

EXPANDING QUALITY IN INFANT TODDLER CARE INITIATIVE



Expanding Quality
for Infants and Toddlers

**Implementation Handbook
Fall 2010**

EXPANDING QUALITY IN INFANT TODDLER CARE INITIATIVE IMPLEMENTATION HANDBOOK

Brief Overview of the EQ Initiative

The Expanding Quality in Infant Toddler Care (EQ) Initiative began in 1999 as a collaboration between the Colorado Department of Human Services, Division of Child Care and the Colorado Department of Education. Utilizing federal Child Care and Development Fund dollars, the EQ Initiative seeks to increase the quality and availability of responsive care for infants and toddlers throughout Colorado by:

- Strengthening the skills and knowledge base of Early Childhood professionals working with infants and toddlers, particularly in the areas of infant toddler development, responsive caregiving, working with families, and respecting cultures
- Facilitating professional development for infant toddler professionals
- Building local capacity and promoting systemic change to foster increased quality and availability of care and services
- Supporting leadership and collaboration at the community level

There are three primary training components of the EQ Initiative: the EQIT 48-hour course of training, the Ounce Scale Assessment, and Touchpoints. Each of the components includes both state and local training, technical assistance, and support—they are all congruent in basic philosophy and each builds on the knowledge/skill base of the others. Each has a strong emphasis on the importance of social-emotional development, family partnerships, and understanding and respect for culture. For FY 2010-2011, funding for local implementation is available for the EQIT course only.

A “training of trainers” approach is utilized throughout the EQ Initiative in an effort to build capacity and effect positive change at the local level. Coaching support and/or additional follow-up activities are generally available to local participants in the trainings. In addition, there is a strong emphasis on continued professional development for all individuals involved in implementing the primary components of the EQ initiative.

Each of the three components requires specific training and procedures for implementation. Please see both the general information and specific information for each of the components. This implementation handbook is designed to provide support and some basic information on the EQ Initiative. If you have additional questions regarding implementation, please do not hesitate to contact Jo Koehn, EQ Initiatives Director at 303-866-6706 or via email at koehn_j@cde.state.co.us

GENERAL INFORMATION

**FOR ALL
EXPANDING QUALITY ACTIVITIES**

Common Themes

Throughout the EQ Initiative, there are 8 common themes which together build the foundation of values and beliefs upon which all key activities are developed. These themes are as follows:

- Building strong, healthy relationships is key to all we do.
- An important part of one's work is to observe what a child is doing, understand what it means, and use that to decide what to do next.
- Each child's relationship with their family is the most important relationship in their life.
- All parents have strengths and are the expert on their child.
- Each child and family's unique culture is to be respected.
- What happens in one part of a child and family's life affects all other parts of their life.
- It is essential for professionals to partner with others who also work with the children and families in their care.
- It is important for professionals to frequently reflect on what we are doing, how it worked, and what we will do next.

Communication

The primary means of communication with EQ Instructors, Early Childhood Council Coordinators, local EQ Primary Contacts, and EQ Registration Contacts, will be through email, including the EQ listserv and the ECC Coordinators listserv. It is important that we have accurate information. If your email address changes, you are responsible for notifying the EQ Initiative by sending an email to Juanita Kirkpatrick [kirkpatrick.j@cde.state.co.us] immediately. A website is currently in development and will contain current information as well as necessary forms for downloading.

All EQ Instructors must be on the general EQ listserv as this is a primary means of sharing information. The address for posting messages is [egcP@web.cde.state.co.us]. You may post a message or begin a discussion on this list by posting a message to the previous address. Please note that membership on the EQ listserv is quite broad and includes EQ Instructors, Early Childhood Council Coordinators, ECC Professional Development Coordinators, and other interested early childhood professionals associated with EQ Initiative.

