

Promoting Young Children's Social and Emotional Development through Professional Development: A Summary of Opportunities in Colorado

May 2006

Compiled by Kelly Stainback-Tracy,
University of Colorado at Denver and Health Sciences Center/JFK Partners

for members of the Early Childhood Mental Health Advisory Council, a group with
representatives from the following organizations:
BLOOM, Kid Connects, Invest in Kids, Assets for Colorado Youth, Harambe, Division of
Mental Health, Healthy Families Colorado and ECE-CARES

Supported through funding from the Temple Hoyne Buell Foundation

Promoting Young Children's Social and Emotional Development through Professional Development: A Summary of Opportunities in Colorado

The ability to promote positive social and emotional development and respond to children's social and emotional needs is an important component of a comprehensive early childhood system. Professional development represents a key strategy for addressing young children's social and emotional needs by assuring that professionals have access to training opportunities that allow them to attain competencies related to social and emotional development. In Colorado, Harambe!, an early childhood mental health initiative, began work in developing the core knowledge and competencies that early childhood professionals need to promote young children's social and emotional development. The competencies framework provided by Harambe! was further developed and refined by a consortium of representatives of eight early childhood mental health funded by the Temple Hoyne Buell Foundation. The resulting document, *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five* guided this project.

Understanding existing early childhood professional development opportunities is critical to developing strategies to promote the integration of social and emotional competencies into current training opportunities. To this end, a framework for conducting an environmental scan was developed. The framework was used to begin the ongoing process of compiling information about professional development opportunities at the state level. This compendium of training opportunities includes initiatives that are (or have been) organized or promoted at the state level. The purpose of this process is to:

- Compare the content of available training/professional development opportunities to the competencies outlined in *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five (Core Knowledge and Competencies)*
- Identify opportunities that currently exist for professionals to gain social and emotional competencies and what content areas may be lacking;
- Recommend strategies for weaving core social and emotional knowledge and competencies into existing training and professional development opportunities; and
- Provide a template and resource for local communities to conduct similar environmental scans of professional development opportunities in their own communities.

Information about specific training or professional development opportunities was obtained through interviews with experts in particular training curricula and/or professional development systems and reviews of existing information about (but not the full content of) specific training or professional development opportunities. Comparisons of the content to *Core Knowledge and Competencies* are based on self-report of the key informant, including a written survey. See Appendix A for a list of people interviewed and documents reviewed. See Appendix B for the survey tool.

In conducting the environmental scan, the following inclusion criteria were developed:

- The training or professional development opportunity is or had been promoted at the state level (by public or private agencies) with the intention of having a statewide impact.
- The training or professional development opportunity is targeted to people working in early care and education and/or home visitation programs.
- The training is intended to provide an array of competencies that can be generalized to the designated early childhood setting. Training opportunities with the sole intention of teaching the audience to implement a specific assessment tool were excluded.

Review of higher education early childhood course content was beyond the scope of this report.

In conducting the environmental scan, it became clear that various types of opportunities for training and professional development for early childhood professionals exist in Colorado. The opportunities can be categorized into three major types:

- 1) **Specific training programs.** These training opportunities are typically based on a manualized curriculum, frequently for the purpose of implementing a particular early childhood program or curriculum.
- 2) **Professional development systems.** Professional membership organizations, state and local community collaborative groups, and organizations charged with quality monitoring frequently provide a variety of learning and training opportunities with the intention of creating a knowledgeable workforce; and
- 3) **State or federally funded early childhood programs.** Training is frequently included as one aspect of an overarching implementation strategy for specific federal or state early childhood programs in Colorado.

1. Specific Training Programs

Many programs have been designed to promote positive developmental outcomes for young children and their families. In Colorado, several specific early childhood programs have been utilized in a significant number of communities across the state. Training is an important component of the initiatives to disseminate and implement these programs.

