physical activity and nutrition initiative that will help educators add activities to their daily routine that increase quality physical movement and teach children about healthy food choices.

**KEY WORDS:**

Approaches to Learning, Learning Environments, Health Services Management, Organizational Leadership, Birth to Five, Center-Based, Family Child Care, Family Engagement, Family Support and Well-Being, Home-Based, Infants and Toddlers, Preschool, Program Planning, School Readiness, Child Development, Cognition, Language and Literacy, Perceptual, Motor, and Physical Development, Teaching Practices

This course introduces the component of IMIL called Moving with the Brain in Mind. In this module, How Movement Supports Brain Development, you will learn about how movement supports early brain development.

Target Audience(s): Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



## MOVING WITH THE BRAIN IN MIND, PART 2: MOVEMENT ACTIVITIES THAT BUILD SKILLS FOR LEARNING

I Am Moving, I Am Learning (IMIL) is a Head Start physical activity and nutrition initiative that will help educators add activities to their daily routine that increase quality physical movement and teach children about healthy food choices.

**KEY WORDS:**

Approaches to Learning, Learning Environments, Health Services Management, Organizational Leadership, Birth to Five, Center-Based, Family Child Care, Family Engagement, Family Support and Well-Being, Home-Based, Infants and Toddlers, Preschool, Program Planning, School Readiness, Child Development, Cognition, Language and Literacy, Perceptual, Motor, and Physical Development, Teaching Practices

This module, Movement Skills That Support Learning, is the second of two modules that introduce you to the component of IMIL called Moving with the Brain in Mind. In this module, you'll learn about specific types of activities to encourage movement that supports learning. Before you complete this module, be sure to complete Module 1, How Movement Supports Brain Development, to learn how movement can help build neural networks in young children's brains.

Target Audience(s): Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers





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# COURSES ON THE iPD

 <p><b>Practice-Based Coaching Coach Competencies Course Series</b></p> <p>KEY WORDS: Birth to Five, Center-Based, Family Child Care, Home-Based</p>	<p><b>PBC COACH COMPETENCIES MICROLEARNING COURSES</b></p> <p>This series of three microlearning courses introduces the PBC Coach Competencies and how to apply them to your coaching and program. These short learning experiences provide learning and practice opportunities to sharpen your skills as a coach and leader.</p> <p>Target Audience(s): Directors and Managers, Teachers and Caregivers, Technical Assistance Providers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 HOUR</div> <div style="text-align: center;"> 0.1 CEU</div> <div style="text-align: center;"> ENGLISH</div> <div style="text-align: center;"> NCECDL</div> </div>
 <p><b>BabyTalks Webinar Series</b> Playful Learning Environments</p> <p>KEY WORDS: Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Child Development, Program Planning, Preschool, Home-Based, Family Support and Well-Being</p>	<p><b>PLAYFUL LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS</b></p> <p>Play is an important part of childhood, and it also supports infants' and toddlers' learning across early learning domains. Learn how to incorporate more playful learning activities into your program. Examine techniques for creating play-friendly environments, learn how to scaffold playful learning activities, and develop strategies for effectively managing play.</p> <p>Target Audience(s): Home Visitors, Teachers and Caregivers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 HOUR</div> <div style="text-align: center;"> 0.1 CEU</div> <div style="text-align: center;"> ENGLISH</div> <div style="text-align: center;"> NCECDL</div> </div>
 <p>KEY WORDS: Birth to Five, Center-Based, Family Child Care, Home-Based</p>	<p><b>PRACTICE-BASED COACHING</b></p> <p>Participants will navigate five interactive modules to learn about Practice-Based Coaching (PBC). Throughout all 5 modules, there will be examples from all program options (Head Start, Early Head Start, Home Visiting, and Family Child Care). At the end of each module, participants will test their knowledge of PBC.</p> <p>Target Audience(s): Directors and Managers, Teachers and Caregivers, Technical Assistance Providers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 5 HOURS</div> <div style="text-align: center;"> 0.5 CEU</div> <div style="text-align: center;"> ENG/ESP</div> <div style="text-align: center;"> NCECDL</div> </div>



