



Professional Development Catalog

Fall 2026

www.tryingtogether.org

Trying Together

For more than 60 years, Trying Together has championed high-quality care and education for young children by advocating for their needs and supporting the individuals who care for them. In 2023, Trying Together launched its second five-year strategic plan with a goal to become a leading facilitator of inclusive learning opportunities for educators, ensuring every child has access to quality early care and education.

This catalog is designed to help early educators find professional growth opportunities aligned with their career goals by providing key course details and credentials. In the last year, Trying Together awarded nearly 4,500 PQAS credits to support continuous improvement in early learning programs, and aims to increase this number by regularly updating this catalog to make it easier for educators to plan their learning journey.



Contact Information

For details about how Trying Together can assist you in meeting your learning goals, contact learning@tryingtogether.org or **412.421.3889**.

Cost

All courses are instructed by a certified PQAS instructor and are ACT 48 approved. Trying Together strives to ensure that all courses align with the Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PSCECE), NAEYC Standards, and Keystone STARS performance standards.

For more information about the cost of instructional services, see the Fee for Service document at:

<https://tryingtogether.org/professional-development/courses/request-custom-course/>

Contents

Introduction 2

Courses 4

Assessments and Supportive Services (Early Intervention) 4

Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)	4
Ages & Stages Questionnaires®, Third Edition (ASQ®-3)	4
Capturing Moments: Planning for and Conducting Classroom Observations	4
Early Intervention and Inclusion from the Classroom Perspective	5
Early Intervention Toolkit: Tools and Resources for Allegheny County Early Care and Education Providers	5

Child Development 6

Developmentally Appropriate Practice: An Overview	6
Developmentally Appropriate Practice Series	6
Executive Function and Play: What's the Connection?	6
From the Beginning: Recognizing the Value of Infant Care	7
Risky Play	7
Supporting Children's Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory	8

Classroom Environment 9

Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators	9
Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10

Everyday Interactions Matter—Part 1: Noticing the Simple and Ordinary	10
Everyday Interactions Matter—Part 2: Learning About Our Own Practice	11
From Troubles to Triumph! Learning Strategies for Successful Transitions	11
Prepping the Classroom Environment to Support Social-Emotional Regulation	12
Re-Envisioning Your Classroom: Curiosity Calms Chaos	12

Curriculum Development 13

Effective Lesson Planning for the Early Childhood Classroom	13
Engaging Learners: The Concept of School Readiness	13
Talk to That Baby: Phonological Awareness as a Pillar of Early Literacy	14
Technological and Virtual Engagement	14

Family and Community Engagement 15

The Benefits of Purposeful Partnerships with Early Intervention Services	15
Building Positive Relationships with Parents: Effective Parent Conferences	15
How to Handle and Navigate Challenging Conversations with Families	16
Message from Me: An Innovative Tool Extending the Home-School Connection Part 1	16
Message from Me: An Innovative Tool Extending the Home-School Connection Part 2	17
Using Email Newsletters and Facebook Groups to Communicate with Families	17

Guidance and Behavior Management 18

Classroom De-escalation in Early Childhood	18
Dealing with Anger in the ECE Environment	18
Effective Behaviors Practices	19
FLIP IT®: Transforming “Challenging” Behaviors in Young Children	19
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20
Positive Guidance Strategies to Facilitate Social and Emotional Development	21
Reframing “Challenging” Behaviors: How to Effectively Guide and Support Children	21
Trauma-Informed Classrooms: Supporting Children with Early Childhood Trauma	22

Health and Safety 23

American Red Cross—First Aid/CPR/AED including Pediatric First Aid and CPR	23
Creating a Safe Environment Through Active Supervision	23
Safe Sleep in Child Care	23
Supervision 101	24

Justice, Equity, Diversity, and Inclusion (JEDI) 25

Accommodations and Adaptations for Diverse Learners in Inclusive Settings	25
An Overview of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	25
Collaborating for Inclusive Practices in Early Childhood: Focus on Attitudes and Beliefs	26

Cultural Humility and Cross-Cultural Family Engagement	26
Equitable Access for All Learners	26
Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	27
Recognizing Bias and Promoting Equity in Early Childhood Settings	27

Professionalism and Program Organization 28

Anchored Leadership	28
Begin with ELRC Basics	28
The Business of Family Child Care	29
Child Care 101	30
Combating the Child Care Crisis: Empowering Early Educators Through Workforce Development	30
ECE Advocacy 101	31
ECE Advocacy 201: Crafting and Sharing Your Message	31
Ethics and Professionalism	32
From Conflict to Connections: Better Collaboration with Colleagues	32
Resilience in the Classroom: What To Do When Things Don't Go As Planned	33
Where Does the Money Come From? ECE Structures and Systems	33

Courses by Learning Standard 34

The Institute for Early Childhood Career Pathways 37

Other Resources 37

Other Opportunities 38

Courses

Assessments and Supportive Services (Early Intervention)

