



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
OVRAG	<b>Overview Foundations and Frameworks:</b> California Preschool Learning Foundations and Curriculum Framework At-A-Glance: Overview of Volumes 1,2 & 3 ***** <b>Fundamentos del aprendizaje preescolar y marco de currículo: Resumen de los volúmenes 1, 2 y 3</b> *****	<ul style="list-style-type: none"> <li>Support preschool children's learning and guide teacher's instructional practice.</li> <li>Discuss the nine domains aligned with K-12 curriculum standards.</li> </ul> *****
3.0 hours	<b>Child Development and Learning</b> 20% <b>Family and Community Engagement</b> 20% <b>Dual-Language Development</b> 20% <b>Special Needs and Inclusion</b> 20% <b>Learning Environments and Curriculum</b> 20%	Los fundamentos describen los conocimientos y las habilidades que todos los niños pequeños exhibennormalmente: <ul style="list-style-type: none"> <li>Alrededor de los 48 y 60 meses de edad</li> <li>Conforme terminan su primer o segundo año del programa preescolar</li> <li>Con el apoyo adecuado</li> <li>Cuando asisten a un programa preescolar de alta calidad.</li> </ul>
OVRV1	<b>Overview Foundations and Framework, Vol. 1:</b> Preschool Learning Foundations and Curriculum Framework, Volume 1: Overview Module <b>Child Development and Learning</b> 20% <b>Family and Community Engagement</b> 20% <b>Dual-Language Development</b> 20% <b>Special Needs and Inclusion</b> 20% <b>Learning Environments and Curriculum</b> 20%	<ul style="list-style-type: none"> <li>Examine the structure and features of the <i>California Preschool Learning Foundations (PLF), Volume 1</i> and <i>California Preschool Curriculum Framework (PCF), Volume 1</i>.</li> <li>Use the foundations and framework to enrich learning and development opportunities for all of California's preschool children.</li> </ul>
3.0 hours		
OVRV2	<b>Overview Foundations and Framework, Vol. 2:</b> Preschool Learning Foundations and Curriculum Framework, Volume 2: Overview Module <b>Child Development and Learning</b> 20% <b>Family and Community Engagement</b> 20% <b>Dual-Language Development</b> 20%	<ul style="list-style-type: none"> <li>Examine the structure and features of the <i>California Preschool Learning Foundations, Volume 2</i> and <i>California Preschool Curriculum Framework, Volume 2</i>.</li> <li>Use the foundations and framework to enrich learning and development opportunities for all of California's preschool children.</li> </ul>



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3.0 hours	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
OVRV3	<b>Overview Foundations and Framework, Vol. 3:</b> Preschool Learning Foundations and Curriculum Framework, Volume 3: Overview Module	<ul style="list-style-type: none"> <li>Examine the structure and features of the <i>California Preschool Learning Foundations (PLF), Volume 3</i> and <i>California Preschool Curriculum Framework (PCF), Volume 3</i>.</li> <li>Use the foundations and framework to enrich learning and development opportunities for all of California's preschool children.</li> </ul>
3.0 hours	<b>Child Development and Learning</b> 30%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 30%	
SED1	<b>Social-Emotional Development:</b> Social Interactions ***** <b>Desarrollo Socio-Emocional:</b> Interacciones Sociales	<ul style="list-style-type: none"> <li>Use the structure and features of the <i>California Preschool Learning Foundations (PLF)</i> and <i>California Preschool Curriculum Framework (PCF)</i>, Social-Emotional Development domain, Social Interaction strand.</li> <li>Recognize the integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul> ***** <ul style="list-style-type: none"> <li>Entender y utilizar la estructura y características de los Fundamentos del aprendizaje preescolar (PLF), dominio del desarrollo socio-emocional, área de énfasis Interacciones sociales.</li> <li>Entender y utilizar la estructura y las características del Marco de currículo preescolar (PCF), dominio del desarrollo socio-emocional, área de énfasis Interacciones sociales.</li> <li>Explorar las oportunidades de integración entre los volúmenes 1, 2 y 3 de los Fundamentos del aprendizaje preescolar.</li> </ul>
3.5 hours	<b>Child Development and Learning</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 20%	
	<b>Family and Community Engagement</b> 15%	

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Training Code	Training Name	Outcomes
	Dual-Lanuage Development 15%	<ul style="list-style-type: none"> <li>Utilizar estrategias identificadas para los niños que aprenden en dos idiomas.</li> <li>Utilizar estrategias identificadas para los niños con necesidades especiales.</li> </ul>
	Observation, Screening, Assessment, and Documentation 10%	
	Special Needs and Inclusion 15%	
	Learning Environments and Curriculum 15%	
SED2	<b>Social-Emotional Development:</b> Self ***** <b>Desarrollo Socio-Emocional:</b> Ser	<ul style="list-style-type: none"> <li>Use the structure and features of the <i>California Preschool Learning Foundations (PLF)</i> and the <i>California Preschool Curriculum Framework (PCF)</i>, Social-Emotional Development domain, Self strand.</li> <li>Recognize the integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>Entender y utilizar la estructura y características de los Fundamentos del aprendizaje preescolar (PLF siglas en ingles), dominio del desarrollo socio-emocional, área de enfoque del “Ser”.</li> <li>Entender y utilizar la estructura y las características del Marco de currículo preescolar (PCF siglas en ingles), dominio del desarrollo socio-emocional, área de enfoque del “Ser”.</li> <li>Explorar las oportunidades de integración entre los volúmenes 1, 2 y 3 de los Fundamentos del aprendizaje preescolar.</li> <li>Utilizar estrategias identificadas para los niños que aprenden en dos idiomas.</li> <li>Utilizar estrategias identificadas para los niños con necesidades especiales.</li> </ul>
3.5 hours	Child Development and Learning 5% Culture, Diversity, and Equity 5% Relationships, Interactions, and Guidance 25% Family and Community Engagement 5% Dual-Lanuage Development 10% Observation, Screening, Assessment, and Documentation 10% Special Needs and Inclusion 20% Learning Environments and Curriculum 20%	
SED3	<b>Social-Emotional Development:</b> Relationships ***** <b>Desarrollo Socio-Emocional:</b> Relaciones	<ul style="list-style-type: none"> <li>Use the structure and features of the <i>California Preschool Learning Foundations (PLF)</i> and the <i>California Preschool Curriculum Framework (PCF)</i>, Social-Emotional Development Domain, Relationships strand.</li> </ul>



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3.5 hours		<ul style="list-style-type: none"> <li>Explore integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>Entender y utilizar la estructura y características de los <i>Fundamentos del aprendizaje preescolar</i> (PLF), dominio del “Desarrollo socio-emocional”, área de énfasis de “Relaciones”.</li> <li>Entender y utilizar la estructura y las características del <i>Marco de currículo preescolar</i> (PCF), dominio del “Desarrollo socio-emocional”, área de énfasis de “Relaciones”.</li> <li>Explorar las oportunidades de integración entre los volúmenes 1, 2 y 3 de los <i>Fundamentos del aprendizaje preescolar</i>.</li> <li>Utilizar estrategias identificadas para los niños que aprenden en dos idiomas.</li> <li>Utilizar estrategias identificadas para los niños con necesidades especiales.</li> </ul>
	<b>Child Development and Learning</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 25%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 25%	
LLD1 3.5 hours	<b>Language and Literacy:</b> Phonological Awareness	<ul style="list-style-type: none"> <li>Observe, read about, and discuss the developmental continuum for the Phonological Awareness substrand.</li> <li>Discuss current research underlying the developmentally appropriate strategies that support the development of the Phonological Awareness substrand.</li> <li>Practice using resources to plan environments, interactions, and strategies that support the development of the Phonological Awareness substrand.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
LLD2	<b>Language and Literacy:</b> Alphabetic Recognition	<ul style="list-style-type: none"> <li>Read and discuss the knowledge, behaviors, and skills in the Alphabetic Word/Print Recognition strand from the <i>California Preschool Learning Foundations, Volume 1</i>.</li> </ul>