All official EQ Initiative communication regarding your EQ Initiative grant plans, funding, and updates are through local EC Council Coordinators or ECC Professional Development Coordinators, and EQ Primary Contacts. Although we will send out update forms quarterly, please let us know whenever changes are made to official contacts or their contact information. We encourage teams to communicate with each other regularly. (see also Contact Information)

Community Collaboration

All EQ Initiative activities should be a vital part of the Early Childhood Council's professional development and strategic plans and should not be viewed as a stand-alone project. Early Childhood Professionals who are working with the EQ Initiative to provide training, coaching, and support in their local communities have valuable expertise to offer the Early Childhood

Councils, particularly in the areas of infant toddler development and care, and family partnerships. Our hope is that there will be a strong, effective partnership between the EQ Initiative, those who are conducting EQ activities, and the Early Childhood Councils. All EQ teams are expected to work in partnership with the EC Councils and within their communities to offer the EQIT course, as well as Ounce Scale and Touchpoints trainings, where applicable. EQ training teams should also be working collaboratively with local Child Care Resource & Referral agencies, Child Care Licensing Specialists, and other local training efforts. Every effort must be made to work with local community colleges to coordinate efforts and to offer an option for college course credit to EQIT participants.

Conflict of Interest

The term “conflict of interest” has been defined as “A situation in which the private interests of someone involved with an organization could cause him or her to make decisions that are not in the best interest of the organization.” This refers to situations where an individual has other competing financial, professional or personal obligations or interests that interfere with his or her ability to adequately perform their work in a fair, equitable, and objective manner.

For EQ instructors and coaches, this means that they must pay particular attention to issues of coaching assignments and counsel to students regarding place of employment. Please note that as EQ participants become more aware of best practices for infants and toddlers, they may have questions related to their current work and may identify discrepancies between what they are doing and best practice. While these may be legitimate topics of conversation, extreme care should be taken to guard confidentiality during classes and also to avoid any perception—in class, during coaching, or during private conversations—that they might be encouraging students to leave their current employment. The goal should always be to support student growth in knowledge and skills to increase the provision of high-quality care for infants and toddlers. Because of a potential for conflict of interest, EQ instructors are strongly discouraged from coaching within their own center settings.

Each Early Childhood Council may have their own policies regarding Conflict of Interest and EQ instructors are expected to adhere to these policies. (see also *Ethical Conduct*)

Contact Information

Each Early Childhood Council must provide the name of one individual who will serve as the **EQ Primary Contact** and interface between the EQ Initiative state office, EQ instructors, and the local community. This individual should have an understanding of how EQ activities connect with the Early Childhood Council’s strategic and professional development plans. They should also be able to answer most questions specific to EQ activities in the community or be able to refer individuals to the appropriate person. This will also be the individual who will receive all official mailings and resources from the state EQ office.

In addition, an **EQIT Registration Contact** for the local EQIT course must be specified. This may, or may not, be the same individual as the official EQ Primary Contact. Contact information for the EQIT Registration Contact will be shared with a wide variety of groups and individuals across the state.

Communities with Touchpoints teams will also need to specify a primary contact for their community Touchpoints work. This individual will work directly with the EQ Initiatives Director and the Touchpoints Network Coordinator.

Data Collection & Evaluation

As a statewide effort aimed at improving the quality and availability of infant toddler care, it is important that the EQ Initiative maintain thorough records of both community and statewide information on the training activities being funded and conducted. Because of this, plans for EQ training activities must be submitted through the Early Childhood Council's application process and updated yearly. All EQ Initiative training participants will be asked to provide demographic information and this will be submitted to the state EQ Initiative office. Information will also be collected through the Early Childhood Council Quarterly Reporting process using the Omni system. EQ Coaches and Early Childhood Councils will be required to collect and report on the number of coaching hours each individual EQIT course completer has received. As always, communities accepting EQ Initiative funding must agree to respond to reasonable requests for information in timely manner.

Ethical Conduct

Whether teaching or coaching, EQ instructors have been placed in a position of trust. Individuals participating in EQ classes and coaching may look up to them and place much credence in what they say and do. In this role, they have a responsibility to their students, colleagues, center directors, employer, the Early Childhood Council and the EQ Initiative. Each instructor's actions are a reflection not only on themselves, their teaching team, and their employer, but also on EQ colleagues statewide and the EQ Initiative. It is vitally important that all associated with the EQ Initiative conduct themselves with the highest of ethical standards.