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	National Center

# COURSES ON THE iPD



**KEY WORDS:**

Learning Environments, Health Services Management, Organizational Leadership, Birth to Five, Center-Based, Family Child Care, Family Engagement, Family Support and Well-Being, Home-Based, Infants and Toddlers, Preschool, Program Planning, School Readiness

## PREVENTING INFECTIOUS DISEASES IN EARLY CHILDHOOD PROGRAMS, PART 1: HOW INFECTIOUS DISEASES SPREAD AND POLICIES TO REDUCE TRANSMISSION

Preventing Infectious Diseases in Early Childhood Settings is an online, interactive two-part learning course that provides information on healthy and safe policies, practices, and environments that reduce the risk of infectious diseases in Head Start and Child Care settings. In this module, How Infectious Diseases Spread and Policies to Reduce Transmission, learn about disease transmission routes and policies that reduce the risk of spreading infectious diseases in early childhood programs.

**Target Audience(s):** Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



**KEY WORDS:**

Learning Environments, Health Services Management, Organizational Leadership, Birth to Five, Center-Based, Family Child Care, Family Engagement, Family Support and Well-Being, Home-Based, Infants and Toddlers, Preschool, Program Planning, School Readiness

## PREVENTING INFECTIOUS DISEASES IN EARLY CHILDHOOD PROGRAMS, PART 2: PRACTICES TO PREVENT INFECTIOUS DISEASES

Preventing Infectious Diseases in Early Childhood Settings is an online, interactive two-part learning course that provides information on healthy and safe policies, practices, and environments that reduce the risk of infectious diseases in Head Start and Child Care settings.

This module, Practices to Prevent Infectious Diseases, is the second of two modules. Before you complete this module, be sure to complete Part 1, How Infectious Diseases Spread and Policies to Reduce Transmission to learn about disease transmission routes and policies to reduce the spread of infectious diseases. In Part 2, you'll learn about practices, routines, habits, and components of the environment that reduce the risk of spreading diseases in early childhood programs.



**Target Audience(s):** Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



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# COURSES ON THE iPD

 <p>Responsive Learning Environments for Infants and Toddlers</p> <p><b>KEY WORDS:</b> Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Learning Environments</p>	<p><b>RESPONSIVE LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS</b></p> <p>In this course, we will discuss environments: the spaces you create for children and families. Learning environments are everywhere! A learning environment can be outside in play area or in nature, in a classroom, or at home. Responsive learning environments reflect the children and families in your program. We will overview how to use responsive practices that integrate their cultures and languages. We will explore how engaging and responsive learning environments help infants and toddlers achieve school readiness.</p> <p>Target Audience(s): Teachers and Caregivers</p>			
	1 HOUR	0.1 CEU	ENGLISH	NCECDTL
 <p><b>KEY WORDS:</b> Community Engagement, Program Planning</p>	<p><b>SELF-ASSESSMENT: YOUR ANNUAL JOURNEY</b></p> <p>Self-Assessment: Your Annual Journey is a self-directed, interactive training module. It walks through the process of planning and executing an annual Head Start program self-assessment.</p> <p>Follow the Moving Forward Head Start program through the transition from ongoing monitoring to self-assessment, and end with a move back into the program planning cycle. Along the way, you'll practice each key aspect of self-assessment.</p> <p>Target Audience(s): Directors and Managers</p>			
	1 HOUR	0.1 CEU	ENGLISH	NCPMFO



# COURSES ON THE iPD

ICON KEY	
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**Social Media Essentials for Getting Head Start Programs Connected**

**KEY WORDS:**

Community Engagement, Organizational Leadership

## SOCIAL MEDIA ESSENTIALS FOR GETTING HEAD START PROGRAMS CONNECTED

Social media can be a powerful and affordable communication tool for Head Start programs. Use it to promote services, enroll families, recruit staff, and connect with diverse communities. This interactive learning module will help programs establish engaging social media profiles on Facebook, Twitter, and LinkedIn. Explore how these platforms can showcase your program and meet the needs of the communities you serve. First, learn to develop a social media plan. Identify any related policy, budgetary, and legal considerations. Then, get connected!