Programs focused on early care and education settings include:

- Devereux Early Childhood Assessment Program
- ECE-CARES
- The Incredible Years
- Learning and Growing Together
- Colorado Department of Education’s Expanding Quality Initiative
- The Center for Social Emotional Foundation in Early Learning’s Teaching Pyramid Training

Programs focused on home visitation models include:

- Nurse Family Partnership – Includes PIPE
- Parents as Teachers
- Home Instruction for Parents of Youngsters (HIPPY)

Finally, the national headquarters for “How to Read your Baby” is located in Denver and offers two training curricula: Partners is Parent Education (PIPE) and Emotional Beginnings. While these training programs are not being formally organized and disseminated at the state level, information on the curricula were included since training opportunities are accessible to early childhood professionals in Colorado.

Information about these training opportunities is summarized in **Table 1: Training Programs with State-level Dissemination in Colorado**. Comparisons of the content of these training programs to *Core Knowledge and Competencies* are summarized in **Table 2: Competencies by Training Matrix**. The linking of training content to the competencies they promote is a complex task that has been greatly simplified by Table 2. The extent to which a specific training initiative covers a particular competency was determined based on the expert opinions of key informants, who responded to interview and survey questions about the competencies and their inclusion in the content of their training initiative.

Table 1: Training Programs with State-level Dissemination in Colorado

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
DECA Training	<p>Devereux Early Childhood Initiatives Debra Mahler dmahler@devereux.org (610) 574-6141</p> <p>The Colorado Department of Human Services has a history of supporting DECA Training in various communities across the state. There is currently no state-level organizing agency in Colorado, though many communities continue to utilize the DECA Program. Training is offered two times a year in Westminster, CO and is available to local communities by request.</p> <p>Continuing Education Credit available through Western Kentucky University.</p>	<p>The DECA Program is a strength-based assessment and planning system for children ages 2-5. Based on resilience theory, the program’s 5-step system helps parents and early childhood professionals promote healthy social/emotional development and reduce challenging behaviors in young children both at school and at home.</p>	<p>Early care and education professionals, special educators, mental health professionals, family support providers, administrators, directors</p>	<p>To teach participants the 5-step approach to supporting children’s social and emotional development in the classroom and with families, including use of the Devereux Early Childhood Assessment (DECA) Tool to measure protective factors and behavioral concerns</p>	<p>Two full days of hands-on training with some ongoing technical assistance available (email, phone call, some on-site consultation) through Devereux.</p> <p>Also available through Devereux:</p> <ul style="list-style-type: none"> ▪ 1 Day DECA Program Overview Training ▪ DECA Program Refresher Training ▪ Distance learning ▪ Strategies training ▪ Technical assistance (on-site or by phone)

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
DECA Mentor Training	Devereux Early Childhood Initiative Debra Mahler dmahler@devereux.org (610) 574-6141	The DECA Local Program Mentor (LPM) Training provides the next level of knowledge about the DECA Program for community members who have attended the 2 day Basic Implementation Training.	Early care and education professionals, special educators, mental health professionals, family support providers, administrators, and directors with DECA Program experience	To train experienced DECA Program users to be prepared to offer technical assistance and workshops on the DECA Program in their local communities.	Two full days of training. Day 1 focuses on reviewing DECA Program key messages, discussing training and mentoring tips and techniques, and troubleshooting with participants currently using the DECA Program. Day 2 involves participants doing presentations for the group on a specific aspect of the DECA Program that is relevant to the work that they do in their local program/community.