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2) Level: C2 Hours: 2	Participants will learn how to use the ASQ®:SE-2 as a social-emotional developmental screening tool for children ages three months to five years. The session provides information on why a developmental screening tool is administered in early childhood programs, how to administer and score the screener, strategies for sharing results with families of diverse backgrounds, and resources to support making referrals to additional services as needed. Intro to ASQ®-3 is required before taking this course.	Standard Area 3: Child Observation, Documentation, and Assessment	Principles of Child Growth & Development Social & Emotional Development Observing & Recording Behavior
Ages & Stages Questionnaires®, Third Edition (ASQ®-3) Level: C2 Hours: 3	Participants will learn how to use the ASQ®-3 as a developmental screening tool for children ages three months to five years. The session provides information on why a developmental screening tool is administered in early childhood programs, how to administer and score the screener, strategies for sharing results with families of diverse backgrounds, and resources to support making referrals to additional services as needed.	Standard Area 3: Child Observation, Documentation, and Assessment	Observing & Recording Behavior
Capturing Moments: Planning for and Conducting Classroom Observations Level: C2 Hours: 2	Purposeful observation is a powerful tool in early childhood education. This course introduces educators to the importance and value of systematic observation in the classroom. Participants will engage in activities to develop skills in observing and documenting children's behaviors and interactions. The course emphasizes how observations can inform individualized instruction and enhance the overall quality of the learning environment.	Standard Area 3: Child Observation, Documentation, and Assessment	Observing & Recording Behavior

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Early Intervention and Inclusion from the Classroom Perspective Level: C1 Hours: 2	This course outlines common services that young children may receive in inclusive ECE programs, including Early Intervention, Infant Early Childhood Mental Health, and Behavioral Health Services. Participants will discover when services may be beneficial, and we will examine how the Preschool EI service delivery model of embedded instruction supports inclusion. Participants will discuss how to talk to families about and connect them with services. Then, participants will actively plan how they can partner with service providers in their classrooms to develop inclusive strategies to effectively meet the needs of all children.	Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families
Early Intervention Toolkit: Tools and Resources for Allegheny County Early Care and Education Providers Level: C2 Hours: 2	Children benefit from a team of supports. When early childhood educators are aware of the support landscape, children thrive. Trying Together's Early Intervention (EI) Toolkit was created to help early childhood educators develop an active understanding of their role in EI. The EI Toolkit aims to increase mutual understanding and collaboration between ECE, EI, and families with young children. In this training, participants will discover how to navigate the EI Toolkit to access a variety of resources for both parents and educators. Participants' real world needs will be used to identify resources from the toolkit to apply in their classroom settings.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families

Child Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Developmentally Appropriate Practice: An Overview Level: C1 Hours: 2	Discover what children really need to thrive! This course will introduce essentials of Developmentally Appropriate Practice (DAP), helping educators understand how children learn best. Participants will not only grasp the “what” and “why” of DAP, but also learn to confidently apply its principles in their own classrooms—creating responsive, age-appropriate, and engaging learning experiences that truly support every child’s development.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development
Developmentally Appropriate Practice Series Level: C2 Hours: 6	Developmentally Appropriate Practice (DAP) gives educators the understanding they need to guide children. This in-depth three-course series dives deep into DAP, guiding early childhood educators beyond theory and into practical, classroom-ready strategies. Learn how to recognize and meet the developmental needs of young children through intentional teaching, responsive interactions, and age-appropriate environments. Equip yourself with the tools to create meaningful learning experiences that support every child’s growth and success.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development
Executive Function and Play: What’s the Connection? Level : C1 Hours: 2	Play transforms. This course explores the role of play in fostering the developmental and emotional well-being of children and its importance for adult learning and creativity. Participants will identify and strengthen executive functioning skills through various play-based activities; explore the science behind play; and understand the critical impact play has on cognitive development and social-emotional growth.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Physical & Intellectual Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
From the Beginning: Recognizing the Value of Infant Care Level: C2 Hours: 2	Early childhood is a period of rapid growth across all developmental domains. In this course, participants will explore key theories that explain physical, cognitive, social, emotional, and language development. They will examine how family and societal contexts shape children’s learning and understand the research behind these influences. The course also highlights observation and documentation as essential practices for assessment, helping educators make informed, responsive decisions that support each child’s development.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families
Risky Play Level: C2 Hours: 1	Risky play is more than just excitement—it is essential for building confidence, independence, and decision-making in young children. In this course, participants will explore the different types of risky play, including great heights, high speed, use of tools, exposure to natural elements, rough and tumble play, and experiences that involve impact, disappearing, or observing risk. Participants will reflect on how to balance safety with opportunity, creating environments where children can test limits and learn to assess risk. Grounded in research and practice, this course supports educators in embracing risk as a vital part of development—because the more risks children are allowed to take, the better they learn to take care of themselves.	Standard 1: Child Development and Learning in Context Standard 8: Organization and Administration	Physical & Intellectual Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Supporting Children’s Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory Level: C2 Hours: 3	Why are some children easygoing and others curious and intense? One major factor at play is temperament. This course takes a deeper look at how children’s temperament impacts their behavior, relationships, and overall social-emotional well-being. Participants will explore the nine temperament traits and how they show up in different children. The concept of “goodness of fit” will be introduced as a way to help caregivers and educators better support children whose traits may differ from their own. Participants will leave with practical strategies to adjust their responses and create learning environments where all children feel understood, supported, and set up for success.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Principles of Child Growth & Development Social & Emotional Development