Target Audience(s): Directors and Managers



**KEY WORDS:**

Infants and Toddlers, Preschool, Birth to Five, Center-Based, Family Child Care, Home-Based, Family Support and Well-Being

## SUPPORTING CHILDREN & FAMILIES EXPERIENCING HOMELESSNESS

Learn about family homelessness and the McKinney-Vento Homelessness Assistance Act's definition of "homeless" as it refers to children and youth. Review other relevant federal regulations for Head Start, Early Head Start, and Child Care and Development Fund (CCDF)-subsidized programs.

Knowledge checks, practice scenarios, and interactive learning modules will help deepen your understanding of family homelessness. Learn how to identify families experiencing homelessness, conduct community outreach, and much more.

This interactive learning series is intended for professionals in Head Start, Early Head Start, and Child Care, including Child Care providers, CCDF Lead Agency or designated entity staff, and other key stakeholders.

Target Audience(s): Directors and Managers, Family Service Workers, Governing Body and Policy Council, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers



**Supporting Continuity of Care**

**KEY WORDS:**

Social and Emotional Development, Infants and Toddlers, Transitions, Local Early Childhood Partnerships, Organizational Leadership

## SUPPORTING CONTINUITY OF CARE

Reflect on why supporting continuity of care matters and learn to use relevant information and resources to improve systems and services for successful implementation through EHS-CC Partnerships.

Target Audience(s): Directors and Managers



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# COURSES ON THE iPD



 <p>Supporting Infants and Toddlers with Disabilities or Suspected Delays</p> <p>KEY WORDS: Infants and Toddlers, Children with Disabilities</p>	<p><b>SUPPORTING INFANTS AND TODDLERS WITH DISABILITIES OR SUSPECTED DELAYS</b></p> <p>Young children vary in their skills, interests, backgrounds, and abilities. Effective teaching requires individualized instruction and chances for all children to access, participate, and thrive in early learning settings. This course focuses on three key strategies: individualizing environments, individualizing interactions, and building a program culture that is supportive of the natural differences between people.</p> <p>Target Audience(s): Directors and Managers, Family Service Workers, Health Professionals, Home Visitors, Teachers and Caregivers, Technical Assistance Providers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 HOUR</div> <div style="text-align: center;"> 0.1 CEU</div> <div style="text-align: center;"> ENGLISH</div> <div style="text-align: center;"> NCECDL</div> </div>
 <p>Supporting Messy Play with Infants &amp; Toddlers</p> <p>KEY WORDS: Perceptual, Motor, and Physical Development, Infants and Toddlers, Center-Based, Child Development, Program Planning</p>	<p><b>SUPPORTING MESSY PLAY WITH INFANTS AND TODDLERS</b></p> <p>Messy play provides fantastic learning opportunities, but it can also be challenging to facilitate. Learn how to handle this tension and get the most out of messy play with Dawson Nichols, Ph.D., from the Institute for Learning &amp; Brain Sciences at the University of Washington. Examine the specific skills infants and toddlers get from messy play and learn effective practices for managing the mess while getting the most out of this rich learning activity.</p> <p>Target Audience(s): Teachers and Caregivers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 HOUR</div> <div style="text-align: center;"> 0.1 CEU</div> <div style="text-align: center;"> ENGLISH</div> <div style="text-align: center;"> NCECDL</div> </div>
 <p>INFANT AND TODDLER</p> <p>KEY WORDS: Infants and Toddlers, Curriculum</p>	<p><b>TEACHER TIME: THE RESPONSIVE ENVIRONMENT (INFANT AND TODDLER)</b></p> <p>This series for teachers and family Child Care providers focuses on implementing curriculum in a responsive infant and toddler program. You will explore the three R's (respect, reflect, and relate) and think about how the ELOF looks in your own responsive early learning environment. At the end of each module, you will be able to print your reflections in a document that can be shared with your supervisor or coach to create a personalized action plan for implementing what you have learned.</p> <p>Target Audience(s): Teachers and Caregivers</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 5 HOURS</div> <div style="text-align: center;"> 0.5 CEU</div> <div style="text-align: center;"> ENGLISH</div> <div style="text-align: center;"> NCECDL</div> </div>