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
ECE-CARES	<p>ECE-CARES Project University of Colorado at Denver and Health Sciences Center www.ece-cares.com</p> <p>CARES Training Team Dr. Suzanne Adams, ECE-CARES Director 303-556-6293 Suzanne.Adams@cudenver.edu</p> <p>Joan Baronberg, Training Coordinator njbaron@frii.com</p> <p>Continuing education credits (1-3) offered through the University of Colorado at Denver and Health Sciences Center</p>	ECE-CARES training and coaching promotes evidence-based practices to enhance social competence and school readiness and reduce behavior problems in young children (toddlers through primary grades). CARES Model components include workshops and on-site coaching for early care and education providers, skill building for young children, and parent workshops to strengthen parenting skills.	Early care and education providers; parents	<ol style="list-style-type: none"> 1. Enhance learning environments 2. Implement a social skills curriculum which includes understanding and regulating emotions, prosocial skill building, problem solving, anger management, calming down, and stress reduction 3. Improve classroom management and prevent behavior problems 4. Implement an emotionally-responsive curriculum 5. Integrate assessment into curriculum planning 6. Promote emergent literacy and school readiness 7. Strengthen parenting skills 	<p>CARES Level I—two day training</p> <p>CARES Level II—two day training</p> <p>CARES Relating to Reading—five day training</p> <p>On-site coaching, modeling, and consultation to support ongoing implementation of CARES Model</p> <p>CARES Coaches Training—three sessions plus site visits and consultation</p> <p>CARES for Families-six two-hour workshops; monthly newsletters</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Expanding Quality (EQ) in Infant and Toddler Care	<p>Colorado Department of Education – Early Childhood/Prevention Initiatives in collaboration with DHS/Division of Child Care</p> <p>Training provided by Colorado Department of Education EQ Faculty and approved EQ Community Teachers</p> <p>Jo Koehn Colorado Department of Education 303-866-6706 koehn_j@cde.state.co.us</p> <p>48 hour state-level documentation of training. Department of Human Services/Division of Child Care approved course of training for them infant nursery supervisor qualified. Also meets requirements for some of the specialized family child care licenses.</p> <p>ECP 111 (varies by community) 3 credit hours.</p>	<p>The EQ Curriculum is a 48-hour training program for infant and toddler teachers. It is relationship based and specifically designed to increase providers' knowledge and skills in providing high quality, responsive care for infants, toddlers, and their families. There is strong emphasis on social/emotional development throughout curriculum, and specific 3-hour modules in Emotional Development, Responsive Caregiving, Guidance, and Curriculum Development. Use of the EQ Relate Coaching Tool in a 1:1 coaching relationship deepens child care providers' understanding of their own work and the need to attend to children's social and emotional needs.</p>	<p>For the EQ 48-hour curriculum: Individuals working with infants and toddlers who have had little formal education.</p> <p>For the 9-day EQ Training of Trainers: Community teams who will replicate the EQ 48-hour curriculum at the local level.</p>	<p>To increase the quality and availability of infant toddler care throughout Colorado by training early childhood professionals to develop respectful, responsive relationships with infants, toddlers, and families.</p>	<p>Training of Trainers Model: 9 days (70 hours) of training for EQ Community Teachers who then replicate the EQ Curriculum in local communities. Ongoing professional development opportunities, focused on infant toddler care issues, are offered to all active EQ Community Teachers. They are required to attend at least 1 EQ statewide training/year to maintain their active status with EQ.</p> <p>Local Implementation: 48-hour curriculum taught in wide variety of formats (weekly, bi-weekly, etc.). Coaching, using the EQ Relate Coaching Tool, is offered to all training participants. Most communities offer follow-up training courses for individuals who have completed the core 48-hour EQ</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
The Incredible Years	<p>The Incredible Years www.theincredibleyears.com</p> <p>In Colorado - Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites.</p>	The Incredible Years are research-based programs proven to reduce children's aggression and behavior problems and increase social competence at home and at school through teacher, child, and parent training.	The Incredible Years has two distinct training programs for implementing its child/teacher and parent components. Each is described below.		