Classroom Environment

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators Level: C2 Hours: 7	Quality in early learning begins with everyday interactions. These simple, routine moments build the foundation for connection, learning, and growth for both children and adults. This series introduces early learning administrators to the Everyday Interactions Matter (EIM) approach through observation, discussion, and self-reflection. EIM teaches professionals to recognize meaningful daily interactions and share practices with peers. By focusing on strengths, they can deepen connections and foster a sense of belonging. These everyday moments shape leadership and guide the values that define quality early learning environments.	Standard Area 1: Child Development and Learning in Context Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Social and Emotional Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs Level: C3 Hours: 13	The primary ingredient of quality in early learning settings begins with the everyday interactions that we share with one another. These simple and ordinary moments that take place during daily routines form the very foundation of learning and connection for young children and adults alike. Within this series, early learning professionals will engage with the Everyday Interactions Matter approach through a process of careful observation, discussion, and self-reflection. This professional development initiative is designed to support early learning professionals, including owners, directors, and educators, in examining the everyday moments that make up their days. This series includes coaching to learning how to notice the deep and simple interactions through out the day. Through this strengths-based process, professionals can recognize powerful moments of connection, sharing, growing, and belonging in everyday interactions with others.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety	Principles of Child Growth & Development Maintaining Professionalism Social and Emotional Development Productive Relationships with Families Safe, Healthy Learning Environment
Everyday Interactions Matter—Part 1: Noticing the Simple and Ordinary Level: C1 Hours: 2	This course uses examples and discussions to introduce participants to the concept of “Everyday Interactions Matter.” Simple and ordinary interactions between educators and children that take place during play, transition, and daily routines are the foundation of both learning and growing. By observing carefully and listening to each other, we can recognize moments of connecting, sharing, growing, and belonging in everyday moments in the early childhood education setting. This course can be taken independently, or as the first step in the Everyday Interactions Matter process.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Everyday Interactions Matter—Part 2: Learning About Our Own Practice Level: C2 Hours: 2	In this course, early learning professionals will observe video footage of ordinary moments shared between adults and children. These video clips of authentic, everyday interactions provide a mirror to reflect educators' unique strengths in being with children. By sharing with colleagues and listening to the observations of peers, participants can learn, grow, and acknowledge the power of their own practice as educators of young children.	Standard Area 1: Child Development and Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism
From Troubles to Triumph! Learning Strategies for Successful Transitions Level: C2 Hours: 2	Challenging behaviors often happen during times of transition. During this session, participants will learn developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development, learning, and classroom management. Using clips from '90s sitcoms, we will tie in the four common transition strategies that can be easily implemented in the classroom.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Prepping the Classroom Environment to Support Social-Emotional Regulation Level: C1 Hours: 1	Creating a supportive classroom environment is key to helping children develop social and emotional regulation. Prepping the Classroom Environment for Social-Emotional Regulation invites participants to explore how intentional design and daily practices can promote calm, connection, and self-regulation. Through reflection and guided group discussions, participants will examine the impact of the environment on behavior and learning. With a focus on practical application, participants will identify strategies to create responsive, supportive spaces that foster emotional growth. By the end, participants will feel more confident in preparing environments that help children manage emotions and engage successfully.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development
Re-Envisioning Your Classroom: Curiosity Calms Chaos Level: C2 Hours: 2	Educators will be challenged to re-envision their classrooms as child-centered environments of curiosity and play. This environment naturally calms chaos we often see in early learning classrooms. Participants will learn strategies and tools for transforming classroom spaces and practices to meet the needs of all children. Topics include classroom environment/setup, classroom management, and routines, with a focus on using curiosity and play to explore ways to “calm the chaos.”	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development Social & Emotional Development

Curriculum Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Effective Lesson Planning for the Early Childhood Classroom Level: C1 Hours: 2	Within this session, participants will reflect upon elements needed within an early educational environment that work to promote appropriate, responsive, and effective experience, or “lesson planning.” Discussions will include the definition of a responsive and developmentally appropriate learning environment; ways to provide a balanced, child-friendly program schedule; and, how to construct experience plans that reflect program mission as well as child interest and needs.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development
Engaging Learners: The Concept of School Readiness Level: C2 Hours: 2	“Kindergarten readiness” is a term often used by preschool teachers. This course looks at important parts of being ready for school, including the Continuum Concept, brain states, and how children behave. Participants will learn ways to help children get ready for school by understanding their development and building strong connections with families and schools. The course focuses on helping children feel confident and ready for kindergarten. Educators will learn useful tools to create a supportive environment, making sure every child is prepared to succeed in school, both in learning and emotional growth.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment	Principles of Child Growth & Development Social & Emotional Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Talk to That Baby: Phonological Awareness as a Pillar of Early Literacy Level : C1 Hours: 2	Language development is foundational to early literacy. This course emphasizes the importance of engaging with infants through spoken or signed language to lay the groundwork for phonological awareness. Participants will learn how interactions in the language of the caregivers can support early literacy skills, focusing on the quality of engagement rather than specific vocabulary. This course equips educators with strategies to foster language development from infancy, promoting lifelong literacy skills.	Standard Area 1: Child Development and Learning in Context Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Principles of Child Growth & Development Physical & Intellectual Development
Technological and Virtual Engagement Level: C2 Hours: 2	Children love technology! Technology can be used in an intentional way that encourages learning and growth in early childhood education spaces. Participants will leave this course with information about their own ethical responsibility, confident in their role as media mentors and how technological and digital tools support the well-being of children and their caregivers. Participants will also gain new skills in digital media/technology tool use. Participants will have the chance to engage with these tools including Message from Me (MfM), an innovative tool that strengthens the home-school connection between children and their caregivers.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Principles of Child Growth & Development