All individuals conducting EQ Training are expected to adhere to the NAEYC Code of Ethical Conduct and the Code of Ethical Conduct: Supplement for Early Childhood Educators, which is specific to teaching and coaching adults in early childhood settings. In addition, local EC Councils may have additional ethics policies that EQ instructors will be expected to follow. (see also *Conflict of Interest*)

Instructor Qualifications

All instructors for the EQ Initiative are expected to obtain Intermediate Trainer approval through the Trainer/Trainings Approval System of Colorado (TTASC) by July 1, 2011. TTASC is a collaborative effort sponsored by the Colorado Office of Professional Development and Qualistar Early Learning; applications for trainer approval can be found on the OPD website at www.coloradoofficeofprofessionaldevelopment.org. Current EQ Instructors who do not meet the requirements for the Intermediate Level Trainer should submit a plan for obtaining these qualifications. Participating in the Trainer Approval System assures consistency and credibility for all EQ Instructors and is an important piece of the EQ Initiative across the state. Exceptions to this requirement may be made in specific situations; please speak with the EQ Initiative Director for more information.

Logo Use

The EQ Initiative logo is available for use by EC Councils and EQ teams. A policy has been developed that provides guidance on permissible use of the EQ Initiative logo. Any individual, organization, or group requesting to use the EQ Initiative logo must agree to the permission guidelines listed on the Logo Policy and return a signed copy of the agreement along with a brief description of the intended use of the logo to the EQ Initiative office. Written approval will be sent via email and must be obtained before using the EQ Initiative logo. Copies of any materials using the logo must be submitted.

Payment for Services

All funding for EQ Initiative activities is distributed through the Early Childhood Councils, except in rare instances. Each EC Council will determine their own policies and procedures for employment of EQ instructors and coaches. Technical assistance regarding this is available through the state EQ Initiative office.

Quarterly Reports

Information on all EQ Initiative training activities will be submitted on a quarterly basis through the Early Childhood Council's online quarterly reporting system (Omni). Early Childhood Councils and EQ Initiative training teams must work together to establish a process for insuring that information is accurate and submitted in a timely manner. Please see the attached information on Omni reporting.

EQIT COURSE OF TRAINING

SPECIFIC INFORMATION

EQIT Course of Training Overview

The EQIT 48-hour course of training is designed for any individual who works with infants and toddlers in groups and is interested in improving his/her knowledge and skills. It is appropriate for individuals who have not had any formal college coursework, and, for many participants, the EQIT course is their first introduction to a post-high school course of substantial length. It is also appropriate for those who are looking for more in-depth, hands-on training focused on work with infants and toddlers in group care. Many individuals who work with older children find that increasing their knowledge and understanding of infants and toddlers is helpful in their work, also. Most EQIT teams are accustomed to working with a wide-range of individuals from a variety of different backgrounds and knowledge/skill levels.

Successful completion of the EQIT 48-hour course of training meets some of the training requirements specific to Early Childhood Teachers, Directors, and the specialized family child care licenses. Additional experience requirements may apply. Please see the Division of Child Care Licensing attachment for additional information.

Early Childhood Councils who are interested in offering the EQIT training course in their community must have a team of individuals who have completed the **EQIT Training of Trainers**. This EQIT TOT course is offered approximately every two years. In addition, each member of the team who will be coaching EQIT participants must also complete the **EQIT Coaching with the RELATE** training. This two-day training is offered periodically throughout the year and additional follow-up support is also available. Since 2007, all new EQIT training team members have been required to obtain approval as an Intermediate Level Qualistar/OPD Trainer. One of the requirements of this approval is an adult education course. The EQ Initiative provides a two-day training in **Becoming a More Effective Teacher of Adults**. This course is highly recommended for all EQIT instructors.