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3.5 hours	<b>Child Development and Learning</b> 20%	<ul style="list-style-type: none"> <li>Discuss the connections between the foundations in the English-Language Development domain and the foundations in the Alphabetic Word/Print Recognition strand.</li> <li>Read and use strategies from the <i>California Preschool Curriculum Framework, Volume 1</i> to plan learning experiences to support the Alphabetic Word/Print Recognition strand.</li> </ul>
	<b>Family and Community Engagement</b> 15%	
	<b>Dual-Language Development</b> 15%	
	<b>Observation, Screening, Assessment, and Documentation</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 20%	
LLD3 3.5 hours	<b>Language and Literacy:</b> Comprehension	<ul style="list-style-type: none"> <li>Read about and discuss the developmental progression of the foundations for the Comprehension and Analysis of Age-Appropriate Text substrand.</li> <li>Practice, plan, and apply various interactions, strategies, and environment opportunities.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 20%	
LLD4 3.5 hours	<b>Language and Literacy:</b> Language Use and Convention/Grammar	<ul style="list-style-type: none"> <li>Examine key concepts from the <i>California Preschool Learning Foundations, Volume 1</i> and the <i>California Preschool Curriculum Framework, Volume 1</i>—Language and Literacy domain, Listening and Speaking strand: Language Use and Conventions and Grammar substrands.</li> <li>Practice, plan, and apply various interactions, strategies, and environment opportunities for the preschool classroom.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 5%	
LLD5	<b>Learning Environments and Curriculum</b> 30%	<ul style="list-style-type: none"> <li>Read and discuss the knowledge, behaviors, and skills in Vocabulary strand from the <i>California Preschool Learning Foundations, Volume 1</i>.</li> <li>Discuss the connections between the foundations in the English-Language Development domain and the foundations in the Vocabulary strand.</li> </ul>
	<b>Language and Literacy:</b> Vocabulary ***** <b>El vocabulario:</b> ¡Mucho más que Sólo Palabras!	



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Training Code	Training Name	Outcomes
3.5 hours		<ul style="list-style-type: none"> <li>Use strategies from the <i>California Preschool Curriculum Framework, Volume 1</i> to practice, plan, and apply various interactions, strategies, and environment opportunities to support the Vocabulary strand.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>Leer y conversar acerca de los conocimientos, los comportamientos y las habilidades del área de énfasis Vocabulario de los <i>Fundamentos del aprendizaje preescolar de California, Volumen 1</i>.</li> <li>Conversar acerca de la relación entre los fundamentos del dominio Desarrollo de la lengua inglesa y los fundamentos del área de énfasis Vocabulario.</li> <li>Analizar las estrategias del <i>Marco de currículo preescolar de California, Volumen 1</i> para planificar y aplicar interacciones, estrategias y oportunidades en el entorno para apoyar el área de énfasis Vocabulario.</li> </ul>
	Child Development and Learning 25%	
	Culture, Diversity, and Equity 10%	
	Family and Community Engagement 10%	
	Dual-Language Development 20%	
	Special Needs and Inclusion 5%	
	Learning Environments and Curriculum 30%	
1.5* hours	LLD6 Language and Literacy: Concepts About Print	<ul style="list-style-type: none"> <li>Read and discuss the knowledge, behaviors, and skills in the Concepts of Print strand from the <i>California Preschool Learning Foundations, Volume 1</i>.</li> <li>Discuss the connections between the foundations in the English-Language Development domain and the foundations in Concepts about Print strand.</li> <li>Read and use strategies from the <i>California Preschool Curriculum Framework, Volume 1</i> to plan learning experiences to support the concept about print strand.</li> </ul>
	Child Development and Learning 40%	
	Culture, Diversity, and Equity 5%	
	Relationships, Interactions, and Guidance 5%	
	Family and Community Engagement 10%	
	Dual-Language Development 10%	
	Special Needs and Inclusion 10%	
	Learning Environments and Curriculum 20%	
LLD7	Language and Literacy: Literacy Interest and Response	<ul style="list-style-type: none"> <li>Read and discuss the developmental progression of the foundations for Literacy Interest and Response</li> </ul>
	Child Development and Learning 40%	

\* This is not a stand-alone module; it must be taken in tandem with another Language and Literacy module





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3.0 hours	<b>Culture, Diversity, and Equity</b> 5%	<ul style="list-style-type: none"> <li>Discuss connections between the foundations in the English-Language Development domain and the foundations in the Literacy Interest and Response strand</li> <li>Practice, plan, and apply various interactions, strategies and environmental opportunities to support Literacy Interest and Response</li> </ul>
	<b>Relationships, Interactions, and Guidance</b> 20%	
	<b>Family and Community Engagement</b> 5%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 10%	
3.0 hours	<b>Language and Literacy:</b> Literacy for All	<ul style="list-style-type: none"> <li>Discuss the idea of literacy for all and the law that supports literacy for all.</li> <li>Identify how California's preschool resources embody literacy for all children.</li> <li>Practice some strategies to support literacy for all students.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
4.0 hours	<b>Language and Literacy:</b> Listening and Speaking	<ul style="list-style-type: none"> <li>Discuss the language and literacy foundations, with a focus on listening and speaking.</li> <li>Explore the strategies for fostering listening and speaking in the framework.</li> <li>Identify and define the ways children demonstrate development in listening and speaking.</li> <li>Examine strategies for fostering listening and comprehension skills in all children.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Dual-Language Development</b> 25%	
	<b>Observation, Screening, Assessment, and Documentation</b> 20%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 10%	
LLD10	<b>Language and Literacy:</b> Dialogic Reading ***** <b>Lectura Dialógica</b>	<ul style="list-style-type: none"> <li>Discuss the language and literacy foundations with a focus on dialogic reading.</li> <li>Recognize the language and literacy strategies outlined in the framework that focus on dialogic reading.</li> </ul>