Incredible Years – Child/Teacher Component	<p>Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites.</p> <p>Kristy Johnson, Child/Teacher Program Specialist 303-839-1808 x 108 kjohnson@iik.org</p> <p>College credit for this training is offered through Adams State College (2 credits)</p>	The Incredible Years Child/Teacher Program is geared toward children age 2-8 years in classroom settings and their teachers.	Teams from child development centers, Head Start classrooms or school-based preschool through second grade classrooms including, but not limited to, classroom teachers, paraprofessional, resource staff (special education, etc), directors, and administrators.	<ol style="list-style-type: none"> 1. To build and enhance positive relationships with students, and learn additional proactive teaching strategies and classroom management skills. 2. To provide instruction in how to implement the social skills curriculum (Dinosaur School) in the classroom. The curriculum includes learning school rules, making friends, understanding feelings, problem solving, and anger management. 	<p>Three full days of training preferably spread out over time to allow for “homework” in between sessions (spacing between days is encouraged but not required)</p> <p>Ongoing technical assistance is provided by email, phone calls, and on-site consultation. Technical assistance is provided at least monthly for the first year, every 2 months for the second year, and once a quarter for the third year. All TA is coordinated and provided by IIK.</p> <p>Refresher training for staff available (4-8 hours)</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Incredible Years – Parent Component	<p>The Incredible Years www.incredibleyears.com</p> <p>In Colorado - Invest in Kids provides formal training, ongoing consultation and technical assistance to Incredible Years sites.</p> <p>Cathy Morrissey, Parent Program Specialist Invest in Kids 303-839-1808 x 109 cmorrissey@iik.org</p> <p>College credit for this training through Adams State College (2 credits) is pending</p>	<p>The Incredible Years Basic Parent Program is geared toward parents and caregivers of children age 2-8 years. While participating parents will ideally have a child in a classroom offering the Child/Teacher Program, it is not required.</p> <p>The parent component is implemented as a 12 week parent group co-facilitated by two trained Parent Group Leaders.</p>	<p>Prospective Parent Group Leaders. Their roles in the agency implementing The Incredible Years may be family support worker, education specialist, mental health specialist, child care paraprofessionals, prevention specialists or parents. Background education and/or experience in family work, working in groups, and an understanding of child development is preferred.</p>	<p>To teach Parent Group Leaders the content, theory and the process for leading parent groups. This is accomplished using a principles training approach, where the training itself models the parent group process.</p>	<p>Three consecutive full day trainings (24 hours).</p> <p>Ongoing technical assistance provided by email, phone calls, and on-site consultation, including two on-site visits to the parent group during the Parent Group Leader’s first 12-week session.</p> <p>Technical assistance is supportive and is utilized to improve the practice of the group leaders and address individual needs of parents.</p> <p>Yearly refresher courses are available to trained Parent Group Leaders (4-8 hours)</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Nurse Family Partnership	<p>Nurse Family Partnership National Office www.nursefamilypartnership.org</p> <p>In Colorado, Invest in Kids provides ongoing consultation and technical assistance to NFP sites.</p> <p>Courtney Thomas Nurse Consultant Invest in Kids 303-839-1808, ext. 105 cathomas@iik.org</p>	<p>The Nurse Family Partnership is a nurse home visitor program for low-income, first-time mothers starting as early as possible in pregnancy (no later than the 28th week) and continuing until their children's second birthdays. The intervention centers around six program domains: personal health, environmental health, life course development, maternal role, family and friends and health and human services. The NFP model is an evidence-based program that is proven to improve parental care of children, infant emotional and language development, and maternal life course.</p>	Nurses, nurse supervisors, and program administrators	To teach nurses to implement the Nurse Family Partnership model of home visitation. In addition to instruction that is specific to the NFP home visiting intervention, nurses also receive training in N-CAST and PIPE , and a 20-hour training module (developed by the NFP National Office) in early emotional development.	<p>Nurses receive more than 60 hours of instruction from the Nurse-Family Partnership Professional Development Team over a 12- to 16-month period of time. Nurses receive training in a face-to-face session in Denver - and later, in regional locations - and via computer, web-based and other telecommunication technologies.</p> <p>In Colorado, Invest in Kids provides ongoing consultation and technical assistance to nurses and nurse supervisors by nurse consultants.</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Learning and Growing Together (LGT) and the Social and Emotional Module of Preventing Abuse and Neglect: Parent-Teacher Partnerships in Child Care (in press, due Fall 2006)	<p>Zero to Three www.zerotothree.org</p> <p>In Colorado, Project BLOOM coordinates ongoing technical assistance to the LGT Trainers in conjunction with Zero to Three Consultants.</p> <p>Kelly Stainback-Tracy, Training and Technical Assistance Coordinator Project BLOOM 303-315-2315 Kelly.stainback@uchsc.edu</p>	LGT focuses on establishing effective relationships between parents and child care providers using a reflective practice approach.	Experienced early childhood trainers and parent partners	<ol style="list-style-type: none"> 1. For trainers to learn the Learning and Growing Together and Social and Emotional Module materials and become familiar with the concepts and approaches used in facilitating workshops using the materials. T 2. To support trainers in disseminating the information in their own communities by providing LGT or Social and Emotional Module workshops or weaving the content into existing training opportunities. 	A two day training with follow up phone calls every two months for 6-8 months.