Since the first EQIT Training of Trainers in 1999, over 300 Early Childhood Care & Education professionals have completed the EQIT Training of Trainers. This number includes local EQIT instructors, Colorado Child Care Licensing Specialists, Program Specialists from the Administration for Children and Families, Region VIII Office, and faculty from the Colorado Community College System. Currently, there are over 100 active EQ Community Teachers offering the EQIT 48-hour curriculum in 30 Early Childhood Councils. Since the beginning of the EQ Initiative, over 5400 individuals throughout Colorado have completed the local EQIT training course. Many of these individuals have also received EQIT RELATE coaching in their workplace. A significant number have also obtained college course credit for ECE 111, with additional coursework and through collaboration between the EQIT team, Early Childhood Council, and the local Community College.

Attendance Policy

The EQIT 48-hour course of training is dependent upon participants fully engaging in course activities and discussions. Because of this, it is important that students attend all of the scheduled EQIT classes. However, there may be times when a student is unable to attend class due to an emergency or illness. In this event, students are expected to contact their EQIT instructor to inform them of an absence and to arrange to make up the work.

In general, students may miss no more than 6 hours of class and still receive an EQIT certificate. In extreme circumstances, a student may miss 9 hours of class. Each absence should be handled on a case-by-case basis, make-up work requirements should be clear, and there must be follow-through to ensure that students have completed their work. The message to convey is NOT that it is “okay” to miss up to 6 hours of class, but that there are consequences to missing a class and work must be made up. The absence policy should be distributed, in writing, to participants at the orientation or first class.

Local EQIT teams & Early Childhood Councils may create absence policies that are more stringent than the EQIT state policy. However, careful consideration should be given to maintaining a supportive atmosphere that honors individual circumstances.

Please see the EQIT-Community College Bridge Assignments for suggestions for make-up work.

Community College Connections

One of the goals of the EQ Initiative is to encourage individuals to begin and/or continue with their professional development. For many individuals, beginning to take formal college classes is a logical “next step” and EQIT instructors play an important role in encouraging infant toddler teachers to consider this possibility. EQIT training teams are expected to partner with their local Community Colleges in an effort to collaborate, share information, and explore the possibility that college course credit might be offered for interested EQIT training participants.

1. In most communities, the early childhood faculties at the Community Colleges have been willing to work with EQIT training teams. However, they do this as a courtesy to students and are not required to work with EQIT teams or training participants.
2. Homework required for college credit must be in addition to the ongoing EQIT coursework. EQIT participants who are not taking the class for college course credit should not be held to the same standards as those who are enrolled in course credit. Please note that a menu of “bridge” assignments between the EQIT course and ECE 111 is available.
3. Your training plan should indicate who is responsible for working with students, reviewing assignments, assigning grades, etc. In most cases, this will be the Community College faculty instructor.
4. Please note that some communities have also been able to arrange for college course credit for Ounce Scale trainings.

Curriculum Replication

In order to insure consistency of training content and experiences across the state, the expectation is that the EQIT Curriculum will be taught in local communities as written. If an EQIT training team would like to make any changes in the curriculum, these must be submitted prior to making the change and approved in writing. Any requested changes should

be discussed in advance with the Early Childhood Council Coordinator or their designee. Please utilize the “Request for EQIT Curriculum Change” form and allow a minimum of 2 weeks for the approval process. A compendium of approved alternate activities is being developed and will be distributed to all EQIT teams for use in their classes. No approval is necessary prior to use of already-approved activities included in the EQIT Compendium.

Enrollment Guidelines

The EQIT course of training was developed to be accessible to as many infant toddler caregivers as possible. However, this does not mean that local EQIT teams will be able to meet the needs of everyone who wishes to enroll. Local teams will need to make decisions regarding their ability to support specific individuals while providing an optimal learning experience for the entire class. At a minimum, participants must be able to speak and write in the language (English or Spanish) of the class. In addition, it is expected that individuals will be actively engaged throughout the EQIT course.