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Training Code	Training Name	Outcomes
3.0 hours		<ul style="list-style-type: none"> <li>Discover the research supporting dialogic reading.</li> </ul> <p>*****</p>
	Child Development and Learning 25%	<ul style="list-style-type: none"> <li>Comprender los fundamentos del lenguaje y la alfabetización centrados en la lectura dialógica.</li> <li>Comprender las estrategias lingüísticas y de alfabetización que se describen en el marco centradas en la lectura dialógica.</li> <li>Familiarizarse con la investigación que apoya la lectura dialógica.</li> </ul>
	Family and Community Engagement 10%	
	Dual-Language Development 20%	
	Special Needs and Inclusion 20%	
	Learning Environments and Curriculum 25%	
4.0 hours	LLD11 Language and Literacy: Conversations	<ul style="list-style-type: none"> <li>Review the language and literacy domain and three strands.</li> <li>Focus on the listening and speaking strand.</li> <li>Read research findings on oral language.</li> <li>Practice research-based strategies.</li> </ul>
	Child Development and Learning 25%	
	Dual-Language Development 20%	
	Observation, Screening, Assessment, and Documentation 10%	
	Special Needs and Inclusion 20%	
	Learning Environments and Curriculum 25%	
3.0 hours	LLD12 Language and Literacy: Writing	<ul style="list-style-type: none"> <li>Observe, read, and discuss the developmental continuum for the Writing strand from the English-Language Development (ELD) domain.</li> <li>Discuss current research influencing the strategies in the Writing strand.</li> <li>Practice using the English Language Development (ELD) and Language and Literacy Development (LLD) foundations and framework to intentionally plan and develop culturally and linguistically responsive routines, environments, and interactions and strategies to support all children.</li> </ul>
	Child Development and Learning 20%	
	Dual-Language Development 35%	
	Observation, Screening, Assessment, and Documentation 10%	
	Special Needs and Inclusion 15%	
	Learning Environments and Curriculum 20%	





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Training Code	Training Name	Outcomes
ELD1  3.5 hours	<b>English Language Development:</b> Listening and Speaking	<ul style="list-style-type: none"> <li>Observe, read, and discuss the developmental continuum for the Listening and Speaking strands from the English-Language Development (ELD) domain.</li> <li>Discuss current research influencing the strategies in the Listening and Speaking strands.</li> <li>Practice using the ELD foundations and framework to intentionally plan culturally and linguistically responsive routines and environments.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Dual-Language Development</b> 25%	
	<b>Observation, Screening, Assessment, and Documentation</b> 20%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 10%	
ELD2  3.5 hours	<b>English Language Development:</b> Reading	<ul style="list-style-type: none"> <li>Observe, read, and discuss the developmental continuum for the Reading strand from the English-Language Development (ELD) domain.</li> <li>Discuss current research influencing the strategies in the Reading strand.</li> <li>Practice using the ELD foundations and framework to intentionally plan and develop culturally and linguistically responsive routines, environments, and interactions and strategies to support reading.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Observation, Screening, Assessment, and Documentation</b> 20%	
	<b>Special Needs and Inclusion</b> 10%	
ELD3	<b>English Language Development:</b> Writing *****	<ul style="list-style-type: none"> <li>Observe, read, and discuss the developmental continuum for the Writing strand from the English-Language Development (ELD) domain.</li> <li>Discuss current research influencing the strategies in the Writing strand.</li> <li>Practice using the English Language Development (ELD) and Language and Literacy Development (LLD) foundations and framework to intentionally plan and develop culturally and linguistically responsive routines, environments, and interactions and strategies to support all children.</li> </ul>
	<b>Desarrollo del idioma inglés:</b> Escritura	



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Training Code	Training Name	Outcomes
3.0 hours		<p>*****</p> <ul style="list-style-type: none"> <li>• Discutir la investigación actual que influye en las estrategias en la rama de la escritura.</li> <li>• Observar, leer y discutir el continuo de desarrollo para la rama de escritura del dominio de desarrollo del idioma inglés (ELD).</li> <li>• Practicar el uso de los fundamentos y el marco del desarrollo del idioma inglés (ELD) y del desarrollo del lenguaje y la alfabetización (LLD) para planificar y desarrollar intencionalmente rutinas, entornos e interacciones, estrategias culturales y lingüísticamente receptivas para apoyar a todos los niños.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Dual-Language Development</b> 35%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 20%	
ELD4  3.0 hours	<b>English Language Development:</b> Use of California Resources for Supporting Dual Language Learners	<ul style="list-style-type: none"> <li>• Examine typical language and literacy development for children aged three to five.</li> <li>• Discuss second language acquisition in early childhood.</li> <li>• Provide strategies to support young dual language learners and their families.</li> </ul>
	<b>Child Development and Learning</b> 10%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 25%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 5%	
	<b>Leadership in Early Childhood Education</b> 5%	
	<b>Professionalism</b> 10%	
	<b>Administration and Supervision</b> 15%	
DLL1	<b>Dual Language Learner:</b> Setting the Stage for Our Young Dual Language Learners Implementation of CECO Module 1 *****	<ul style="list-style-type: none"> <li>• Discover the groups and projects that have received funding to provide educators with professional development specific to California's young dual language learners.</li> </ul>



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2.0 hours		<ul style="list-style-type: none"> <li>Explore who California's young dual language learners are by looking at terminology, statistics, characteristics, and developmental pathways.</li> <li>Consider why it is important to understand how young dual language learners learn and develop language as well as other key school-readiness skills.</li> <li>Discuss how programs and teachers can provide rich learning environments for young dual language learners to thrive in.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance.</b> 5%	
	<b>Family and Community Engagement.</b> 10%	
	<b>Dual-Language Development</b> 50%	
	<b>Learning Environments and Curriculum</b> 10%	
2.0 hours	<b>DLL2</b> <b>Dual Language Learner:</b> DLL Focus Through the Lens of a Key Developmental Area: Math Implementation of CECO Module 2	<ul style="list-style-type: none"> <li>Discover how to intentionally plan with a focus on supporting math and language development for young dual language learners.</li> <li>Explore the importance of getting to know each child's math strengths through observation, reflection, and family input.</li> <li>Consider the developmental learning progressions for math and language.</li> <li>Review specialized prompts to support math and language development at the same time.</li> <li>Discover math and language-rich environment, interaction and conversation, and family partnership strategies.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance.</b> 5%	
	<b>Family and Community Engagement.</b> 5%	
	<b>Dual-Language Development</b> 50%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
2.0 hours	<b>Learning Environments and Curriculum</b> 10%	<ul style="list-style-type: none"> <li>Discuss how to intentionally plan with a focus on social-emotional development for young dual language learners.</li> <li>Explore the importance of establishing strong and meaningful relationships with students and families to promote social-emotional growth.</li> <li>Discuss the importance of getting to know each child and the English-language and social-emotional skills and knowledge the child may be developing.</li> <li>Review different types of strategies that support language and social-emotional development.</li> </ul>
	<b>DLL3</b> <b>Dual Language Learner:</b> DLL Focus Through the Lens of a Key Developmental Area: Social-Emotional Development Implementation of CECO Module 3	
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance.</b> 5%	
	<b>Family and Community Engagement.</b> 5%	
	<b>Dual-Language Development</b> 50%	