Family and Community Engagement

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
The Benefits of Purposeful Partnerships with Early Intervention Services Level: C2 Hours: 2	Discover how to effectively support young children receiving Early Intervention (EI) services in this engaging course focused on infants, toddlers, and preschoolers. Participants will explore EI service-delivery models and gain insight into the critical role child care providers play in fostering development through routines, relationships, and repetition. By the end of the course, participants will be equipped with practical strategies to build strong partnerships with EI providers and families, and confidently apply collaborative, inclusive approaches in their classrooms and programs to support every child's growth and learning.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families
Building Positive Relationships with Parents: Effective Parent Conferences Level: C2 Hours: 2	Strong partnerships with families are essential to supporting children's success. Building Positive Relationships with Parents: Effective Parent Conferences invites participants to explore the importance of meaningful parent-provider connections and how they impact child outcomes. Through reflection and guided group discussions, participants will examine common challenges and opportunities within parent conferences. With a focus on practical application, participants will learn strategies for clear, respectful communication that builds trust and collaboration. By the end, participants will feel more confident leading effective conferences that strengthen relationships and support positive shared goals for children.	Standard 2: Family-Teacher Partnerships and Community Connections	Productive Relationships with Families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
How to Handle and Navigate Challenging Conversations with Families Level: C2 Hours: 2	Engaging in challenging conversations with families is a vital aspect of early childhood education. In this course, participants will learn strategies to navigate these discussions using professional and constructive language. They will explore techniques to formulate a plan and communicate effectively, ensuring families feel heard and supported. This course empowers educators to build strong, collaborative relationships with families, fostering a positive learning environment for children.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
Message from Me: An Innovative Tool Extending the Home-School Connection—Part 1 Level: C1 Hours: 2	Discover how Message from Me (MfM), an innovative technology tool, strengthens the home-school connection between children and their families. Participants will have an opportunity to play and explore MfM with provided materials, as well as engage in rich discussions on supporting the digital and social-emotional well-being of children and bridging the gap between the home-school connection by serving as media mentors. This session will also highlight strategies to support culturally and linguistically diverse children and families when implementing Message from Me.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Social & Emotional Development Productive Relationships with Families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Message from Me: An Innovative Tool Extending the Home-School Connection—Part 2 Level: C2 Hours: 2	This session will provide an in-depth overview of the functionalities of the Message from Me administrative website. Using the Message from Me resources, educators will have an opportunity to design a plan to implement Message from Me in their educational setting. Upon completion of the session, educators will be able to manage their Message from Me classroom accounts and use Message from Me data to inform practice. Educators must take “Message from Me: An Innovative Tool Extending the Home-School Connection—Part 1” prior to taking this session.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Standard Area 6: Professionalism as an Early Childhood Educator	Productive Relationships with Families
Using Email Newsletters and Facebook Groups to Communicate with Families Level: C2 Hours: 2	Electronic communication systems can offer child care providers an opportunity to reach busy families and expand engagement. In this course, the facilitator will cover best practices for sharing information with families of children who are currently in their care. Educators who complete the course will understand how to effectively use digital techniques to communicate with their program’s families, including how to create an email newsletter (MailChimp) and a Facebook Group.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 6: Professionalism as an Early Childhood Educator	Productive Relationships with Families Maintaining Professionalism

Guidance and Behavior Management

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Classroom De-escalation in Early Childhood Level: C2 Hours: 1	Participants will build a toolkit of effective de-escalation techniques to support children in moments of distress, while maintaining a calm, responsive presence. Just as importantly, the course emphasizes what comes next—how to thoughtfully re-engage with a child after an escalation, strengthening relationships and supporting long-term social and emotional growth. By the end of the session, participants will feel better prepared to navigate intense moments in ways that promote connection, understanding, and resilience.	Standard 1: Child Development and Learning in Context Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Physical & Intellectual Development
Dealing with Anger in the ECE Environment Level: C2 Hours: 2	Managing emotions in the classroom is essential for creating a positive learning environment. In this course, educators will learn strategies such as co-regulation, emotion awareness, and response inhibition to support children's emotional development. Through scenarios and activities, participants will explore techniques for recognizing and addressing anger in children, fostering emotional resilience, and promoting a calm and supportive classroom atmosphere. De-escalation techniques will be shared with participants to take back to their classrooms.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 7: Health and Safety	Social & Emotional Development Safe, Healthy Learning Environment

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Effective Behavior Practices Level: C2 Hours: 2	This course primarily focuses on the establishment of a respectful and responsive learning environment for all children. Discussions regarding verbal and non-verbal communication strategies that convey acceptance, warmth, and comfort, and the importance of daily positive and responsive interactions with young children will be reviewed. Topics such as inclusion and the importance of play will be highlighted.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development
FLIP IT®: Transforming “Challenging” Behavior in Young Children Level: C1 Hours: 2	FLIP IT® is a strategy that offers a simple, kind, strength-based, commonsense, and effective four-step process to address “challenging” behaviors. The four steps are embodied in the FLIP acronym, which stands for Feelings, Limits, Inquiries, and Prompts. FLIP IT® is nothing new, but it transforms best practice into a strategy that is portable, easy to remember, and applicable in a variety of challenging situations.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development Observing & Recording Behavior

