Online Course Catalog and Descriptions

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INDIANA ACADEMY FOR OUT OF SCHOOL LEARNING

OSTPD Certificate Series

Course 1: Exploring the Continuum of Developmental Tasks of School-Age Children from 5 to 12 – Implications for Programming

Understanding the continuum of ongoing development between the ages of 5 and 12 provides the foundation for planning and implementing successful school-age programs. When staff know and understand the developmental tasks of school-age children, they can work with children and colleagues to design effective environments, plan engaging activities, set appropriate expectations and limits, and guide children's behavior effectively.

Course 2: Exploring Four Areas of Development – Implications for Programming

One of the most helpful ways to gain an understanding of the needs and interests of youth between 5 and 12 is to examine their development from four different perspectives: 1) Physical Development, 2) Cognitive Development, 3) Social Development, and 4) Emotional Development. It is important for staff to keep all four of these areas in mind when planning and implementing program activities and experiences. Keeping the four areas of development in mind leads staff to design a balanced set of experiences that nurture and growth and development of the "whole child."

Course 3: Exploring Developmental Needs and Characteristics of Different Age Groups – Implications for Programming

Certain developmental needs and traits are associated with younger school-age children, while others are typical of older school-age children and youth. While the differences between school-age children of different ages are not clear-cut, there are some general traits

and tasks that are often associated with younger (ages 5 – 7), middle (ages 8 – 10), and older (ages 11 – 12) school-age children and youth. Understanding these differences helps staff plan appropriate activities and guidance strategies for children of different ages.

Course 4: Exploring Individual Differences among School-Age Children – Implications for Programming

One of the most significant challenges for staff in OST programs is learning how to identify, manage, and respond appropriately to individual differences in a group setting. Some differences among children are the result of inborn characteristics and traits (e.g. physical characteristics, temperament, talents, race). Other differences are the result of external factors (e.g. the environment) or are cultivated as the child grows and develops (e.g. interests, skills, knowledge). The diverse needs, characteristics, interests, abilities, and skills of school-age children require a flexible atmosphere that supports diversity and choice for children with varying capacities for independent action. Staff who understand and appreciate individual differences in children are better equipped to plan and implement program experiences that help individual children grow and flourish in a group setting.

Course 5: Managing School-Age Children in Groups

When large numbers of children are involved in the program, it is challenging to create and deliver school-age program activities that can meet the needs of all children. The key to success is taking a systematic approach to program planning. It is important for staff to understand how to select appropriate activity options and use effective management strategies that make it possible to offer a balanced variety of simultaneous activity options. This understanding will help staff plan and implement a program that effectively supports, nurtures, and guides individual differences and fosters positive interaction among children in groups.

Course 6: Guiding the Behavior of Individual Children

The knowledge and understanding in this course will help students develop strategies for creating programs that encourage individual children to develop self-discipline and self-direction, establish positive relationships with others, and exhibit respect for program materials and equipment and the rights of others.

Course 7: Observation Skills – What's Really Going on Here?

Observation forms the basis for much of what people plan and do every day. As staff work with children in school-age programs, observation takes a more formal role. High quality school-age care is based on the principle of developmentally appropriate practices. Developmentally appropriate practices combine general knowledge of child development with specific knowledge of each individual child. Conducting objective observations help staff learn about each child's development and provides staff with valuable information to use in planning and implementing appropriate program experiences and in developing effective guidance strategies.

Course 8: Human Relations Skill Development

Being able to communicate effectively is an essential human relations skill for school-age care professionals. To be a good communicator, school-age professionals need to understand the components of communication and how the communication process works. They need to identify barriers to clear communication and develop strategies for minimizing or eliminating barriers to communication. School-age care professionals also need to work cooperatively with other team members to solve problems and conflicts. This requires an understanding of how teams work and the characteristics of effective teams. Assessing the current status of personal human relations skills helps each professional identify priorities for making improvements to these skills.

Course 9: School-Age Care as a Family Service – Part One (Emphasis on Relationship Building)

Strong, positive, cooperative relationships with parents and families are at the heart of quality school-age programs. Unfortunately, positive relationships with parents and families are not always easy to achieve because parents, like children, have widely varying personalities; some are easier to reach than others. Parents in school-age programs have different ideas, values, concerns, knowledge, pressures, lifestyles, plans, dreams, resources, and constraints. Staff who are successful in building positive relationships begin by recognizing the importance of accepting parents as the most important people in children's lives, regardless of differences among them. They understand that staff attitudes toward parents can have a strong effect on whether or not staff can establish positive relationships with parents. Staff in quality programs make a commitment to learning as much as possible about parents' needs, interests, wants, and concerns and develop effective strategies for making positive connections with parents.

Course 10: School-Age Care as a Family Service – Part Two (Emphasis on Planning Opportunities for Family Involvement

The foundation for getting parents involved in school-age programs is to keep parents well informed about what is happening in the program. Quality programs also provide parents with opportunities to make suggestions and give feedback on program services through suggestion boxes, feedback forms, and surveys. When parents are encouraged to have input in the program, they develop trust and confidence in the program and feel a sense of pride and ownership. They are much more likely to participate as resourceful partners with program staff when they know their ideas are welcome and valued. Finally, because parents are all different from each other, it's important to provide many different opportunities for them to connect with the program. Staff in quality school-age programs recognize that all parents don't have to be involved in the same way.