Due to recent changes in CDHS Licensing Rules and Regulations, there has been an increased interest in the EQIT course of training. There may be individuals who are interested in enrolling in the course who do not work directly with infants and toddlers. They may be enrolled on a space-available basis. (Please see updated policy of May 2010)

EQIT Certificates

The Colorado Department of Education will issue an EQIT certificate for each local training participant who successfully completes the full EQIT 48-hour course of training. These certificates are numbered, embossed with a state seal, and signed by the EQ Initiatives Director. Participants receiving this certificate are added to the EQ statewide database through the Omni system. **No other certificates or documentation of this training should be issued for completion of the EQIT course.** In extenuating circumstances, EQIT teams, in coordination with the local Early Childhood Council, may choose to issue certificates for partial course completion, noting the hours of participation and topics included. However, the decision to issue partial completion certificates should be made thoughtfully to insure that it does not encourage participants to take the EQIT course only for mandatory training hours.

Following completion of an EQIT course of training, the EC Council Coordinator, or their designee, must complete the appropriate **EQIT Certificate Request** form, inform the EQ Initiative that the course has been completed, and check off the names of participants who should receive certificates in the Omni reporting system. Participant names are generally entered in the Omni system at the beginning of an EQIT course. Please make sure the names of participants are spelled correctly as you submit them as these are the names that will be printed on certificates. The following information must be entered in the Omni system:

- Participant name, **typed exactly as it should appear on the document.**
- Participant’s home address, phone number, and email address.
- Indication of participant’s workplace
- Number of infants and toddlers cared for by each participant (unduplicated)
- Number of coaching hours each individual participant receives (this can be updated even following course completion)

- Indication of whether the EQ course was part of work towards college course credit
- The date of course completion.

EQIT instructors will be responsible for delivering the EQIT “Documentation of Training” certificates to individual participants. If you would like to distribute these during your last class or at a special event, please make sure to allow at least 2 weeks processing time.

In the event that a name is incorrectly spelled, please notify CDE and **RETURN** the original document. We will reissue documents when necessary but the original **MUST** be returned. If a document is issued that will not be awarded to a participant, please immediately notify CDE and return the document. We keep an extensive database of all those who have completed the EQ 48-hour course of training. Since this database is used by Child Care Licensing Personnel and in evaluation of the EQ Initiative, it is important that the information we keep is current and accurate.

EQIT Course Materials

There are many materials required for conducting the EQIT course of training. A list of these materials and an **EQIT Course Materials Request** order form is provided in the back of this handbook. Please note that at least two weeks prior to beginning the EQIT course of training, the individual designated as the EQIT Contact must submit the required request form. Materials will be sent out as soon as possible after receiving the request. If you are in need of additional, required EQIT Course Materials or Resources, please let us know. It’s possible that we may have duplicates of some materials and will be able to loan them out until a replacement is available.

The following materials (one per participant) are available for the EQIT Course of Training in 2010 - 2011:

- EQIT Handout Packet
- RELATE Reflections
- Building Your Babies Brain: A Parent’s Guide to the First Five Years (M-1)
- Stepping Stones to Caring for Our Children (M-5/6)
- Colored Flags (M-5/6)
- Power of Play/ZTT pamphlet (M-8)
- Getting Ready for School Begins at Birth/ZTT pamphlet (M-9)
- On the Move: Power of Movement/ZTT Pamphlet (M-12)
- EQIT RELATE Journals (for participants of 2 or more coaching visits)
- EQIT Coaching Visit Forms (for all coaching visits)

EQIT Course Resource Library

We are pleased to be able to offer each EQIT training team an extensive set of resource materials. This EQIT Resource Library contains many DVDs, videos and books that will be useful to you as you begin to replicate the EQIT training in your local community. You will need to use many of these videos in your teaching of specific modules. Other videos and books will be reference material, used to deepen your knowledge in particular areas.