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2.0 hours	<b>Observation, Screening, Assessment, and Documentation</b> 5%	<ul style="list-style-type: none"> <li>Discover daily practice strategies for supporting children and building relationships.</li> </ul>
	<b>Learning Environments and Curriculum</b> 10%	
DLL4          2.0 hours	<b>Dual Language Learner:</b> DLL Focus Through the Lens of Key Developmental Areas: Math and Social-Emotional Development (For Administrators) Implementation of CECO Module 4	<ul style="list-style-type: none"> <li>Review the latest research on dual language learners and the links between math, language, and social-emotional development.</li> <li>Explore intentionally supporting a coordinated approach to math and language development through responsive daily routines, environments, and family partnerships.</li> <li>Consider the various program guidelines that specifically support dual language learners.</li> <li>Discuss how to implement a plan for teachers to better know their children in terms of math, language, and social-emotional development.</li> </ul>
	<b>Child Development and Learning</b> 5%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance.</b> 5%	
	<b>Family and Community Engagement.</b> 5%	
	<b>Dual-Language Development</b> 50%	
	<b>Learning Environments and Curriculum</b> 5%	
	<b>Leadership in Early Childhood Education</b> 10%	
	<b>Professionalism</b> 5%	
	<b>Administration and Supervision</b> 10%	
DLL5	<b>Dual Language Learner:</b> DLL Focus Through the Lens of Key Developmental Areas: Implementation of CECO Modules 1-3	<ul style="list-style-type: none"> <li>Discover the groups and projects that have received funding to provide educators with professional development specific to California's young dual language learners.</li> <li>Explore who California's young dual language learners are by looking at terminology, statistics, characteristics, and developmental pathways.</li> <li>Consider why it is important to understand how young dual language learners learn and develop language as well as other key school-readiness skills.</li> <li>Discover how to intentionally plan with a focus on supporting math, social-emotional, and language development for young dual language learners.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance.</b> 5%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
6.0 hours	<b>Family and Community Engagement.</b> 5%	<ul style="list-style-type: none"> <li>Explore the importance of establishing strong and meaningful relationships with students and families to promote math, social-emotional, and language growth.</li> <li>Discuss how programs and teachers can provide rich learning environments for young dual language learners to thrive in.</li> </ul>
	<b>Dual-Language Development</b> 50%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Learning Environments and Curriculum</b> 10%	
6.5 hours PEL1	<b>PEL Guide:</b> Resource Guide Training	<ul style="list-style-type: none"> <li>Recognize that preschool English learners bring an array of language skills, cognitive abilities, family resources, and life experiences that can serve as the foundation from which to begin their journey toward academic English mastery.</li> <li>Identify strategies that will allow preschool teachers, administrators, consultants, and others playing a supporting role in the education of preschool English learners to enhance their programs in moving children toward academic English mastery.</li> <li>Review the resources available on this topic through the California Department of Education such as the <i>California Preschool Learning Foundations (PLF)</i>; <i>California Preschool Curriculum Framework (PCF)</i>; <i>PEL Resource Guide</i> and DVD; CPIN Web site: <a href="http://www.cpin.us">www.cpin.us</a>; and training materials.</li> </ul>
	<b>Child Development and Learning</b> 5%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 5%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 65%	
	<b>Special Needs and Inclusion</b> 5%	
PEL2	<b>PEL Guide:</b> Resource Guide Training (In Spanish)	<ul style="list-style-type: none"> <li>Reconocer que los niños de edad pre-escolar que están aprendiendo el idioma Ingles traen consigo una variedad de destrezas lingüísticas, habilidades cognitivas, recursos familiares, y experiencias de la vida que sirven como base para empezar el dominio de el idioma Ingles en su educación.</li> <li>Identificar estrategias que permitan a maestros, administradores, y demas personas que trabajan en la educación de niños de edad pre-escolar que estan aprendiendo Ingles a mejorar la manera en que sus programas apoyen a que estos niños logren el dominio de el idioma Ingles en su educación.</li> </ul>
	<b>Child Development and Learning</b> 5%	
	<b>Culture, Diversity, and Equity</b> 10%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
6.5 hours	<b>Relationships, Interactions, and Guidance</b> 5%	<ul style="list-style-type: none"> <li>Informarse acerca de los recursos disponibles en estos temas por medio de el Departamento de Educación de California; Preschool Learning Foundation (PFL); Preschool Curriculum Framework (PCF); PEL Resource Guide y DVD; Sitio en internet de CPIN: <a href="http://www.cpin.us">www.cpin.us</a>; y materiales de entrenamiento.</li> </ul>
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 65%	
	<b>Special Needs and Inclusion</b> 5%	
PEL3  4.0 hours	<b>PEL Guide:</b> Chapter 7 Extended Module ***** <b>Guía de Recursos de Niños en Edad Preescolar que Aprenden Inglés:</b> Capítulo 7 Módulo Extendido  <b>Culture, Diversity, and Equity</b> 10% <b>Dual-Language Development</b> 40% <b>Special Needs and Inclusion</b> 40% <b>Learning Environments and Curriculum</b> 10%	<ul style="list-style-type: none"> <li>Recognize the terminology necessary for supporting children with IEPs who are learning English as a second language.</li> <li>Examine varying cultural experiences with regard to special education.</li> <li>Review the resources to support children with an IEP who are learning English as a second language.</li> </ul> ***** <ul style="list-style-type: none"> <li>Familiarizarse con el Sistema de aprendizaje y desarrollo temprano de California y las normas relacionadas a la educación especial.</li> <li>Desarrollar un mejor conocimiento de las características del desorden del lenguaje y de la diferencia de lenguaje basándose en la consideración cultural.</li> <li>Explorar las consideraciones culturales y estrategias de instrucción basadas en investigación para los niños con discapacidades u otras necesidades especiales que aprenden inglés.</li> <li>Familiarizarse con los recursos estatales y locales.</li> </ul>
PEL4  4.0 hours	<b>PEL Guide:</b> Chapter 8 Extended Module ***** <b>Guía de Recursos de Niños en Edad Preescolar que Aprenden Inglés:</b> Capítulo 8 Módulos Extendidos	<ul style="list-style-type: none"> <li>Define early literacy.</li> <li>Identify connections with the <i>California Preschool Learning Foundations</i>.</li> <li>Discuss the role of the family.</li> <li>Explore strategies for promoting English literacy development.</li> </ul> ***** <ul style="list-style-type: none"> <li>Revise los puntos clave del capítulo ocho de la Guía de recursos PEL.</li> </ul>





# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
		<ul style="list-style-type: none"> <li>Explore las prácticas para crear sociedades significativas con las familias para promover el desarrollo lingüístico y de la alfabetización.</li> <li>Conecte las PLF con el PCF y con las prácticas eficaces para los niños en edad preescolar que aprenden inglés.</li> <li>Practique las estrategias recomendadas para mejorar el desarrollo del lenguaje y la alfabetización de los niños en edad preescolar que aprenden inglés.</li> </ul>
	<b>Family and Community Engagement</b> 20%	
	<b>Dual-Language Development</b> 60%	
	<b>Learning Environments and Curriculum</b> 20%	
MTH1	<b>Math:</b> Geometry	<ul style="list-style-type: none"> <li>Review the mathematics foundations with an emphasis on the Geometry strand.</li> <li>Explain how the DRDP (2015) and the NCTM Standards relate to the mathematics foundations.</li> <li>Discover the research behind the practice.</li> <li>Explore strategies to make geometry come to life in the classroom.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 20%	
4.0 hours	<b>Learning Environments and Curriculum</b> 20%	
MTH2	<b>Math:</b> Number Sense ***** <b>Sentido Numérico</b>	<ul style="list-style-type: none"> <li>Discuss key concepts in the Number Sense strand of the <i>California Preschool Learning Foundations (PLF)</i>.</li> <li>Identify key strategies in the <i>California Preschool Curriculum Framework (PCF)</i> regarding Number Sense development. *****</li> <li>Los participantes conocerán conceptos clave que se desarrollan en el área de énfasis Sentido numérico de los Fundamentos del Aprendizaje Preescolar (PLF, por sus siglas en inglés).</li> <li>Los participantes conocerán estrategias clave del Marco de currículo preescolar (PCF, por sus siglas en inglés) respecto al desarrollo del sentido numérico.</li> </ul>
	<b>Child Development and Learning</b> 30%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
4.0 hours	<b>Learning Environments and Curriculum</b> 30%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
MTH3  4.0 hours	<b>Math:</b> Measurement	<ul style="list-style-type: none"> <li>Review and promote the research in early childhood mathematics in the classroom.</li> <li>Review the <i>California Preschool Learning Foundations (PLF)</i>, <i>California Preschool Curriculum Framework (PCF)</i>, and other CDE resources to support mathematical learning in the classroom.</li> <li>Discuss the application of classroom practices and strategies that enhance children's mathematical growth and development.</li> <li>Identify strategies to support dual-language learners developing mathematics.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Dual-Language Development</b> 20%	
	Observation, Screening, Assessment, and Documentation 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
MTH4  3.0 hours	<b>Math:</b> Algebra and Function	<ul style="list-style-type: none"> <li>Review key concepts in the Algebra and Functions strand of the <i>California Preschool Learning Foundations (PLF)</i>.</li> <li>Discuss key strategies in the <i>California Preschool Curriculum Framework (PCF)</i> regarding the development of Algebraic Functioning.</li> <li>Identify how to support the development of the Algebra and Functions foundations for children learning English as a second Language.</li> <li>Discuss how to adapt curriculum to ensure access for children with varying needs.</li> </ul>
	<b>Child Development and Learning</b> 10%	
	<b>Dual-Language Development</b> 25%	
	Observation, Screening, Assessment, and Documentation 15%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Learning Environments and Curriculum</b> 25%	
MTH5	<b>Math:</b> Math Reasoning ***** <b>El Razonamiento Matemático</b>	<ul style="list-style-type: none"> <li>Review key concepts in the Mathematical Reasoning strand of the <i>California Preschool Learning Foundations (PLF)</i>.</li> <li>Discuss key strategies in the <i>California Preschool Curriculum Framework (PCF)</i> regarding Mathematical Reasoning development.</li> <li>Discuss how to support the development of Mathematical Reasoning foundations for children learning English as a second language.</li> </ul>



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
3.0 hours		<ul style="list-style-type: none"> <li>Identify how to adapt curriculum to ensure access for children with varying needs.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>Los participantes adquirirán consciencia de conceptos clave que se desarrollarán en la categoría de razonamiento matemático de Fundamentos del aprendizaje preescolar de California (PLF).</li> <li>Los participantes conocerán estrategias clave en el Marco de currículo preescolar de California (PCF) respecto al desarrollo del razonamiento matemático.</li> <li>Los participantes considerarán cómo fomentar el desarrollo de los fundamentos del razonamiento matemático en niños que aprenden el inglés como segundo idioma.</li> </ul>
	<b>Child Development and Learning</b> 15%	
	<b>Culture, Diversity, and Equity</b> 15%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 30%	
MTH6(P)  2.0 hours	<b>Math:</b> Integrated Math Experience	<ul style="list-style-type: none"> <li>This presentation begins with an integrated Math experience followed by a review of current research describing the playful, integrated nature of mathematical learning for young children.</li> </ul>
	<b>Child Development and Learning</b> 15%	
	<b>Culture, Diversity, and Equity</b> 15%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 30%	
VPA1  3.0 hours	<b>Visual and Performing Arts:</b> Overview	<ul style="list-style-type: none"> <li>Explain why the arts are important for children.</li> <li>Review what children should know and be able to do in the arts.</li> <li>Discuss what to do to help children develop their skills and knowledge in the arts.</li> </ul>
	<b>Child Development and Learning</b> 30%	
	<b>Learning Environments and Curriculum</b> 70%	
VPA2	<b>Visual and Performing Arts:</b> Visual Art	<ul style="list-style-type: none"> <li>Review and utilize the structure and features of the <i>California Preschool Learning Foundations (PLF), Volume 2</i> and the</li> </ul>



## Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
3.0 hours	<b>Child Development and Learning</b> 10%	<i>California Preschool Curriculum Framework (PCF), Volume 2, visual art strand.</i> <ul style="list-style-type: none"> <li>Identify the integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul>
	<b>Culture, Diversity, and Equity</b> 15%	
	<b>Family and Community Engagement</b> 15%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
VPA3	<b>Visual and Performing Arts:</b> Music	<ul style="list-style-type: none"> <li>Discuss the importance of music education in the lives of preschool children as represented by the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Framework</i> in order to support all children develop their skills and knowledge in music.</li> <li>Practice utilizing this information with regard to dual language learners and children identified with special needs.</li> </ul>
3.0 hours	<b>Child Development and Learning</b> 10%	
	<b>Culture, Diversity, and Equity</b> 20%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 20%	
VPA4	<b>Visual and Performing Arts:</b> Dance	<ul style="list-style-type: none"> <li>Review the structure and features of the <i>California Preschool Learning Foundations (PLF), Volume 2</i>, and the <i>California Preschool Curriculum Framework (PCF), Volume 2</i>, dance strand.</li> <li>Discuss the integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul>
3.0 hours	<b>Child Development and Learning</b> 20%	
	<b>Dual-Language Development</b> 25%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Learning Environments and Curriculum</b> 30%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
VPA5  3.0 hours	<b>Visual and Performing Arts:</b> Drama	<ul style="list-style-type: none"> <li>Review the structure and features of the <i>California Preschool Learning Foundations (PLF), Volume 2</i> and the <i>California Preschool Curriculum Framework (PCF), Volume 2</i>, Drama strand.</li> <li>Identify integration opportunities between Volumes 1, 2, and 3 of the PLF with regard to learning opportunities and teachable moments in the dramatic arts.</li> <li>Explore how drama can be used to increase vocabulary with dual language learners.</li> <li>Describe strategies for children identified with special needs.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Dual-Language Development</b> 25%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Learning Environments and Curriculum</b> 30%	
PD1  4.0 hours	<b>Physical Development:</b> Overview	<ul style="list-style-type: none"> <li>Discuss why physical development is included in the <i>California Preschool Learning Foundations</i> and <i>California Preschool Curriculum Framework</i>.</li> <li>Identify how preschool teachers, caregivers, and families have a critical role in the physical development of California's preschool children.</li> <li>Prepare California's preschool educators to overcome obstacles, and provide learning and development opportunities for physical development of preschool children.</li> <li>Review the organization of the physical development foundations and curriculum framework.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Dual-Language Development</b> 25%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Learning Environments and Curriculum</b> 25%	
PD2  3.5 hours	<b>Physical Development:</b> Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Discuss the "ABCs" of movement development.</li> <li>Provide the foundation for building more complex movement.</li> <li>Review the creation of patterns of coordination.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Dual-Language Development</b> 25%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Learning Environments and Curriculum</b> 25%	
PD3	<b>Physical Development:</b>	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
3.5 hours	Perceptual-Motor Skills and Movement Concepts	<ul style="list-style-type: none"> <li>Discuss how perceptual-motor coordination is the process of receiving, interpreting, and using information from all the body's senses (visual, auditory touch, smell, taste and kinesthetic) to carry out the physical output (a coordinated movement).</li> <li>Explain how movement concepts provide cognitive awareness of movement.</li> </ul>
	<b>Child Development and Learning</b> 30%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 30%	
PD4  3.5 hours	<b>Physical Development:</b> Active Physical Play	<ul style="list-style-type: none"> <li>Discuss how developmentally appropriate movement programs accommodate a variety of individual differences among children.</li> <li>Review why children often learn best through maximum active participation.</li> <li>Support the notion that physical safety of children's play environments should be of paramount importance at all times.</li> <li>Express how family members, working as partners with teachers, are key to enriching the physical development of children.</li> <li>Describe how the inclusion of children with special needs is beneficial to all and promotes greater understanding and respect for diversity.</li> <li>Recognize that children are multisensory learners with unique learning styles.</li> </ul>
	<b>Child Development and Learning</b> 40%	
	<b>Dual-Language Development</b> 10%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 40%	
HEA1  3.0 hours	<b>Health:</b> Overview	<ul style="list-style-type: none"> <li>Discuss the structure and features of the <i>California Preschool Learning Foundations, Volume 2</i>, Health Domain.</li> <li>Discover how to use the <i>California Preschool Learning Foundations (PLF)</i>, and the <i>California Preschool Curriculum Framework (PCF)</i>, to enrich learning and development opportunities in health for all of California's preschool children.</li> </ul>
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 10%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 20%	
	<b>Health, Safety, and Nutrition</b> 50%	





# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
SCI1	<b>Science:</b> Scientific Inquiry ***** Investigación Científica	<ul style="list-style-type: none"> <li>Discuss the structure and features of the <i>California Preschool Learning Foundations (PLF)</i> and the <i>California Preschool Curriculum Framework (PCF)</i>, Science Domain, Scientific Inquiry Strand.</li> <li>Identify integration opportunities between Volumes 1, 2, and 3 of the <i>California Preschool Learning Foundations</i>.</li> <li>Utilize strategies identified for dual language learners and for children with special needs.</li> </ul> *****
4.0 hours	<b>Child Development and Learning</b> 40%	<ul style="list-style-type: none"> <li>Comprender y utilizar la estructura y las características del área de de indagación científica, en el ámbito de las ciencias de los <i>Fundamentos del aprendizaje preescolar (PLF)</i> y del <i>Marco curricular preescolar (PCF)</i>.</li> <li>Explorar la naturaleza integrada del aprendizaje en la indagación científica, como el lenguaje y la alfabetización, las matemáticas y las habilidades socio-emocionales.</li> <li>Discutir cómo el proceso de investigación científica facilita las experiencias para ampliar el vocabulario y utilizar el lenguaje en contextos atractivos, especialmente para los estudiantes de dos idiomas y los niños con discapacidades.</li> <li>Explorar las estrategias e interacciones para los estudiantes de dos idiomas.</li> <li>Comprender cómo utilizar estrategias e interacciones para los niños con discapacidades.</li> </ul>
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 20%	
SCI2	<b>Science:</b> Physical Science	<ul style="list-style-type: none"> <li>Review the <i>California Preschool Learning Foundations (PLF)</i>, Science Domain, Physical Science Strand.</li> <li>Review the <i>California Preschool Curriculum Framework (PCF)</i>, Science Domain, Physical Science Strand.</li> <li>Discuss interactions and strategies; environments and materials; and strategies for supporting dual language learners and children with disabilities.</li> </ul>
3.5 hours	<b>Child Development and Learning</b> 35%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 35%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
SCI3  3.5 hours	<b>Science:</b> Life Science	<ul style="list-style-type: none"> <li>Recognize key concepts of life science.</li> <li>Identify the teacher's role in facilitating these key concepts.</li> <li>Examine nature outside and inside.</li> <li>Plan how we can apply this information to an activity already planned in our classroom.</li> <li>Discuss multiple resources to apply in the classroom.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Observation, Screening, Assessment, and Documentation</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 15%	
SCI4  3.5 hours	<b>Science:</b> Earth Science	<ul style="list-style-type: none"> <li>Interact with earth materials.</li> <li>Read the Earth Sciences strand from <i>the California Preschool Learning Foundations (PLF, Vol. 3)</i>.</li> <li>Connect the PLF reading to strategies from the Earth Sciences strand of the <i>California Preschool Curriculum Framework (PCF, Vol. 3)</i></li> <li>Identify strategies specifically supportive to dual language learners in the earth sciences.</li> <li>Practice utilizing UDL strategies to enhance opportunities to support all children in the earth sciences.</li> <li>Plan an activity to apply all ideas from the day with engaging family strategies.</li> </ul>
	<b>Child Development and Learning</b> 40%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Observation, Screening, Assessment, and Documentation</b> 20%	
	<b>Special Needs and Inclusion</b> 15%	
SCI5  1.5 hours	<b>Science:</b> Scientific Inquiry for Administrators	<ul style="list-style-type: none"> <li>Discuss the key aspects of Scientific Inquiry</li> <li>Discuss the structure and features of the <i>California Preschool Learning Foundations (PLF)</i> and the <i>California Preschool Curriculum Framework (PCF)</i>, Science Domain</li> <li>Observe a classroom with a strong culture of inquiry</li> <li>Review the tools of inquiry found in programs</li> </ul>
	<b>Child Development and Learning</b> 40%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 20%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
HSS1  3.5 hours	<b>History Social Science:</b> Sense of Time/Sense of Place	<ul style="list-style-type: none"> <li>Identify key concepts from the <i>California Preschool Learning Foundations, Volume 3</i>—History-Social Science domain, Sense of Time and Sense of Place.</li> <li>Explore the developmental continuum of civics and develop strategies that will guide instruction and learning.</li> <li>Discuss current research underlying the teaching strategies used to support the development of sense of time and sense of place.</li> <li>Practice using the <i>California Preschool Learning Foundations</i> and <i>California Preschool Curriculum Framework</i> to intentionally plan age-appropriate, developmentally appropriate, cultural and inclusive strategies that promote history-social science.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Observation, Screening, Assessment, and Documentation</b> 10%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 25%	
HSS2  3.0 hours	<b>History Social Science:</b> Becoming a Community Member	<ul style="list-style-type: none"> <li>Discuss how history-social Science pertains to how people live together in the social world.</li> <li>Describe how becoming a community member means...learning about oneself as a responsible member of the group.</li> </ul>
	<b>Child Development and Learning</b> 25%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 5%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 15%	
	<b>Special Needs and Inclusion</b> 15%	
	<b>Learning Environments and Curriculum</b> 20%	
HSS3  3.5 hours	<b>History Social Science:</b> Self & Society/Market Place	<ul style="list-style-type: none"> <li>Discuss how history-social science pertains to how people live together in the social world.</li> <li>Explore and foster a healthy curiosity about the experiences of others.</li> </ul>
	<b>Child Development and Learning</b> 20%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 20%	
	<b>Special Needs and Inclusion</b> 20%	
	<b>Learning Environments and Curriculum</b> 10%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
FAM1	<b>Family:</b> Talking with Parents about Concerns ***** <b>Hablar con los Padres Cuando Tiene Inquietudes Sobre un Niño o una Niña a Su Cuidado</b>	<ul style="list-style-type: none"> <li>Provide a framework for caregivers when they have concerns that a child in their care might have a developmental delay, disability, or significant behavior problem.</li> <li>Discuss how to share concerns with a child's parents or family members (anyone raising the child) and understand different ways family members will receive and act on the expressed concern.</li> </ul> *****
3.0 hours	<b>Child Development and Learning</b>	10%
	<b>Relationships, Interactions, and Guidance</b>	30%
	<b>Family and Community Engagement</b>	30%
	<b>Special Needs and Inclusion</b>	30%
IWK1	<b>Guidelines:</b> Inclusion Works! ***** <b>Inclusion Works!</b>	<ul style="list-style-type: none"> <li>Define inclusive practice, describe collaboration, and share practical strategies.</li> <li>Discuss the intended use in child care settings for children birth through age 12 years.</li> <li>Review resources included in appendices as well as weblinks on the MAP to Inclusion and Belonging website.</li> </ul> ***** <ul style="list-style-type: none"> <li>El enfoque está puesto en definir una práctica inclusiva, describir la colaboración y compartir estrategias prácticas</li> </ul>