Course 11: Building Relationships with School Personnel

School-age programs and schools share a mutual goal of supporting the growth, development, and learning of school-age children. Over 50% of all school-age programs nation-wide are housed in school facilities. When school-age programs are housed in school facilities, it is essential for staff in school-age programs to establish and maintain a positive relationship with school personnel. This makes it possible for schools and programs to work together to support the needs of the whole child. Staff can develop successful partnerships with school personnel by cultivating an understanding of the needs, interests, and goals of school personnel and using effective strategies, tools, and systems to build a spirit of positive collaboration and communication. NOTE: This module is focused on developing relationships with school personnel that create a collaborative approach to sharing the use of school facilities. Building relationships with teachers to support children's learning is addressed in Module 23, *Providing Homework Support*

Course 12: Growing as a Professional in School-Age Programs

Caring for school-age children in a school-age program is a relatively new field of work. The field itself is constantly changing and expanding. In view of this "newness" and change, those who work in the field are playing an important role in shaping and defining what it means to be a school-age professional. They are guiding school-age care as an emerging profession.

In the search for a definition of professionalism in school-age programs, it is helpful to examine the common characteristics of professionalism in other fields. The next step is identifying qualities and characteristics associated with professional behavior in the school-age field, itself. As a school-age professional, it is also important to understand the importance of acting as a public policy advocate on

behalf of school-age children and their families. An important part of professionalism is continued personal growth and development in relation to the field. This requires using appropriate resources and strategies to further individual professional development. It also requires considering what constitutes ethical conduct in the field and developing an ongoing commitment to ethical behavior.

Course 13: Creating and Maintaining Safe School-Age Environments

Keeping school-age children safe during out-of-school hours is a top priority for school-age programs. This requires giving careful attention to setting up the program environment in a way that promotes safety and using effective strategies for monitoring and maintaining a safe environment. Because school-age children are growing towards independence, it is also important for staff to help them develop habits and behaviors that will keep them safe from harm as they participate in program experiences. Promoting and protecting children's safety is one of the major responsibilities of staff in school-age programs.

Course 14: Creating and Maintaining Healthy School-Age Environments

Keeping school-age children healthy is another major priority for school-age programs. This requires giving careful attention to setting up the environment in a way that promotes healthy habits and using effective strategies for monitoring and maintaining a hygienic environment. Because school-age children are growing towards independence, it is also important to help them develop habits and behaviors for living a healthy life-style.

Course 15: Designing Effective Indoor School-Age Play and Learning Environments

Planning effective environments is the first step to planning an effective program. When environments are attractive, interesting, and comfortable, they provide a backdrop for a varied program that can address the developmental needs of school-age children. The look and feel of well-planned environments send messages that let children know they are welcome and valued. They are inviting and encourage children to get involved and stay engaged with program activities and experiences.

Course 16: Developing and Implementing Effective Indoor Interest Areas

In order to operate an effective school-age program environment, it is essential for staff to know how to design, set up, and operate a variety of different interest areas that meet the developmental needs of school-age children. Effective interest areas are multi-dimensional; they provide a wide variety of activity options within the area. Effective interest areas provide children with opportunities to work and play independently on their own or with others. They also provide a setting for focused, staff-led activities designed to introduce children to new concepts and skills. Staff in quality school-age programs know how to work with colleagues and children to define, develop, and manage a wide variety of interest areas

Course 17: Developing and Implementing Effective School-Age Outdoor Environments and Interest Areas

School-age children need daily opportunities to exercise, relax, and participate in a wide range of outdoor activities. The hours children spend in after school programs are often the best hours of the day for getting fresh air and enjoying the out of doors while it is still daylight. School-age programs can provide safe, secure settings where children can enjoy the out of doors. Even if outdoor space is limited, regular participation in a wide variety of physical activities in the open air can help children develop healthy exercise habits that will last a lifetime

Course 18: Exploring Effective Schedules, Diverse Activity Formats, Planning Tools, and Staff Roles

Flexible schedules make it possible to provide a varied program of activities that support the developmental needs and interests of school-age children. By establishing a flexible schedule, school-age staff can plan and implement a variety of different activity formats. To develop a balanced program, it is important for school-age staff to take a systematic approach to both short-term and long-range planning. Staff can use a variety of different planning tools to plan different types of activities. To implement a diverse program of activities, it is essential for school-age staff to recognize and use a wide variety of different roles as they interact with children throughout the program day.

Course 19: Involving School-Age Children in Activity Planning and Implementation

As they grow and change and move toward independence, school-age children and youth become very interested in planning and directing their own activities. This means it's very important for staff to think of ways to involve them in program planning and implementation. By planning activities WITH children instead of FOR them and engaging them in creating the program environment, staff can help children develop a feeling of ownership of the program – a positive feeling that the program belongs to them.

Course 20: Developing Activities That Encourage Creativity and Cognitive Development

Children who regularly attend school-age programs need many opportunities to engage in activities that will help them develop their creative potential and apply their emerging thinking abilities and skills. To support children's needs, it is essential for school-age staff to understand the creative process and the relationship of cognitive development to creativity. With this knowledge and understanding, staff can design and implement a program that encourages a sense of wonder as children explore their environment, fosters creative imagination, and enhances children's ability to apply reasoning skills appropriately as they develop ideas and encounter challenges, problems, and opportunities.