The DVDs, videos, and books in the EQIT Resource Library do not belong to individual EQ instructors but to the EQIT Team and the Early Childhood Council. They are meant to be used by the EQIT Training Team and Early Childhood Educators in your local community. Therefore, we encourage you to consider where you might house the materials so that they are easily accessible to the EQIT team and to others might also have access to them. Please mark all materials as belonging to your EQIT training team and create a “Check-out” system so that you will be able to track who has any materials you might consider lending for make-up work, review, or additional study.

We hope that you will find the EQIT Resource Library materials useful as you conduct Expanding Quality in Infant Toddler Care training in your community. Please let us know if there are particular items that have been useful or materials that you believe should be included in the future. In the event that your team decides they will no longer teach the EQIT course, contact the EQ Initiatives Director to discuss what should be done with the Resource Library materials.

EQIT RELATE Coaching

Coaching is a critical element in supporting infant toddler care teachers as they begin to integrate new knowledge and skills in their work with infants and toddlers. All participants in the EQIT Community Trainings who commit to completing the full, 48- hour course should be offered the option of working with an EQIT coach. In addition, EQIT course graduates may continue working with their EQIT coach for up to one year following the training. The number of hours each coaching participant will be offered will be determined by individual EQIT Teams and their Early Childhood Councils.

Prior to beginning coaching, all EQIT Coaches must successfully complete a minimum of the two-day EQIT RELATE Coaching workshop. This workshop will outline the EQIT RELATE coaching process and allow participants time to discuss and practice their coaching skills. All coaching funded through the EQ Initiative should follow the EQIT RELATE protocols.

Each EQIT Coach will receive materials for use in documenting work with individual participants. The **EQIT Coaching Visit** form should be completed during **each** coaching session. These forms are printed on NCR paper so that a copy can be left with the infant toddler teacher and one copy can be kept by the EQIT Coach.

Each EQIT Coach should keep a log that includes the names, addresses, and phone numbers of all individuals currently involved in coaching and the total number of hours spent with each individual. These logs should be available to the EC Councils. Many EC Councils have their own forms for this record-keeping. The **EQ Coaching Log** is available to those who are interested, but is not required.

EQIT Coaches/Early Childhood Councils are required to collect and report on the number of coaching hours each individual EQIT course completer has received. This information will be reported each quarter through the Early Childhood Councils Omni online reporting system.

Guest Speaker Policy

With the exception of invited guests for Module 16, the EQIT 48-hour course of training was not written to include the use of Guest Speakers. However, there may be unique situations when an EQIT team might want to make use of a specific individual's expertise. In this situation, the EQIT team should submit a "Request for EQIT Curriculum Change" form. Use of guest speakers in the EQIT course must be pre-approved and should be limited.

Instructor Materials

During the course of the EQIT Training of Trainers, new EQIT instructors will receive the EQIT Instructor's Curriculum, as well as several supporting resources. Materials are also distributed during EQIT RELATE coaching training. When possible, additional resources are offered to EQIT instructors during ongoing professional development events. These become the property of the individual EQIT instructor.

Instructor Qualifications

Guidance concerning qualifications for individual EQIT instructors, as well as EQIT team qualifications, may be found at the back of this handbook. The EQIT course is designed to be taught by a team and two qualified EQIT instructors must be present at every EQIT session. Early Childhood Councils should seek out individuals with the highest possible qualifications for this work. At a minimum, all EQIT instructors must:

- Be qualified as an Intermediate Level Qualistar/COPD trainer
- Have one year experience working with infants and toddlers
- Have completed the EQIT 48-hour course, ECP 111, or a similar infant toddler course with strong knowledge of infant toddler development
- Have experience in working with families of infants and toddlers
- Have experience in teaching, coaching, or supervising adults
- Be knowledgeable about local community programs and resources for infants and toddlers
- Strong understanding of the importance of relationship-based care and benefits of primary care and continuity of care
- Possess the appropriate knowledge, disposition, attitude, and skills to be an effective teacher, coach, and team member

Orientation and Information Meetings

EQIT Orientations are optional but strongly encouraged as many teams find it helpful to conduct an orientation prior to the beginning of class. Local EQIT teams set their own agendas for these meetings. Orientations are often used to introduce EQIT instructors, provide an overview to the EQIT course, review course expectations, provide information on college course credit, introduce the EQIT RELATE coaching model, etc.