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# COURSES ON THE iPD

 <p>PRE-K</p> <p>KEY WORDS: Preschool, Curriculum</p>	<p><b>TEACHER TIME: THE RESPONSIVE ENVIRONMENT (PRESCHOOL)</b></p> <p>This series for teachers and family Child Care providers focuses on implementing curriculum in a responsive preschool program. You will focus on making your program more culturally and linguistically responsive by building the curriculum and instructional decision-making around preschool children’s knowledge, skills, and interests. At the end of each module, you will be able to print your reflections in a document that can be shared with your supervisor or coach to create a personalized action plan for implementing what you have learned.</p> <p>Target Audience(s): Teachers and Caregivers</p>			
	5 HOURS	0.5 CEU	ENGLISH	NCECDTL
 <p>KEY WORDS: Perceptual, Motor, and Physical Development, Preschool, Home-Based, Child Development, Family Support and Well-Being</p>	<p><b>TIME FOR PLAY</b></p> <p>Everyone benefits when we make Time For Play. Engaging in playful activities improves children and adults’ mental, physical, and cognitive health. This series of short videos is full of simple ideas you can use to create playful experiences for yourself and the children in your care.</p> <p>Target Audience(s): Teachers and Caregivers</p>			
	1 HOUR	0.1 CEU	ENGLISH	NCECDTL



# RECOMMENDED COURSES BY PRACTITIONER TYPE

<p>COURSES FOR ALL STAFF</p>	<ul style="list-style-type: none"> <li>▪ iLookOut for Child Abuse</li> <li>▪ Preventing Infectious Diseases in Early Childhood Programs                             <ul style="list-style-type: none"> <li>▪ Part 1: How Infectious Diseases Spread and Policies to Reduce Transmission</li> <li>▪ Part 2: Practices to Prevent Infectious Diseases</li> </ul> </li> </ul>
<p>EDUCATION STAFF</p>	<ul style="list-style-type: none"> <li>▪ Beginning Teacher Series (Infant and Toddler), available in English and Spanish</li> <li>▪ Beginning Teacher Series (Preschool)</li> <li>▪ Building the Brain: Supporting Children’s Early Brain Development</li> <li>▪ Building Social and Emotional Learning Every Day</li> <li>▪ Moving with the Brain in Mind                             <ul style="list-style-type: none"> <li>▪ Part 1: How Movement Supports Brain Development</li> <li>▪ Part 2: Movement Activities That Build Skills for Learning</li> </ul> </li> </ul>
<p>DIRECTORS AND MANAGERS</p>	<ul style="list-style-type: none"> <li>▪ Community Assessment: The Foundation for Program Planning</li> <li>▪ Financial Essentials 1: The Grant Application Process</li> <li>▪ Financial Essentials 2: Phases of Budget Development</li> <li>▪ Management Matters: Cost Allocation</li> </ul>
<p>TECHNICAL ASSISTANCE PROVIDERS</p>	<ul style="list-style-type: none"> <li>▪ Building the Brain: Supporting Children’s Early Brain Development</li> <li>▪ PBC Coach Competencies Microlearning Courses</li> <li>▪ Moving With the Brain in Mind                             <ul style="list-style-type: none"> <li>▪ Part 1: How Movement Supports Brain Development</li> <li>▪ Part 2: Movement Activities That Build Skills for Learning</li> </ul> </li> </ul>
<p>HOME VISITORS</p>	<ul style="list-style-type: none"> <li>▪ Beginning Home Visitor Series</li> <li>▪ Building the Brain: Supporting Children’s Early Brain Development</li> <li>▪ Building Social and Emotional Learning Everyday</li> <li>▪ Math is Everywhere: Supporting Math Skills in Infants and Toddlers</li> <li>▪ Supporting Children and Families Experiencing Homelessness, available in English and Spanish</li> </ul>
<p>FAMILY SERVICE WORKERS</p>	<ul style="list-style-type: none"> <li>▪ Beginning Home Visitor Series</li> <li>▪ Moving with the Brain in Mind                             <ul style="list-style-type: none"> <li>▪ Part 1: How Movement Supports Brain Development</li> <li>▪ Part 2: Movement Activities That Build Skills for Learning</li> </ul> </li> <li>▪ Supporting Children and Families Experiencing Homelessness, available in English and Spanish</li> </ul>