Course 21: Creating Successful Clubs, Special Events, and Field Trips in School-Age Programs

Children who regularly attend school-age programs need many opportunities to participate in activities that help them connect with their communities and work together to build on their interests, talents, and abilities. Clubs, special events, and field trips are ideal vehicles for providing these opportunities. When staff know how to work with children to plan and implement these activities, children develop a sense of program ownership that helps them become productively engaged in a variety of meaningful activities that support their development.

Course 22: Developing Activities That Support Character Development and Promote Social Interaction

School-age programs can provide children with many opportunities to work on character development. Staff who are knowledgeable about character development can create program experiences that help individual children bring out their best inner qualities as they interact with peers and adults outside the family. Staff can also use this knowledge to help children make positive contributions to the program, their school, their community, and to the world beyond their community.

Course 23: Providing Homework Support

The National Standard Objectives of Learning (SOL) have raised questions about the role of school-age programs in providing homework help and support. Research indicates there are many different ways to provide effective homework support in school-age programs. Some

are more structured than others. When planning a homework support program, it is important for school-age programs to develop a homework philosophy that is consistent with the program's overall philosophy and reflects current research on best practices for providing homework help. The homework philosophy should also reflect the needs of parents and children in the program and strike a balance between homework needs and other experiences that help children grow and learn out-of-school. When staff know how to design homework environments, identify appropriate homework materials, and use effective strategies to guide children's efforts, homework support can be an effective component of ongoing programs.

Course 24: Helping Children with ADD Succeed in School-Age Programs

Children with ADD regularly experience struggles and challenges at home, in school, and in the community. Without the help of knowledgeable, understanding, and supportive people, they often experience multiple failures and frustrations on a daily basis. Typically, they lack the self-confidence that stems from learning how to do things well. Their lack of social skills and self-control makes it hard for them to make friends with schoolmates and children they meet in program activities. By the school-age years, many of these children do not feel good about themselves. They feel lonely and ostracized. Their self-esteem sinks a little lower every day.

Staff in school-age programs are in a position to make a positive difference in the lives of children with ADD. Armed with important information and management tools, they can help reverse the cycle of failure and frustration that results in low self-esteem in these children. They can make life easier, happier, and more satisfying for children with ADD, their parents, other children in the program, and themselves.

IMPORTANT NOTE: ADD stands for Attention Deficit disorder. Many professionals refer to this disorder as ADHD, which stands for Attention Deficit Hyperactivity Disorder. Some professionals use these terms simultaneously or interchangeably. In this module, the term ADD is used to refer to the basic form of the disorder and recognizes that the basic pattern of inattention associated with ADD often includes the component of hyperactivity related to extremes in temperament.

Course 25: Focus on Health and Stress Management

Every day OST professionals dedicate themselves to caring for and nurturing children, youth, and families. Often OST professionals are so dedicated to serving others, they neglect their own needs. When this happens, OST staff can experience stress that causes them to become overwhelmed, exhausted, frustrated, dissatisfied with job responsibilities, and unappreciated. When OST professionals maintain a healthy balanced lifestyle, they are in a much better position to face the challenges of supporting and nurturing children and families with positive energy, enthusiasm, patience, and empathy. By developing self-awareness; linking their personal and professional goals; developing a healthy balanced lifestyle; and identifying and managing stressors effectively, OST staff can create and maintain a positive sense of well-being that allows them to maximize their ability to build positive relationships with children, parents, colleagues, and others.

Course 26: Human Relations Skill Development: Focus on Leadership Styles and Conflict Management

Research indicates that those in positions of leadership use a variety of different leadership and management styles. A person's effectiveness as a leader is often directly linked to his or her leadership style. It is important for OST professionals to be aware of the assumptions and characteristics of different leadership styles. Knowledge of different leadership styles can help OST professionals reflect on their own leadership style and assess its effectiveness. It can also help OST professionals take a proactive approach to applying different leadership styles and techniques, depending on the situation.

Leaders also use a variety of different styles when it comes to managing and resolving conflicts. By understanding how to diagnose the causes and dynamics of conflict and understanding the characteristics of different conflict management styles, OST professionals can choose the best conflict management strategy for each situation.

There are a number of skills that enhance the ability of OST professionals to employ different leadership and conflict management styles effectively. When OST professionals are aware of these skills and their own skill levels, they can set priorities for ongoing development of leadership skills.

Course 27: Exploring Ethics in OST: Focus on a Professional Code of Ethics

According to Frank Loewenberg and Ralph Dolgoff, developing a code of ethics is a significant stage for any profession. "For most American occupational groups the development of a code of ethics coincided, more or less, with the decision to formalize the transformation of the occupation into a profession." The transformation to a profession allows those working in the profession continuity and heightened sense of purpose. It allows those outside of the profession to realize the integrity and importance of the profession.

When OST/SAC professionals develop, adopt, and adhere to a Code of Ethics, they are guided by underlying principles that represent the values of the OST field. These underlying principles help them determine appropriate courses of action when they face ethical issues as they work with children, parents, colleagues, and community members.