EQIT information meetings may be used to provide an overview of the EQIT course of training for potential training participants and center directors. EQIT teams often provide information such as training dates, course expectations, and college course credit details at this time. It may also be used as a time to meet EQIT course instructors.

Professional Development

All Expanding Quality Community Teachers are expected to engage in regular professional development activities. Each year we are able to offer several opportunities for EQ Teachers to attend Advanced Seminars designed to deepen their knowledge and skills in working with infants, toddlers, their families, and their caregivers. In 2010 - 2011, the following are planned as EQ professional development offerings:

- EQ RELATE Coaching Training (2 days; September 2010)
- “Becoming a More Effective Teacher of Adults” workshop (2 days; November 2010)
- EQIT Curriculum and EQ RELATE Coaching Refreshers (2 days; TBA)
- Statewide EQ Instructor Meeting (1 day; TBA)
- “Cradling Literacy” TOT Follow-up (1 day; TBA)
- Reflective Practice Workshop follow-up (1 day in collaboration with EHS State Based Training office; TBA)
- Touchpoints Individual Level training (3 days; March 2011)
- Touchpoints Network meeting (1 day; TBA)
- Touchpoints webinars (TBA)
- An online *Advanced Infancy Certificate* course of training is currently being offered through the University of Colorado-Denver. All graduates of the EQ Training of Trainers through Cohort 6 were eligible to enroll for either graduate, or undergraduate, course credit.

EQIT instructors are expected to attend at least one EQ-sponsored meeting or training each year in order to maintain their “active” status. Unless specifically noted, information and activities included in EQ Advanced Seminars are for the continuing professional development of EQ Instructors. They are NOT meant to be directly included in the EQIT 48-hour curriculum in local communities. There may be opportunities to include this information and activities in local follow-through trainings.

Responsive Process

Throughout the EQIT course and during EQIT RELATE Coaching, emphasis is placed on the EQIT Responsive Process of **Respect, Reflect, and Relate**. Infant toddler teachers are asked to use this process in their work with infants and toddlers and coaches use the same process in their work with teachers and caregivers.

- **Respect:** Observe the child over time and in different situations with openness and high regard for the individuality of each child and family
- **Reflect:** Wonder about the meaning and intention of the child’s behavior; consider your own internal reactions to what is happening
- **Relate:** Respond in ways that support children and their unique interests, learning goals, strategies, and interactions

Scheduling the EQIT Course

The EQIT curriculum was developed as a series of 16, 3-hour modules. The course may be taught in 3- or 6-hour blocks of time. Local EQIT teams, in collaboration with the Early Childhood Council, may schedule their EQIT trainings according to community need and

preference. The EQIT course is most often conducted as a 6-hour Saturday class, taught every other week. However, some teams choose to teach one 6-hour class/month and others choose mid-week evening or daytime options. Some decide to use a combination of evening and Saturday classes. Under no circumstances should more than two modules (6-hours) be taught on one day. In general, no more than 9 hours should be taught weekly. Remember to submit a copy of your local training schedule, complete with names of individuals teaching each section of the class as you request training materials.

OUNCE SCALE ASSESSMENT

SPECIFIC INFORMATION

Ounce Scale Overview

The Ounce Scale is an observational assessment system, developed by Dr. Samuel Meisels and a team of early childhood experts, for use with infants & toddlers from birth to 42 months. The Ounce Scale uses ongoing observation and documentation by those who know the child best. It offers guidelines and indicators of development while providing a structure to observe, record, and plan to support children's development.

Through the use of the Observation Record, the Family Album, and the Developmental Profile and Standards, the Ounce Scale focuses on six areas of development

- Personal Connections - It's about Trust
- Feelings about Self - Learning about Me
- Relationships with Other Children - Child to Child
- Understanding and Communication - Child Talk
- Exploration and Problem Solving - Child Discoveries
- Movement and Coordination - Children in Motion

The Ounce Scale can be used in a variety of ways to support providers in enhancing their understanding of child development, building relationships with children and families, recording important information in a structured, intentional way, evaluating children's development, and setting goals and planning learning activities. It is very effective in providing a way to talk with others across disciplines about a child and their development

Certificates

Certificates for local Ounce Scale training are issued locally.