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
3.0 hours		<ul style="list-style-type: none"> <li>Pensado para el uso en entornos de cuidado infantil para niños desde los 0 a los 12 años</li> <li>Hay recursos en los apéndices y también enlaces web en el sitio web de MAP para la inclusión y el sentido de pertenencia</li> </ul>
	<b>Family and Community Engagement</b> 25%	
	<b>Special Needs and Inclusion</b> 50%	
	<b>Learning Environments and Curriculum</b> 25%	
PPG1	<b>Guidelines:</b> Overview Preschool Program Guidelines	<ul style="list-style-type: none"> <li>Review the components and structure of the <i>Preschool Program Guidelines</i>.</li> <li>Discuss how to utilize and apply information from the <i>Preschool Program Guidelines</i> in a preschool program.</li> <li>Share and reflect upon strategies used by colleagues.</li> </ul>
1.5 hours	<b>Dual-Language Development</b> 25%	
	<b>Special Needs and Inclusion</b> 25%	
	<b>Leadership in Early Childhood Education</b> 25%	
	<b>Administration and Supervision</b> 25%	
FPC1	<b>Best Practices:</b> Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture: Overview Module ***** Prácticas Recomendadas Para la Planificación del Currículo Para los Niños Pequeños: Las colaboración con las familias y la cultura	<ul style="list-style-type: none"> <li>Review the components and structure of <i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i>.</li> <li>Discuss how to utilize and apply information from <i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i>.</li> <li>Reflect upon and share about personal culture influences in the early childhood setting.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>Analizar los componentes y estructura de las <i>Prácticas recomendadas para la planificación del currículo para los niños pequeños: La colaboración con las familias y la cultura (Family Partnerships and Culture)</i>.</li> <li>Conversar acerca de cómo utilizar y aplicar la información de <i>Prácticas recomendadas para la planificación del currículo para los niños pequeños: La colaboración con las familias y la cultura</i>.</li> <li>Reflexionar y dialogar acerca las influencias culturales personales en el ambiente de cuidado de la infancia temprana.</li> </ul>
3.5 hours	<b>Culture, Diversity, and Equity</b> 50%	
	<b>Family and Community Engagement</b> 30%	
	<b>Learning Environments and Curriculum</b> 20%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
FPC2(P)  2.0 hours	<b>Best Practices:</b> Reflect and Learn First, Teach Second: How to Support Educators Begin the Journey of Cultural Competence and Strengthening Family Partnerships	<ul style="list-style-type: none"> <li>Review the components and structure of the <i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i>.</li> <li>Discuss how to utilize and apply information from <i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i>.</li> <li>Reflect upon and share about personal culture influences in the early childhood setting.</li> </ul>
	<b>Culture, Diversity, and Equity</b> 50%	
	<b>Family and Community Engagement</b> 30%	
	<b>Learning Environments and Curriculum</b> 20%	
INL1  3.0 hours	<b>Best Practices:</b> Best Practices for Planning Curriculum for Young Children: The Integrated Nature of Learning: Overview Module	<ul style="list-style-type: none"> <li>Discuss purpose of this publication through reading and discussion.</li> <li>Review content through group activities and readings.</li> <li>Identify and discuss components of the reflective planning cycle.</li> <li>Describe planning opportunities for individualization and scaffolding within the reflective planning cycle.</li> </ul>
	<b>Child Development and Learning</b> 50%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 5%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Special Needs and Inclusion</b> 5%	
INL2	<b>Best Practices:</b> Integrated STEM In Early Childhood	<ul style="list-style-type: none"> <li>Identify STEM components in an early childhood classroom.</li> <li>Discuss dynamic planning for Developmentally Appropriate STEM environments and interactions/ conversations.</li> <li>Discover how this approach includes universal design for learning.</li> <li>Recognize how this approach supports dual language learners</li> </ul>
	<b>Child Development and Learning</b> 30%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 5%	





# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
3.5 hours	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 10%	
	Observation, Screening, Assessment, and Documentation 15%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 15%	
6.5 hours INL3	<b>Best Practices:</b> The Integrated Nature of Learning: STEM Focus	<ul style="list-style-type: none"> <li>Discuss the purpose of this publication through reading and discussion.</li> <li>View examples of the integrated nature of learning through science and math.</li> <li>Identify, discuss and practice how to co-construct curriculum through dynamic planning in science and math.</li> <li>Examine how this approach includes universal design for learning and supports dual language learners.</li> </ul>
	<b>Child Development and Learning</b> 40%	
	<b>Culture, Diversity, and Equity</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 5%	
	Observation, Screening, Assessment, and Documentation 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 15%	
3.0 hours INL4	<b>Best Practices:</b> Supporting Teachers to Provide Integrated STEM Experiences with CDE Resources	<ul style="list-style-type: none"> <li>Analyze personal beliefs and research-based principles that address how children develop STEM concepts.</li> <li>Explore the science, engineering, and math concepts that preschool children develop.</li> <li>Explore effective STEM strategies for planning curriculum and supporting dual language learners in the curriculum plan.</li> <li>Apply this information and experience dynamic planning.</li> <li>Plan how to expand upon and share this information with teachers.</li> </ul>
	<b>Child Development and Learning</b> 10%	
	<b>Relationships, Interactions, and Guidance</b> 5%	
	<b>Family and Community Engagement</b> 5%	
	<b>Dual-Language Development</b> 5%	
	Observation, Screening, Assessment, and Documentation 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 10%	
	<b>Leadership in Early Childhood Education</b> 10%	
	<b>Professionalism</b> 5%	
	<b>Administration and Supervision</b> 40%	



## Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
INL5(P)  1.5 hours	<b>Best Practices:</b> Building Integrated STEM in Early Childhood	<ul style="list-style-type: none"> <li>Define STEM components in an early childhood classroom.</li> <li>Experience dynamic planning for Developmentally Appropriate STEM environments and interactions/conversations.</li> <li>Discuss how this approach includes universal design for learning and supports dual language learners.</li> </ul>
	<b>Child Development and Learning</b> 30%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 5%	
	<b>Family and Community Engagement</b> 10%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 15%	
	<b>Special Needs and Inclusion</b> 10%	
	<b>Learning Environments and Curriculum</b> 15%	
INL6(P)  1.5 hours	<b>Best Practices:</b> STEAM is Everywhere: How to Use Developmental Progressions to Scaffold Instruction in Rich Integrated STEAM Learning	<ul style="list-style-type: none"> <li>Explore the STEM concepts through predictive developmental progressions.</li> <li>Share key strategies for embedding math in the environment, routines, and interactions of early childhood programs.</li> <li>Participate in facilitated interactive small group activities to network with colleagues and to share current and future practices in planning math.</li> <li>Use both the <i>California Preschool Learning Foundations</i> and the <i>California Preschool Curriculum Framework</i> to enhance small group discussions.</li> <li>Reflect and analyze the experience and develop individual action plans to increase opportunities for integrated learning in programs.</li> </ul>
	<b>Child Development and Learning</b> 50%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 5%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 10%	



# Workforce Registry & CPIN Standard Titles and Codes

Training Sponsor: CPIN, Region #

Training Code	Training Name	Outcomes
INL7(P)       1.5 hours	<b>Best Practices:</b> Play, Reflection and Curriculum All Working Together in the Same Sandbox: How to Plan and Facilitate Integrated Learning Experiences for Children	<ul style="list-style-type: none"> <li>Identify current successful practices to support integrated learning experiences.</li> <li>Explore and share play-based, reflective practice activities that may be replicated with teachers and staff to support planning, implementing, and facilitating integrated learning experiences for young children.</li> <li>Using the broad definition of curriculum as defined in this presentation, identify current successful practices to provide integrated learning experiences for children and families.</li> <li>Write an action plan for utilizing two new ideas from the presentation and discussion to facilitate play-based, integrated learning.</li> </ul>
	<b>Child Development and Learning</b> 50%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 5%	
	<b>Dual-Language Development</b> 10%	
	<b>Observation, Screening, Assessment, and Documentation</b> 5%	
	<b>Special Needs and Inclusion</b> 5%	
	<b>Learning Environments and Curriculum</b> 10%	
PLAY1	<b>Best Practices:</b> The Powerful Role of Play in Early Education ***** <b>El Papel Fundamental del Juego en la Educación</b>	<ul style="list-style-type: none"> <li>Discuss the purpose of this publication, <i>The Powerful Role of Play in Early Education</i>, through reading and discussion.</li> <li>Explore the research-based connections between play and learning through group activities and readings.</li> <li>Experience the benefits and debunk common myths about play and learning.</li> <li>Consider planning opportunities for individualization and scaffolding within the reflective planning cycle.</li> </ul> ***** <ul style="list-style-type: none"> <li>Explorar la investigación sobre el juego a través de varias lecturas y artículos.</li> <li>Experimentar los beneficios y desmentir los mitos comunes sobre el juego y el aprendizaje.</li> <li>Considerar las oportunidades de planificación para la individualización y el apoyo dentro del ciclo de planificación reflexiva.</li> </ul>
	<b>Child Development and Learning</b> 50%	
	<b>Culture, Diversity, and Equity</b> 5%	
	<b>Relationships, Interactions, and Guidance</b> 10%	
	<b>Family and Community Engagement</b> 5%	



## Workforce Registry & CPIN Standard Titles and Codes

**Training Sponsor:** CPIN, Region #

3.0 hours	<b>Dual-Language Development</b>	<b>10%</b>	<ul style="list-style-type: none"> <li>Conocer más sobre el recurso de CDE <i>El poderoso papel del juego en la educación</i> que se imprimirá y publicará próximamente.</li> </ul>
	<b>Observation, Screening, Assessment, and Documentation</b>	<b>5%</b>	
	<b>Special Needs and Inclusion</b>	<b>5%</b>	
	<b>Learning Environments and Curriculum</b>	<b>10%</b>	
3.0 hours	<b>PLAY2</b> <b>Best Practices:</b> Building Resiliency Through Play		<ul style="list-style-type: none"> <li>Discuss the impact of trauma on children's play.</li> <li>Distinguish between different types of play that support children impacted by stress and trauma to help them cope, build resilience, and heal.</li> <li>Discuss strategies for addressing difficult themes in play.</li> </ul>
	<b>Child Development and Learning</b>	<b>20%</b>	
	<b>Culture, Diversity, and Equity</b>	<b>10%</b>	
	<b>Relationships, Interactions, and Guidance</b>	<b>20%</b>	
	<b>Family and Community Engagement</b>	<b>10%</b>	
	<b>Observation, Screening, Assessment, and Documentation</b>	<b>10%</b>	
	<b>Special Needs and Inclusion</b>	<b>5%</b>	
	<b>Learning Environments and Curriculum</b>	<b>5%</b>	
	<b>Health, Safety, and Nutrition.</b>	<b>10%</b>	
	<b>Leadership in Early Childhood Education.</b>	<b>5%</b>	
	<b>Professionalism</b>	<b>5%</b>	
2.5 hours	<b>CFEH</b> <b>Best Practices:</b> Responsive Early Education for Children and Families Experiencing Homelessness		<ul style="list-style-type: none"> <li>Discover the purpose of the <i>Responsive Early Education for Young Children and Families Experiencing Homelessness</i> publication through reading and discussion.</li> <li>Explore the various definitions of homelessness.</li> <li>Discover the diversity of families experiencing homelessness and practice critical reflection.</li> <li>Discover the purpose of the <i>Responsive Early Education for Young Children and Families Experiencing Homelessness</i> publication through reading and discussion.</li> </ul>
	<b>Child Development and Learning</b>	<b>50%</b>	
	<b>Culture, Diversity, and Equity</b>	<b>10%</b>	
	<b>Relationships, Interactions, and Guidance</b>	<b>10%</b>	
	<b>Family and Community Engagement</b>	<b>10%</b>	
	<b>Learning Environments and Curriculum</b>	<b>5%</b>	
	<b>Health, Safety, and Nutrition</b>	<b>10%</b>	
	<b>Professionalism</b>	<b>5%</b>	



## Workforce Registry & CPIN Standard Titles and Codes

**Training Sponsor:** CPIN, Region #

CPINCoP1       1-3 hours	<b>CPIN Community of Practice (CoP)</b>		<ul style="list-style-type: none"> <li>Examine key concepts from <i>California Preschool Learning Foundations Volumes 1-3</i> and the California Preschool Curriculum Framework, Volumes 1-3; the Preschool English Learners (PEL) Guide; Early Childhood Special Education Handbooks; <i>Preschool Program Guidelines, Family Partnerships and Culture, Integrated Nature of Learning</i>, and subsequent CDSS-approved materials.</li> <li>Discuss, practice, and plan various interactions, strategies, and environment opportunities for the preschool classroom based upon the content of the CPIN module(s).</li> </ul>
	<b>Child Development and Learning</b>	<b>15%</b>	
	<b>Culture, Diversity, and Equity</b>	<b>15%</b>	
	<b>Relationships, Interactions, and Guidance</b>	<b>15%</b>	
	<b>Family and Community Engagement</b>	<b>10%</b>	
	<b>Dual-Language Development</b>	<b>10%</b>	
	<b>Observation, Screening, Assessment, and Documentation</b>	<b>10%</b>	
	<b>Special Needs and Inclusion</b>	<b>10%</b>	
	<b>Learning Environments and Curriculum</b>	<b>15%</b>	