Course 28: Commitment to Quality in School-Age Programs

School-age child care programs were prevalent during World War II. Many mothers worked outside the home to support the war effort and needed care for their children. When the war ended, school-age child care programs disappeared almost overnight as mother chose to stay at home. School-age programs emerged again in the late 1960's in response to the vast numbers of mothers across the nation who were re-entering the workforce. National surveys in the 1970's indicated that at least two-thirds of mothers with school-age children were again employed outside the home. The divorce rate was increasing as well as the number of households headed by a single parent. As a result, many elementary school children spent hours alone from 3:00 to 6:00 when school was out. Clearly, there was a growing need for out-of-school support services for school-age children.

In the 1970's programs were commonly known as school-age child care or extended day programs. Those establishing programs gave their attention to increasing the availability and affordability of after school services for working parents. By the mid 1970's, child care advocates also emphasized the importance of providing quality programs. Child care advocates, parents, educators, public policy experts, and representatives from a wide variety of child care and community organizations began a national dialogue to explore and identify the components of quality school-age child care services. Today, national, state, and local organizations are working to educate the public about quality school-age child care services and assist school-age child care professionals achieve quality programming in their communities.

It is essential for OST professionals to be aware of the national and state organizations, research, and practices that focus on the development of quality school-age child care programs. This makes it possible for OST professionals around the country to learn about the dimensions of quality OST/SACC programs and participate in the important process of continuous improvement of their own programs.

Course 29: Making Plans and Carrying Out Policy

Planning and policy-making are closely linked to the development of quality OST programs. When OST staff are skilled as planners and policy-makers, they can use these skills to design and implement high quality programs that benefit children, youth, and families. It is essential for OST professionals to recognize that it is important for policies to grow out of a vision of quality and a mission that supports that vision. Therefore, creating a vision for quality, developing a program philosophy, and writing a clear mission statement are the first steps in program planning. It is also important for OST professionals to use a systematic process to develop goals and objectives, set priorities for accomplishing goals and objectives, and develop goal-based action plans that will help the OST program achieve its mission. High quality OST programs are led by professionals who understand how to use effective strategies for creating a continuous cycle of planning and evaluation that supports ongoing program improvement.

Course 30: Creating and Managing Budgets in School-Age Programs

When program budgets are developed through a careful, step-by-step process, they become valuable planning tools. By using effective budget planning tools and strategies, OST professionals can make realistic projections about the program's financial stability and design strategies for generating and allocating resources to support the program's vision and mission. It is important for OST professionals to understand that the budget process is ongoing. It involves linking financial goals to program goals, identifying program priorities, allocating resources effectively, using reliable methods for calculating potential expenses and revenues, monitoring performance against projections made, and making needed changes and adjustments for the future.

Course 31: The Six "Ps" of Marketing School-Age Programs

Effective marketing of OST programs is a systematic process that involves research, analysis, assessment of market trends and needs, short-term and long-term planning, and development of effective strategies to promote OST program services and develop a positive image of the program in the community. It is important for OST leaders to recognize that marketing is a far reaching process that includes, but is not limited to, advertising and publicity. When OST leaders take a comprehensive approach to marketing, their programs and projects have an excellent chance of success. Knowledge and understanding of the marketing process is an invaluable tool for OST leaders as they plan and implement new programs and projects, assess the stability and need for improvement of current programs, develop plans for new or expanded programs, and develop a positive public image of the programs.

Course 32: Current Trends and Issues in Out-of-School Time Programs

It is important for OST professionals to understand how the field has developed since its inception and to be knowledgeable about the current status of the OST field. With this knowledge and understanding, it is possible for OST professionals to participate in shaping the field as it grows in the future.

The field of OST is growing and changing as national researchers learn more about what works best in OST programs for a wide range of children and youth, their families, and their communities. Other positive changes are occurring as advocates for OST succeed in creating more public awareness about the need to make quality OST services available to all children and youth across the country. In addition, the OST field is undergoing a metamorphosis as experienced professionals in several different disciplines and fields share and contribute their knowledge, skills, and insights with the goal of creating national models that represent the best possible OST programs.

In this climate of change, OST programs face a number of important issues, revolving around the availability, affordability, and accountability of programs. Many national trends and issues have implications for OST at the state and local level. When OST professionals are well informed about national developments in the field, they can become more effective OST advocates as they design and implement high quality, sustainable programs that are responsive to youth, family, and community needs.

Course 33: Youth Development Trends: Focus on Older Youth

The Center for Early Adolescence at the University of North Carolina and the Search Institute have found that early adolescence is a time of rapid change in youth development and developmental needs. For many children, the characteristic needs of early adolescence begin to emerge as early as age nine, when children are still in elementary school and attending traditional OST programs. OST professionals who understand these emerging needs are better equipped to create successful program experiences with older children in their programs.

The number of quality OST programs for children between five and twelve is steadily growing across the country. At the same time, there is increasing public interest in establishing programs that can also address and support the out-of-school needs of children over age twelve. For many years, communities tried to meet the needs of older youth by a problem-solving approach that focused on helping youth by fixing what was wrong. New trends in youth development take a more positive approach and are focused on working with youth to create positive outcomes.

OST professionals who are knowledgeable about adolescent development and developmental needs and are knowledgeable about youth development research and trends can play important roles in helping their communities design and develop the next level of program services for children over the age of twelve. By learning about ways to support the developmental needs of older youth, OST professionals can join with others to create strategies and programs for continuing to build on the positive experiences younger children have in their OST programs.