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology Level: C2 Hours: 8	Social-emotional learning skills are important core skills we learn as young children. MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology highlights the importance of social-emotional learning skills within the Pre-K classroom. This series will explore the emotional development of children within a pre-kindergarten classroom. Application will be the focus and various strategies to enhance children’s social-emotional learning journey, will be presented. Educators will be able to collaborate with peers as well as reflect on their own practices.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Standard Area 7: Health and Safety	Principles of Child Growth & Development Social & Emotional Development Productive Relationships with Families Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Positive Guidance Strategies to Facilitate Social and Emotional Development Level: C2 Hours: 2	Teaching children social and emotional skills during the early childhood years is critical for later success in school and in life. In this course, participants will learn preventative strategies to address “challenging” behaviors. The course emphasizes that all behavior is a form of communication and encourages approaches that preserve the relationship between caregiver and child, promoting social and emotional well-being. Practical interaction techniques will be shared that can be implemented immediately upon the participants return to the classroom.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Social & Emotional Development
Reframing “Challenging” Behaviors: How to Effectively Guide and Support Children Level: C2 Hours: 1	Struggling with tough behaviors in your classroom? You’re not alone. This course is a practical, hands-on course designed to help you better understand what “challenging” behavior really means. You’ll learn how to spot it, talk about it, and use developmentally appropriate strategies to prevent and respond to the behavior. Walk away with tools you can use right away to create a calmer, more supportive classroom.	Standard Area 1: Child Development and Learning in Context	Principles of Child Growth & Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Trauma-Informed Classrooms: Supporting Children with Early Childhood Trauma Level: C2 Hours: 2	This course provides an in-depth exploration of trauma and its effects on child development and behavior. Participants will learn how trauma influences learning, emotional regulation, and interpersonal relationships. Through interactive activities and case studies, educators will gain practical strategies for creating trauma-informed classrooms that support all students. The course emphasizes recognizing signs of trauma, responding with empathy, and fostering a safe environment that promotes healing. By the end, participants will be equipped with the tools to better support the social and emotional needs of children, ensuring a more inclusive and nurturing learning space.	Standard Area 7: Health and Safety	Social & Emotional Development Observing & Recording Behavior Safe, Healthy Learning Environment

Health and Safety

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
American Red Cross—First Aid/CPR/AED including Pediatric First Aid and CPR Level: C2 Hours: 4.5	This course has an emphasis on hands-on learning. This First Aid/CPR/AED course gives you the skills to save a life. The course aligns with OSHA's Best Practices for Workplace First Aid Training Programs. Certification is issued upon successful completion and is valid for two years.	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment
Creating a Safe Environment Through Active Supervision Level: C1 Hours: 2	Actively and purposefully supervising children in early childhood education classrooms is a vital part of an educator's role. This course instructs early childhood educators about the role active supervision plays in an early learning setting. It focuses on strategies to ensure children's safety and well-being through vigilant and engaged supervision practices. * Note: This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course.	Standard Area 1: Child Development and Learning in Context Standard Area 7: Health and Safety	Principles of Child Growth & Development Safe, Healthy Learning Environment
Safe Sleep in Child Care Level: C1 Hours: 2	This course educates early childhood educators on the risk factors associated with Sudden Infant Death Syndrome (SIDS) and the implementation of safe sleep practices in infant classrooms. Participants will learn evidence-based strategies to create a safe sleep environment, including proper positioning, sleep surface, and room-sharing guidelines. The course aims to enhance educators' understanding and application of safe sleep practices, contributing to the health and safety of infants in their care. * Note: This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Supervision 101 Level: C1 Hours: 1	Discover the essentials of effective supervision in licensed early childhood programs. This engaging course explores Pennsylvania DHS Certification Regulations, with a focus on defining supervision and maintaining proper child-to-staff ratios. Through real-world scenarios, participants will gain practical strategies to ensure safety and compliance. Ideal for both new professionals and those seeking a refresher on this critical responsibility.	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment

Justice, Equity, Diversity, and Inclusion (JEDI)

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Accommodations and Adaptations for Diverse Learners in Inclusive Settings Level: C2 Hours: 2	This session focuses on specialized activities and accommodations that professionals provide during normal routines to support the learning and development of young children with significant disabilities. The course emphasizes the importance of collaboration between family members, early intervention supports, early care and education professionals, and other key partners serving families.	Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 7: Health and Safety	Principles of Child Growth & Development Physical & Intellectual Development
An Overview of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood) Level: C2 Hours: 2	This course helps educators, caregivers, and families understand the importance of fostering positive racial identity in young children, especially Black children ages 3–8. Grounded in research, the session explores how positive identity development leads to improved outcomes such as confidence, academic performance, and problem-solving skills. Participants will learn how race impacts young children and how to engage in supportive conversations around racial identity. Educators will leave with tools to affirm children’s identities and counter negative social messages, creating a protective and empowering learning environment.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Collaborating for Inclusive Practices in Early Childhood: Focus on Attitudes and Beliefs Level: C2 Hours: 2	Attitudes and beliefs shape actions, and societal attitudes shape service systems. Participants will have opportunities to explore the benefits of inclusion for all children and all adults, reflect on how their individual attitudes and beliefs developed, and how they impact their practice, their colleagues, and the service system. Participants will identify strategies to create a sense of belonging for all children in the classroom, explore perceptions about disability, and reflect on how attitudes and beliefs impact early care and education practices.	Standard Area 1: Child Development and Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism
Cultural Humility and Cross-Cultural Family Engagement Level: C2 Hours: 2	Educators will take a deep dive into the concept of cultural humility. Participants will learn the various dimensions across which cultures differ worldwide. Application of this knowledge will help teachers to better understand conflict as it arises when engaging families of other cultures, with a goal of improving communication and promoting inclusion.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Social & Emotional Development Productive Relationships with Families
Equitable Access for All Learners Level: C2 Hours: 2	This course supports educators in creating inclusive classrooms where every child can thrive. Participants will explore strategies to plan and assess using multiple modes, implement culturally relevant practices, and utilize materials that reflect and support diverse learners. Educators will learn to recognize and reduce barriers to access while fostering a sense of belonging for all children. By the end of this session, participants will understand the value of equity in early education and leave with practical tools to support meaningful inclusion in their classrooms.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Productive Relationships with Families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood) Level: C2 Hours: 10	This engaging series helps educators, caregivers, and families understand the importance of nurturing positive racial identity in young children, especially Black children ages 3–8. Grounded in research, each session highlights how identity development supports confidence, academic success, and problem-solving skills. Participants will explore the impact of race on young children and learn how to have meaningful, age-appropriate conversations about identity. By the end of the series, educators will leave with practical tools to affirm children’s identities, challenge negative messages, and create empowering, inclusive learning environments.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Social & Emotional Development Maintaining Professionalism
Recognizing Bias and Promoting Equity in Early Childhood Settings Level: C2 Hours: 2	Educators will explore the differences between equality and equity as well as work to define terms such as inclusion and bias. Through a lens of ECE and family engagement, teachers will examine their own biases and relate their personal experiences to their role in the classroom.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Social & Emotional Development Productive Relationships with Families