# RECOMMENDED COURSES BY PROFESSIONAL DEVELOPMENT GOALS

<p>ONBOARDING EDUCATION STAFF</p>	<ul style="list-style-type: none"> <li>▪ Beginning Teacher Series (Infant and Toddler), available in English and Spanish</li> <li>▪ Beginning Teacher Series (Preschool)</li> <li>▪ Building Social and Emotional Learning Every Day</li> <li>▪ Effective Practice Guides: Infants and Toddlers</li> <li>▪ Effective Practice Guides: Preschoolers</li> <li>▪ Moving with the Brain in Mind                             <ul style="list-style-type: none"> <li>▪ Part 1: How Movement Supports Brain Development</li> <li>▪ Part 2: Movement Activities That Build Skills for Learning</li> </ul> </li> <li>▪ Playful Learning Environments for Infants and Toddlers</li> </ul>
<p>CHILD DEVELOPMENT AND EDUCATIONAL PRACTICES</p>	<ul style="list-style-type: none"> <li>▪ Building Social and Emotional Learning Every Day</li> <li>▪ Building the Brain: Supporting Children’s Early Brain Development</li> <li>▪ Effective Practice Guides: Infants and Toddlers</li> <li>▪ Effective Practice Guides: Preschoolers</li> <li>▪ Moving with the Brain in Mind                             <ul style="list-style-type: none"> <li>▪ Part 1: How Movement Supports Brain Development</li> <li>▪ Part 2: Movement Activities That Build Skills for Learning</li> </ul> </li> <li>▪ Playful Learning Environments for Infants and Toddlers</li> </ul>
<p>EHS-CC PARTNERSHIP PROGRAMS</p>	<ul style="list-style-type: none"> <li>▪ Community Assessment: The Foundation for Program Planning</li> <li>▪ Financial Essentials 1: The Grant Application Process</li> <li>▪ Financial Essentials 2: Phases of Budget Development</li> <li>▪ Management Matters: Cost Allocation</li> </ul>
<p>HEALTH AND MENTAL HEALTH</p>	<ul style="list-style-type: none"> <li>▪ Addressing the Needs of Out-of-School Time Leaders</li> <li>▪ Building Social and Emotional Learning Every Day</li> <li>▪ Disabilities Services Coordinator Foundations</li> <li>▪ Supporting Children and Families Experiencing Homelessness, available in English and Spanish</li> </ul>
<p>PROGRAM MANAGEMENT AND SYSTEMS</p>	<ul style="list-style-type: none"> <li>▪ Community Assessment: The Foundation for Program Planning</li> <li>▪ Disabilities Services Coordinator Foundations</li> <li>▪ Financial Essentials 1: The Grant Application Process</li> <li>▪ Financial Essentials 2: Phases of Budget Development</li> <li>▪ Management Matters: Cost Allocation</li> <li>▪ PBC Coach Competencies Microlearning Courses</li> </ul>