Course 34: Creating Community Collaborations

Across the country, more and more communities are forming community collaborations to address the out-of-school needs of children and youth of all ages. When different segments of the community join together, share ideas, and pool their resources and efforts to create OST initiatives, children and youth benefit. What one organization or program may not be able to accomplish alone, is often achievable when partnerships and collaborations among diverse groups and individuals are formed.

When OST professionals are knowledgeable about what it takes to create and sustain successful collaborations, they can play an important leadership role in creating OST initiatives and programs that will meet the needs of children and youth in their communities now and in the future.

Course 35: Observing Children in School-Age Programs

Conducting and documenting objective, accurate observations of children in OST programs is an important professional responsibility of OST professionals. Two useful tools for structuring observations are 1) Developmental Checklists and 2) Anecdotal Records. Both tools provide rich information that help staff learn about children's development. When OST staff conduct regular observations of children's development and prepare objective documentation of these observations, they are able to discover the uniqueness of each child and provide developmentally appropriate guidance and support for all children in the program.

Course 36: Sharing Information with Parents and Other Professionals

School-age children work on many important developmental tasks during their out-of-school hours. One of the important responsibilities of OST staff is to help parents stay in touch with how their children are growing and developing during program hours. In addition to parents, professionals who work with children in other settings are often interested in learning how children spend their time when they are not at home or school. *Portfolios* are excellent tools for bringing children's experiences in OST programs to life for parents during planned parent conferences. They are also valuable tools for sharing helpful information about children with other professionals.

Child Care Safety Series

Adult/Child and Infant CPR and AED	Adult/Child and Infant CPR and AED program focuses on review of adult, child, infant CPR and obstructed airway. The Automated External Defibrillator (AED) will be introduced. The program provides information on CPR skills and techniques that may save a life. CPR compressions have changed which may be inaccurate. Based on research and technology, the National Standard recommendation for CPR is to include breaths with compressions. CPR is more effective with chest compressions and breaths.
ATTENTION DEFICIT DISORDER - WHAT TEACHERS NEED TO KNOW	Attention Deficit Disorder – What Teachers Need to Know program is designed to foster more understanding and useable insight for parents, teachers, administrators and those who may have some form of this grouping of symptoms. This is perhaps one of the best programs relating to ADD/HD, as it was designed by Barbara Berg, M.S., M.C.S.W, who has counseled thousands of youngsters with ADD/HD and had also been diagnosed as ADD/HD herself. She understands the difficulty children and teachers have in their daily routine. Barbara provides insight for teachers to understand the illness and what things teachers can do or not do to improve the education and behavioral environment of those children with ADD/HD.
AUTISM IN THE CLASSROOM - WHAT TEACHERS NEED TO KNOW	Autism in the Classroom – What Teachers Need to Know - program designed by teachers and parents with autistic children and autistic children in their facilities. Features a short interview with Dr. Bernard Rimland, founder of the Autism Research Institute, author and noted expert on autism. Dr. Rimland was the technical director for the film "Rainman" featuring Dustin Hoffman and Tom Cruise.

Back Injury Prevention For Childcare Providers	Back Injury Prevention for Child Care Providers this program is designed to educate child care providers in ways to prevent disabling back injuries. It demonstrates the proper way to safely lift a child or other heavy object that might be encountered in a child care environment.
Bloodborne Pathogens In Childcare	Bloodborne Pathogens in Childcare provides information will help you to prevent exposure to blood and other body fluids due to your day-to-day contact with children. All teachers and child care providers should be trained in this important topic as exposure to bodily fluids is common place and first aid is a normal function of providers when children get minor scrapes and small injuries. It's extremely important to understand the basics of bloodborne pathogens for the protection of both providers and children.
Cerebral Palsy - What Teachers Need To Know	Cerebral Palsy – What Teachers Need to Know program features Susie Rodde, who has Cerebral Palsy and shares her world explaining what teachers can do to assist children with this disability enhancing their learning environment. Children with cerebral palsy have unique and distinct wants and needs in the child care and educational environment. Though Susie has a disability, she also leads a productive life. Susie is a sensitivity trainer, for a large transportation company, specializing in the transportation of children with disabilities.
Child Care Safety Basics - Facility Providers	Child Care Safety Basics – Facility Providers is an exceptional program for educating providers in safety techniques and safety orientation for those larger facility providers. Topics include: training, child abuse, safe lifting, fire prevention, fire extinguisher training, electrical safety, power appliances, general housekeeping and kitchen safety, feeding tips, emergencies medical assistance, poison control, tornadoes, earthquakes and child proofing the facility.
CRIB SAFETY AND SUDDEN INFANT DEATH SYNDROME - SIDS	Crib Safety and Sudden Infant Death Syndrome (SIDS) program is designed for all child care providers to help understand crib safety, what makes a crib unsafe to use, potential problems with cribs and the do's and don'ts of crib safety. Sudden Infant Death Syndrome (SIDS) is discussed with potential causes, prevention procedures and techniques. The program also provides an interview with a child care provider that went through the painful experience of a child dying of SIDS, while in day care.
DOWNS SYNDROME - WHAT TEACHERS NEED TO KNOW	Down Syndrome – What Teachers Need to Know program features Dr. Ruth Smith, PHD., university researcher, mental retardation expert, Susan Carter, a special education teacher at Hope University (Anaheim, California) and several Down Syndrome children/adults. Another enlightening program for child care providers and teachers. Most teachers have seen or worked with Down Syndrome children, but this program explains some associated problems with these children and provides tips on how to make their learning experience more productive.
DYSLEXIA - WHAT TEACHERS NEED TO KNOW	Dyslexia – What Teachers Need to Know program will provide a greater insight for teachers to learn how best to work with and educate people who have Dyslexia. Many youngsters with Dyslexia don't know they have Dyslexia or may not have been diagnosed as dyslexic. Gerard Sagmiller is "the" expert on Dyslexia and has been living with dyslexia for most of his life. Mr. Sagmiller is an author and speaks regularly to schools, universities and many other venues on Dyslexia.