Professionalism and Program Organization

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Anchored Leadership Level: C2 Hours: 1	Leadership in early childhood requires more than management—it calls for clarity, presence, and purpose. In this course, participants will explore how to anchor their leadership in core values, cultivating a calm and steady presence even in times of stress and uncertainty. Emphasizing resilience and adaptability, the course supports leaders in navigating challenges while staying grounded. Participants will reflect on how their leadership impacts others and leave with strategies to lead with intention, stability, and confidence, even in the face of ever-changing demands.	Standard 6: Professionalism as an Early Childhood Educator Standard 8: Organization and Administration	Effective Program Operation Maintaining Professionalism
Begin with ELRC Basics Level: C1 Hours: 6	In this series, newly licensed child care providers in ELRC 5 will discover the range of support offered by ELRC 5 Quality Staff. Educators and administrators will explore essential procedures, practices, and resources to enhance their programs. This series aims to foster the growth and development of newly licensed child care providers, equipping them with the knowledge and tools needed to create high-quality learning environments for children.	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety Knowledge Area 8: Organization and Administration	Principles of Child Growth & Development Social & Emotional Development Maintaining Professionalism Safe, Healthy Learning Environment Effective Program Operation

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
The Business of Family Child Care Level: C3 Hours: 12	Running a family child care program is more than caring for children—it’s running a business with heart. The Business of Family Child Care is a two-part course designed especially for family child care owners and relative providers who are thinking about becoming licensed. This course will guide you step-by-step with practical tools, clear explanations, and real-world examples you can use right away. In Part 1, you will build a strong foundation by learning about Child Care Certification and Regulations, Health and Safety, Caring Adults, Safer Children, and Family and Community Engagement. These modules focus on creating a safe, compliant, and relationship-centered program where children and families thrive. In Part 2, we shift to the business side of child care. You’ll explore Foundational Financial Practices, Sales and Marketing, and Building Revenue and Long-Term Growth. You’ll learn how to price your services, manage expenses, attract families, and create a sustainable program that supports both your passion and your income. • This course is a fully self-paced, e-learning course that can be accessed through the PD Registry: https://bit.ly/TheBusinessOfFamilyChildCare	Standard Area 1: Child Development and Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety Knowledge Area 8: Organization and Administration	Principles of Child Growth & Development Social & Emotional Development Productive Relationships with Families Observing & Recording Behavior Maintaining Professionalism Safe, Healthy Learning Environment Effective Program Operation

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Child Care 101 Level: C1 Hours: 10	Jumpstart your journey in early childhood education with Child Care 101! In just five dynamic sessions, you'll gain essential skills in child development, classroom management, and health and safety. Perfect for beginners or those refreshing their knowledge, this series empowers you to create inclusive, engaging environments where every child can thrive.	Standard Area 1: Child Development and Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety	
Combating the Child Care Crisis: Empowering Early Educators Through Workforce Development Level: C2 Hours: 2	This course explores practical workforce development strategies to address the ongoing child care crisis. Participants will examine the critical role a strong, supported early childhood workforce plays in delivering high-quality care. Learning objectives include identifying policy levers, addressing barriers to access, and exploring innovative solutions to make training and education more accessible. Through reflection and group dialogue, educators will gain tools to strengthen their programs and advocate for meaningful change. Participants will leave with a deeper understanding of how workforce investment can improve outcomes for children, families, and communities.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
ECE Advocacy 101 Level: C2 Hours: 2	The ECE Advocacy 101 workshop is designed to break down the Pennsylvania budget cycle. Participants will receive an overview of the Early Learning PA (ELPA) campaigns and how ECE programs are impacted by the budget process and ways professionals and families can use their experience and knowledge to advocate. Participants should leave with foundational knowledge of the PA budget, ELPA campaigns, and various advocacy actions they participate in or lead.	Standard Area 6: Professionalism as an Early Childhood Educator Knowledge Area 8: Organization and Administration	Maintaining Professionalism
ECE Advocacy 201: Crafting and Sharing Your Message Level: C1 Hours: 1.5	Effective messaging helps communicate key points to an advocate’s audience. This course is for ECE educators who have taken our Advocacy 101 or other foundational advocacy training and would like to take the next step in preparing to speak with elected officials. Participants leave with specific information that relates to the ECE field that will help them feel confident when advocating for ECE. Participants will also leave the course having developed talking points for meetings with elected officials to advocate for early childhood education.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Ethics and Professionalism Level: C1 Hours: 2	In this session, participants will explore the NAEYC Code of Ethics and how it guides professional conduct with children, families, colleagues, and the community. Through scenarios and group activities, educators will practice applying ethical principles to real-life situations. The course emphasizes professionalism in early childhood settings and helps participants reflect on their own values and responsibilities. By the end of the session, participants will be equipped to make ethical decisions that support high-quality care and will view their work as a respected and impactful career path.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
From Conflict to Connections: Better Collaboration with Colleagues Level: C2 Hours: 1	Conflict is a natural part of teamwork—but it can also be an opportunity for growth. From Conflict to Connections: Better Collaboration with Colleagues invites participants to explore how communication styles and perspectives impact workplace relationships. Through guided group discussions and reflection, participants will examine real challenges and build practical strategies for collaboration. The course focuses on recognizing communication styles, strengthening relationship-building skills, and developing effective conflict resolution approaches. By the end, participants will feel more confident navigating difficult conversations and fostering positive, productive interactions with colleagues.	Standard 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Resilience in the Classroom: What To Do When Things Don't Go As Planned Level: C3 Hours: 1	Challenges in the classroom are inevitable—but how educators respond can make all the difference. This course invites participants to explore the role of self-resiliency in navigating unexpected moments with confidence and care. Through reflection and guided group discussions, participants will examine common reactions to stress and learn to distinguish between resilient and non-resilient responses. With a focus on practical application, participants will build a personalized resilience toolkit, including backup plans and strategies for managing stress triggers. By the end, participants will feel more prepared to adapt, problem-solve, and respond to challenges in ways that support both themselves and their learners.	Standard 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
Where Does the Money Come From? ECE Structures and Systems Level: C1 Hours: 2	Understanding funding streams related to policy help advocates become more strategic when educators flex their advocacy muscle! The purpose of this training is to help educators understand the early childhood “funding streams” and “line items” that impact ECE programs and services. We will also look at barriers to providing high-quality early learning services, discuss strategies and solutions, and how advocating to the right people helps children, families, and the early childhood field.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Courses by Learning Standard