Results Matter

The Ounce Scale is one of the authentic assessments recognized for use by Results Matter. Early Childhood Councils should consider which assessments are currently in use in their community before deciding whether to conduct training and implementation of this tool. It is NOT necessary to participate in Results Matter in order to be funded to use this tool. However, if providers are planning to participate in Results Matter, they must adhere to training requirements for the Ounce Scale in order to insure consistency of training and implementation efforts.

Training Format

All Ounce Scale training funded by the EQ Initiative must be a minimum of 15 hours in length. We suggest that training in the Ounce Scale be delivered over the course of several weeks, with ongoing coaching/technical assistance provided for effective implementation. The Colorado Ounce Scale training model is available for use by teams and provides information on possible training schedules. Unfortunately, funding for Ounce Scale training will not be available in FY 10-11. Technical assistance for local communities who are training and implementing the use of the Ounce Scale will be available on a limited basis.

TOUCHPOINTS TRAINING

SPECIFIC INFORMATION

Touchpoints Overview

Touchpoints is based on the work of Dr. T. Berry Brazelton and is an approach that includes a developmental model, relational model and set of principles and assumptions to guide professional practice and partnerships with families. This allows professionals and individuals to communicate with a common language and understanding of children and families while working across a wide variety of disciplines and programs. In Colorado, Touchpoints work with children, families, professionals, and communities encompasses all four domains—early care & education, family support, health, and mental health. Work funded through the EQ Initiative focuses on individuals working with children birth- three and their families. However, the Touchpoints framework has been expanded to birth – five and teams may also include individuals working with children three – five in their work. For additional information on Touchpoints please go to www.touchpoints.org.

There are currently nine Touchpoints Teams in Colorado. They are located in the Early Childhood Councils of Larimer, Arapahoe, La Plata, Fremont, El Paso, Douglas/Elbert, and Logan/Morgan/Phillips/Sedgwick counties. The Colorado Specialty Team works with statewide groups and stakeholders and also with a rural Touchpoints team connected with the Early Childhood Council of Chaffee County.

In the past, Colorado Touchpoints work has received funding for Touchpoints team development and local training through the Expanding Quality in Infant Toddler Care Initiative, with CCDF infant toddler earmark funds. Local communities have supplemented this funding with additional, community specific funds. The nine current Touchpoints training teams have formed the Colorado Touchpoints Network, designed to support and further the work of Touchpoints in Colorado. The EQ Initiative continues to strongly support the Colorado Touchpoints Network, state ILT trainings, and technical assistance to local Touchpoints teams. Wendy Watson serves as the Colorado Touchpoints Network Coordinator and may be reached at wendy.watson@state.co.us.

Attendance Policy

Attendance for all 16.5 hours of the group training experience is expected in order to receive a Touchpoints ILT Training certificate. A half-day (3 hours) or more absence will result in no certificate being issued. Absences shorter than a half day may be made up through prior arrangement with the Touchpoints Trainers' approval.

Certificates

Touchpoints certificates are currently issued at the local level.

Data Collection and Evaluation

Colorado Touchpoints teams have agreed to use the Colorado Touchpoints Network evaluation tools, including the demographic information form and pre/post training questionnaires.

Individual Level Training (ILT) Content & Format

All Colorado Touchpoints Network Training teams are expected to follow the Touchpoints Universal Training Framework (page 5 of the Touchpoints Trainers Manual) and adhere to all Boston Touchpoints Center requirements. A minimum of 16.5 hours of group training experiences must be provided for all Touchpoints Individual Level Trainings. Lunch breaks are not included in the 16.5 hours but breaks of 15 minutes or less (two per full day session, one per half day session) may be included.

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