Handwashing and Bacteria In Child Care	Hand Washing and Bacteria in Child Care program is so important, it needed its own video. Yes, everyone knows how to wash their hands, but do they really? In a child care environment, it is critical as young children do not have a fully developed immune system to protect them, so extra care and caution is imperative. What is the best hand drying method: hot air blower or paper towels? The answer may surprise you.
SENSORY MOTOR DEVELOPMENT - LEARNING THROUGH MOVEMENT	This program was developed by an in-home provider who has achieved great acclaim for her teaching methods. This program explains what sensory motor development is and how small children can learn proper coordination with simple "games" and teaching moments.

Nonprofit Series

Emergency and Crisis Communications	Emergency and Crisis Communication gives you detailed instructions on how to communicate to the public and your constituencies during and after a crisis situation.
Emergency and Crisis Management	Emergency and Crisis Management will first indicate the actions to take during potential crises to ensure safety of employees and customers. This course will teach you to evaluate the scope and impact of a disaster or emergency and begin the recovery process.
Emergency and Crisis Planning	Emergency and Crisis Planning walks the learner through the process of identifying potential crises and planning how to deal with them in a manner that protects important constituents and minimizes impact on mission delivery. The course provides ways to efficiently plan for the continuation of business practices in the event of a crisis situation.
Finance & Budgeting for Nonprofit Organizations	This course provides an overview of financial control and accountability for nonprofits. Through this course you will learn the basics of accounting systems for nonprofit organizations. Areas of focus include bookkeeping, accounting system setup and maintenance, as well as financial roles of organization entities. This course also focuses on the benefits of audits and how to manage audits in your organization.
Nonprofit Program Development	This course helps you evolve your strategic goals into well-designed programs, guaranteed to meet needs of clients, and understand how a program really works in order to improve and/or duplicate the program.
Nonprofit Program Evaluation	This course helps you evaluate the effectiveness and efficiencies of current programs in delivery of services to clients.

Nonprofit Program Marketing	This course gives you the tools to ensure focused and effective marketing, advertising and promotion of your programs. You will learn how to reach your target audiences in the most cost- and mission-effective manner. This course helps you discover who the target market for your non-profit program is. Then it focuses on building your program.
Starting Your Nonprofit	Starting Your Nonprofit is a comprehensive and easy-to-follow lesson that will guide you through the development of your own nonprofit. Topics covered here include the purpose of your organization, your mission statement, structuring your organization, and resources available to you. You should leave this course with a firm understanding on how to start your nonprofit and guide it in its beginnings.
Child Abuse Prevention and Awareness	Unfortunately, child abuse is a prevalent issue in today's world. Child care workers and volunteers, coaches, and others who work with children must be knowledgeable about the topic to ensure children's safety. This course will make you aware of the many issues related to child abuse and help you recognize and prevent child abuse within and outside of program walls. It offers advice about how to respond to a child who divulges abusive information and what to do with this information. As someone who works with children you will learn how to protect the child, your organization, and yourself from accusations of abuse.
Child Abuse Prevention and Awareness for Supervisors and Managers	If a staff member or volunteer in a child-related program approaches his or her supervisor with a case of suspected child abuse the supervisor must know how to handle the situation to ensure the safety of everyone in the program. This course provides supervisors with a wealth of information about how to recognize and prevent child abuse within program walls, and furthermore, the steps to take when a situation of child abuse arises. In addition, you will learn best practices for yourself, your staff and your organization.
Bloodborne Pathogens	In this course, you will learn about the characteristics of bloodborne pathogens, such as HIV, diseases caused by these pathogens, and how they are transmitted. You will also learn the elements of an exposure control plan and how to prevent contact with or infection from contaminated body fluids. In addition, you will learn how to handle exposure incidents involving blood, and the signs, labels, and color-coding used to warn of biohazards and bloodborne pathogens. This training is provided to help employers provide a safe and healthful work environment for their employees and minimize the possibility of employee exposure to bloodborne pathogen.
Harassment Prevention Training (California)	This course provides comprehensive, online training to prevent harassment in the workplace. It offers strategies to achieve more appropriate employee conduct and reduce your company's liability. In addition to promoting a harassment-free work environment, this course will also bring your organization into compliance with state laws, such as California's sexual harassment training requirement, AB 1825.