Professional Standard Area 1: Child Development and Learning in Context

Early Intervention and Inclusion from the Classroom Perspective	5
Early Intervention Toolkit: Tools and Resources for Allegheny County Early Care and Education Providers	5
Developmentally Appropriate Practice: An Overview	6
Developmentally Appropriate Practice Series	6
Executive Function and Play: What's the Connection?	6
Risky Play	7
From the Beginning: Recognizing the Value of Infant Care	7
Supporting Children's Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory	8
Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators	9
Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10
Everyday Interactions Matter—Part 1: Noticing the Simple and Ordinary	10
Everyday Interactions Matter—Part 2: Learning About Our Own Practice	11

From Troubles to Triumph! Learning Strategies for Successful Transitions	11
Prepping the Classroom Environment to Support Social-Emotional Regulation	12
Re-Envisioning Your Classroom: Curiosity Calms Chaos	12
Effective Lesson Planning for the Early Childhood Classroom	13
Engaging Learners: The Concept of School Readiness	13
Talk to That Baby: Phonological Awareness as a Pillar of Early Literacy	14
The Benefits of Purposeful Partnerships with Early Intervention Services	15
Message from Me: Innovative Tool Extending the Home-School Connection Part 2	17
Classroom Descalation in Early Childhood	18
FLIP IT®: Transforming "Challenging" Behavior in Young Children	19
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20
Positive Guidance Strategies to Facilitate Social and Emotional Development	21
Reframing "Challenging" Behaviors: How to Effectively Guide and Support Children	21
Creating a Safe Environment Through Active Supervision	23

An Overview of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	25
Collaborating for Inclusive Practices in Early Childhood: Focus on Attitudes and Beliefs	26
Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	27
Begin with ELRC Basics	28
The Business of Family Child Care	29
Child Care 101	30

Professional Standard Area 2: Family-Teacher Partnerships and Community Connections

Early Intervention and Inclusion from the Classroom Perspective	5
Early Intervention Toolkit: Tools and Resources for Allegheny County Early Care and Education Providers	5
From the Beginning: Recognizing the Value of Infant Care	7
Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10
Engaging Learners: The Concept of School Readiness	13
Technological and Virtual Engagement	14
The Benefits of Purposeful Partnerships with Early Intervention Services	15

Building Positive Relationships with Parents: Effective Parent Conferences	15	Engaging Learners: The Concept of School Readiness	13	Effective Behaviors Practices	19
Message from Me: Innovative Tool Extending the Home-School Connection Part 1	16	MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20	Positive Guidance Strategies to Facilitate Social and Emotional Development	21
Using Email Newsletters and Facebook Groups to Communicate with Families	17	Accommodations and Adaptations for Diverse Learners in Inclusive Settings	25	Accommodations and Adaptations for Diverse Learners in Inclusive Settings	25
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20	The Business of Family Child Care	29	An Overview of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	25
Cultural Humility and Cross-Cultural Family Engagement	26	Professional Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices		Cultural Humility and Cross-Cultural Family Engagement	26
Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	27	Executive Function and Play: What's the Connection?	6	Equitable Access for All Learners	26
Recognizing Bias and Promoting Equity in Early Childhood Settings	27	Supporting Children's Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory	8	Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	27
Begin with ELRC Basics	28	Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators	9	Recognizing Bias and Promoting Equity in Early Childhood Settings	27
The Business of Family Child Care	29	Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10	The Business of Family Child Care	29
Professional Standard Area 3: Child Observation, Documentation, and Assessment		From Troubles to Triumph! Learning Strategies for Successful Transitions	11	Child Care 101	30
Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)	4	Effective Lesson Planning for the Early Childhood Classroom	13	Professional Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	
Ages & Stages Questionnaires®, Third Edition (ASQ®-3)	4	Message from Me: An Innovative Tool Extending the Home-School Connection Part 2	17	Supporting Children's Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory	8
Capturing Moments: Planning for and Conducting Classroom Observations	4	Classroom De-escalation in Early Childhood	18	Talk to That Baby: Phonological Awareness as a Pillar of Early Literacy	14
Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators	9	Dealing with Anger in the ECE Environment	18	Technological and Virtual Engagement	14
				Message from Me: Innovative Tool Extending the Home-School Connection Part 1	16