Hazard Communication Advanced	This advanced course elaborates on the safe use, handling, and storage of hazardous materials. OSHA standards for chemical labels, Safety Data Sheets, and pictograms are covered. It also focuses on specific types of protective equipment that should be utilized when working with hazardous materials.
Hazard Communication Basic	This course promotes employee safety through a basic training and communication on safe use, handling, and storage of hazardous materials.
Information Security Awareness	This course is used to explain the policies and procedures your organization may follow to ensure the safety and protection of sensitive information.
Computer Basics	Are you new to using computers? Do you wonder what people mean when they say the Cloud, Windows, Blackberry, Lion, etc.? Perhaps you would just like to know more about how computers work? When it comes to learning today's technology, Computer Basics has all the basic concepts covered. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Internet 101	Are you new to the internet? Are you wondering what is so important about being connected online? Maybe you would just like to know what's new and how it can benefit you. This introductory course will guide you through the basics, while providing up-to-date information on the latest online tools and technologies. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Skype	Microsoft's Skype is a software program that allows you to instant message and makes voice and video calls to fellow Skype users on the internet for free. You can even get a phone number and make calls to phones around the world for a fairly affordable rate. Learn all the ways you can share with those who matter to you using Skype. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Twitter 101	Still don't get Twitter? More and more this micro-blogging network is becoming a very useful tool for finding out what's going on with the people and things that matter to you the most. With our simple and engaging tutorial, you can learn all the various ways you can use Twitter to enhance your own life. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Google Documents	Google Docs is a free, cloud-based suite of tools for creating documents, spreadsheets, presentations and more. This tutorial will cover the Documents application in Google Docs, in addition to showing you how to access and store your Docs from Google Drive. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Google Drive and Docs	Google Drive is a cloud storage service that allows you to store your documents, photos, videos and more online in one place. From Drive, you can also access Google Docs, where you can create, share and collaborate on documents, spreadsheets, presentations and more from anywhere while online. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
iPhone Basics	Get to know the functions and features of Apple's iPhone including how to use iCloud, iTunes, Siri, the App store and more. This tutorial will also show you how to use the iPod touch. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
iPad Basics	Apple's iPad and iPad mini are popular tablets that have changed the way we use computers. Learn the basics of using the iPad along with other features like iCloud, iTunes, Siri, the App Store and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Windows 8	Windows 8 is the latest version of Microsoft's operating system for PCs and tablets. Many users may be confused by this completely re-designed version of Windows, but our tutorial will help guide learners through the many changes Microsoft has made. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Word 2013	Word 2013 is the word processing application in Microsoft's new Office 2013. Learn how to use Word 2013's powerful tools for creating professional and eye-catching documents both for print and online sharing. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Word 2010	Word 2010 is a word processing application in the Microsoft 2010 Office Suite. Word allows you to easily create professional-looking documents using various themes, visual designs, formatting tools, sharing features and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Word 2007	Word 2007 is the word processing software in the Microsoft 2007 Office Suite. It allows you to easily create a variety of professional-looking documents using features such as themes, styles, SmartArt, and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Microsoft Word 2003	Word 2003 is the word processing software in the Microsoft 2003 Office Suite. It allows you to create a variety of professional-looking documents such as letters, flyers, and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Word XP 2002	Word XP (2002) is the word processing application in the Microsoft XP (2002) Office Suite. It allows you to create a variety of professional-looking documents such as letters, flyers, and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Word 2000	Word 2000 is the word processing application in the Microsoft 2000 Office Suite. It allows you to create a variety of professional-looking documents such as letters, flyers, and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Excel 2003	Excel 2003 is the spreadsheet software in the Microsoft 2003 Office Suite. It allows you to store, organize, and analyze numerical information. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Excel XP 2002	Excel XP (2002) is the spreadsheet software in the Microsoft XP (2002) Office Suite. It allows you to store, organize, and analyze numerical information. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Excel 2000	Excel 2000 is the spreadsheet software in the Microsoft 2000 Office Suite. It allows you to store, organize, and analyze numerical information. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Excel 2013	Excel 2013 is the spreadsheet application in Microsoft's new Office 2013. This tutorial will show you how to use the powerful tools in Excel 2013 for organizing, visualizing and calculating your data. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Excel 2010	Excel 2010 is a spreadsheet application in the Microsoft 2010 Office Suite. Excel allows you to store, manipulate, and analyze data in organized workbooks for home and business tasks. New innovations in Excel 2010 include the enhanced data viewing features of Sparklines and Slicers. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Microsoft Excel 2007	Excel 2007 is the spreadsheet software in the Microsoft 2007 Office Suite. It allows you to store, organize, and analyze numerical and text data. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint 2013	PowerPoint 2013 is a presentation program in the new Microsoft 2013 Office Suite. It allows you to create amazing slide presentations that can integrate images, video, narration, charts and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint 2010	PowerPoint 2010 is a presentation program in the Microsoft 2010 Office Suite. It allows you to create amazing slide presentations that can integrate images, video, narration, charts and more This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint 2007	PowerPoint 2007 is the presentation graphics software in the Microsoft 2007 Office Suite. With PowerPoint, you can use its easy-to-use predefined layouts, themes, or templates to create dynamic and professional presentations. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint 2003	PowerPoint 2003 is the presentation graphics software in the Microsoft 2003 Office Suite. It allows you to create dynamic presentations using its easy-to-use, predefined layouts and templates. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint XP 2002	PowerPoint XP (2002) is the presentation graphics software in the Microsoft XP (2002) Office Suite. It allows you to create dynamic presentations using its easy-to-use, predefined layouts and templates. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft PowerPoint 2000	PowerPoint 2000 is the presentation graphics software in the Microsoft 2000 Office Suite. It allows you to create dynamic presentations with its easy-to-use, predefined layouts and templates. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Access 2013	Access 2013 is a relational database application in the Microsoft 2013 Office Suite that allows users to enter, manage and run reports on large amounts of data. In this tutorial, you will learn the essential skills needed to use a database including entering data into forms and tables, running queries to search data, and producing meaningful reports. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Microsoft Access 2010	Access 2010 is a relational database application in the Microsoft 2010 Office Suite that allows users to enter, manage and run reports on large amounts of data. In this tutorial, you will learn the essential skills needed to use a database including entering data into forms and tables, running queries to search data and producing meaningful reports. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Access 2007	Access 2007 is the database software in the Microsoft 2007 Office Suite. It allows you to order, manage, search, and report large amounts of information. This tutorial will show you how you might plan and build a database from scratch, including how to set up tables, create and use forms to enhance data integrity, design and run meaningful queries, and produce useful and attractive reports. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Access XP	Access XP (2002) is the database software in the Microsoft XP (2002) Office Suite. It allows you to enter, manage, and search large amounts of data. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Microsoft Access 2000	Access 2000 is the database software in the Microsoft 2000 Office Suite. Learn how to manage, search, and report large amounts of information in a relational database. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Firefox	Firefox is a free web browser from Mozilla. Firefox is one of the world's most popular browsers. It includes a variety of features that are designed to give you a fast and secure browsing experience. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Internet Explorer	Learn about the Internet Explorer web browser and how to use its many functions and features for convenient and safe web browsing. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Google Chrome	Chrome is a web browser from Google that is becoming very popular due to its speed and simple design. It easily integrates with other Google services and includes features for privacy, security and web apps. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Internet Safety	Phishing, Trojans, Spyware, Trolls and Flame Wars! Oh my! If the idea of these threats lurking around online makes you nervous, then you can now be at ease. Our Internet Safety course will provide you with the strategies, skills and mindset needed to protect yourself, your computer and your privacy when you connect with the internet. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Internet Safety for Kids	Practicing safety is a must with anyone who goes online, but with kids it is especially important. This tutorial will discuss the threats your kids may encounter while online and show you how protect them and talk to them about being safe and responsible. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Facebook 101	This tutorial was created to get you up to speed on how to create, use, and maintain a Facebook page of your own, including understanding the complex Facebook privacy policies and settings. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Google Spreadsheets	Google Docs is a free, cloud-based suite of tools for creating documents, spreadsheets, presentations and more. This tutorial will cover the Spreadsheets application in Google Docs, in addition to showing you how to access and store your Docs from Google Drive. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Blog Basics	Blogs have become a popular way for everyday people to share their opinions, experiences, passions and more with the world. Are you interested in blogging? Learn all about blogs and how to start one of your own with this tutorial. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Google Search Tips	When you have a question, when you need information, when you want to find something specific... you need the best tools in order to find what you're looking for. That's where Google comes in. Google is the go-to search engine for most people on the internet. It's so popular; in fact, that it's changed the way many of us talk about searching for information online. Have you ever heard someone use the word "google" as a verb, for example? This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Gmail	Gmail is a popular, web-based email service provided by Google. Learn the basics of how to compose, send and respond to emails, in addition to exploring Gmail's features for managing your email and accessing it from your mobile devices. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Google Account	Did you know that you can access Google services, like Gmail, Google Docs and YouTube, from one account? Creating a Google Account simply allows you to manage and customize settings for the Google apps and services you use. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Email 101	Are you new to email? Perhaps you are wondering just how people communicate online? This introductory course will teach you the basics about email, including understanding how email works, where you get email service from, and how you communicate properly and safely online. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Beyond Email	Chat, Skype, Text, Like, Tweet, Blog, and Comment! If you want to communicate in the 21st century, then you will need to go beyond email. In this tutorial, we will show you all the ways you can talk and share online in today's world. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
LinkedIn Basics	With over 175 million members worldwide, LinkedIn is the largest social media site dedicated solely to professional networking. While LinkedIn's popularity has continued to increase among job seekers and employers, it's not always clear how to use the site to its full potential.
	In this module, you'll learn about the basics of using LinkedIn. We'll also talk about different strategies you can use to create an effective LinkedIn profile, add new contacts, join groups, and search for jobs. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Pinterest 101	Pinterest is a popular social media site for creating virtual pinboards of the things you discover online. With Pinterest you can create and share pinboards on any subject you can imagine from vintage cars to funny cat videos to your favorite tutorials. Join the fun and explore what other people are pinning. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.

Social Media	A willingness to network and build connections will be the single most useful tool in your job search. Networking is considered to be the most effective way to find a job, but every person will need to build their network differently. In this module, you'll learn about the basics of networking and how it can be helpful to your job search. We'll also talk about different networking strategies that will help you gain meaningful connections as you develop your network, like how to ask purposeful questions and craft your elevator pitch. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Workplace Basics	Starting a new job and want to make a good impression? In this free tutorial, you will understand what is expected of you as a new employee. In addition, you will learn how to complete employee paperwork and what you need to know about your pay, benefits, time off and more. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.
Job Success	Want to learn more about time management? Do you need help communicating with your boss? Workplace Development discusses important factors in workplace success and what you can do to influence your career in positive ways. This course is offered through partnership and permission from GCF LearnFree.org® Please note that this course will not bookmark or save data to the Learning Management System.