Message from Me: Innovative Tool Extending the Home-School Connection Part 2	17
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20
Positive Guidance Strategies to Facilitate Social and Emotional Development	21

Professional Standard Area 6: Professionalism as an Early Childhood Educator

Everyday Interactions Matter: Deep and Simple in Early Learning Programs for Administrators	9
Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10
Everyday Interactions Matter—Part 2: Learning About Our Own Practice	11
How to Handle and Navigate Challenging Conversations with Families	16
Message from Me: An Innovative Tool Extending the Home-School Connection Part 2	17
Using Email Newsletters and Facebook Groups to Communicate with Families	17
Collaborating for Inclusive Practices in Early Childhood: Focus on Attitudes and Beliefs	26
Exploration of P.R.I.D.E. (Positive Racial Identity Development in Early Childhood)	27
Anchored Leadership	28

Begin with ELRC Basics	28
The Business of Family Child Care	29
Child Care 101	30
Combating the Child Care Crisis: Empowering Early Educators Through Workforce Development	30
ECE Advocacy 101	31
ECE Advocacy 201: Crafting and Sharing Your Message	31
Ethics and Professionalism	32
From Conflict to Connections: Better Collaboration with Colleagues	32
Resilience in the Classroom: What To Do When Things Don't Go As Planned	33
Where Does the Money Come From? ECE Structures and Systems	33

Professional Standard Area 7: Health and Safety

Everyday Interactions Matter: Deep and Simple Relating in Early Learning Programs	10
Dealing with Anger in the ECE Environment	18
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology	20
Trauma-Informed Classrooms: Supporting Children with Early Childhood Trauma	22

American Red Cross—First Aid/CPR/AED including Pediatric First Aid and CPR	23
Creating a Safe Environment Through Active Supervision	23
Safe Sleep in Child Care	23
Supervision 101	24
Accommodations and Adaptations for Diverse Learners in Inclusive Settings	25
Begin with ELRC Basics	28
The Business of Family Child Care	29
Child Care 101	30

Professional Standard Area 8: Organization and Administration

Risky Play	7
Anchored Leadership	28
Begin with ELRC Basics	28
The Business of Family Child Care	29
ECE Advocacy 101	31

The Institute for Early Childhood Career Pathways

The Institute for Early Childhood Career Pathways is the place where directors and educators have access to supports, courses, and services to meet their personal needs and professional goals.

Early educators can go to achieve their career objectives by meeting with a Career Advisor and building out a professional development plan.

Because Trying Together values and supports leadership development, the Institute also helps learning program directors build their own skills, identify funding opportunities, and navigate career paths for their staff to help meet Keystone STARS standards.

Courses

To support the work of early childhood, The Institute for Early Childhood Career Pathways provides professional development courses that align with:

- Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE)
- Childhood Development Associate Credential (CDA) Requirements
- Keystone STARS Performance Standards
- NAEYC Professional Standards and Competencies for Early Childhood Educators
- The Charlotte Danielson Framework for Teaching

Learn more at tryingtogether.org/the-institute-for-early-childhood-careers/

Other Resources

ECE Lending Library

The Trying Together ECE Lending Library is available for early care and education programs to borrow an array of materials for their programs. The ECE Lending Library items support and recognize learning abilities, cultural diversity, and health and safety. Learn more at tryingtogether.org/trying-together-ece-lending-library/

Technology Lending

Individuals who are participating in Trying Together's workforce development programs, such as the

community-based CDA, can borrow laptops and tablets to complete their coursework.

Connections to Partners

Career Advisors at the Institute will connect early educators to funding opportunities, resources, and partners, such as: Literacy Pittsburgh; the T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® Pennsylvania Scholarship Program; the PA Key; the PA PD Registry; local institutions of higher education; the ECE PDO@PASSHE; and other professional development organizations to help them meet their career goals.



Other Opportunities

UnConference

An UnConference is an innovative professional growth opportunity that aims to establish a deeper learning experience around a highlighted theme. As part of the program, attendees hear from local and national speakers and engage in hands-on workshops. Trying Together hosts several UnConference events per year as part of an annual series. To learn more, visit the UnConference page: bit.ly/UnConferences

Everyday Interactions Matter

EIM is a professional development initiative that helps early childhood educators learn and grow from their own practice by highlighting the single most essential ingredient of early childhood quality: everyday interactions. To learn more, visit the EIM website: www.everydayinteractions.org

Message from Me

MfM serves as a tool for young children to communicate with their families about their daily activities and learning experiences through the use of digital pictures and recorded audio messages. To learn more, visit the MfM website: www.messagefromme.org

Early Learning Resource Center (ELRC) Region 5

Since July 1, 2019, current and future licensed Allegheny County early learning programs work with Trying Together's ELRC staff to meet high-quality standards. In Pennsylvania, ELRCs provide a single point-of-contact for families, early learning service providers, and communities to gain information and access services that support high-quality child care and early learning programs. The Allegheny County Department of Human Services partners with OCDEL to support ELRC Region 5 in partnership with The Alliance for Infants and Toddlers and Trying Together.



More Information

For details about how Trying Together can assist you to meet your career goals, contact us at learning@tryingtogether.org or **412.421.3889**.

Trying Together

Contact Information

learning@tryingtogether.org