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Teaching Pyramid Training Modules	<p>Center on the Social and Emotional Foundations for Early Learning</p> <p>Training modules are available to download from the web at http://www.csefel.uiuc.edu/</p> <p>In Colorado, training of trainers was organized by the Center for Evidence-based Practice in Early Learning, School of Education & Human Development at the University of Colorado at Denver and Health Sciences Center</p> <p>Barbara Smith, Principal Investigator 303-556-3324 Barbara.smith@cudenver.edu</p>	<p>The training modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature.</p>	<p>The target audience of the training is professionals working in early care and education settings.</p> <p>In Colorado, a statewide “training of trainers” was offered in Spring 2006 to train experienced early childhood trainers, consultants, administrators, and higher education faculty members to become trainers of the teaching pyramid model.</p>	<p>The focus of the training is on promoting the social and emotional development of children as a means of preventing challenging behavior. The training includes four modules:</p> <ol style="list-style-type: none"> 1) Building Positive Relationships and Creating Supportive Environments 2) Social and Emotional Teaching Strategies 3) Individualized Intensive Interventions 4) Leadership Strategies 	<p>The training of trainers is a 4-day intensive workshop designed to familiarize trainers with the training tools. The trainers may use the tools to offer workshops on discreet topics, entire modules, or all four modules. The format of the training would depend on the amount and depth of information to be covered. Trainers may provide follow up training and technical assistance as needed.</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Partners in Parenting Education (PIPE) Curriculum	<p>How to Read your Baby www.howtoreadyourbaby.org</p> <p>How to Read Your Baby is a national organization (based in Denver, CO) that promotes positive family relationships which enhance the quality of attachment between the primary caregiver through program/curriculum development and training.</p> <p>Jody Perkins, (303) 377-4584 jperkins@howtoreadyourbaby.org</p>	The Partners in Parenting Education (PIPE) model is a preventive intervention delivered by parenting educators. This program is designed to increase the emotional availability and relationship building skills of parents with their babies and toddlers.	Parent educators in a variety of settings including home visitation, school based teen parenting programs, and social service programs.	<p>To train parent educators in the content of the PIPE Curriculum and in delivering the instructional model. The goal of the PIPE Curriculum is to allow parent educators to create an education partnership with parents where</p> <ul style="list-style-type: none"> ▪ The parent is the most consistent and pervasive force shaping the life of the child ▪ The baby becomes a teacher ▪ The parenting educator is the facilitator and coach. 	<p>Two day training held two times a year in Denver or by contract to an organization. Ongoing technical assistance is available to programs by request. A training of trainers option is available, with the following minimum requirements:</p> <ul style="list-style-type: none"> ▪ Minimum of an Associates of Arts degree. ▪ Attended a two-day PIPE training. ▪ Experience using the PIPE curriculum and facilitating parent-child interactions with at least eight of the PIPE topics ▪ Strong organizational and communication skills ▪ An ability to work effectively as a team member

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Emotional Beginnings Curriculum	<p>How to Read Your Baby www.howtoreadyourbaby.org</p> <p>How to Read Your Baby is a national organization (based in Denver, CO) that promotes positive family relationships which enhance the quality of attachment between the primary caregiver through program/curriculum development and training.</p> <p>Jody Perkins, (303) 377-4584 jperkins@howtoreadyourbaby.org</p>	Emotional Beginnings is a curriculum and on-site training process used by childcare professionals to increase the emotional availability and relationship building skills of infant and toddler caregivers.	Professionals who provide consultation, training and/or coaching to staff in child care settings.	To train consultants in child care setting to deliver a curriculum to child care staff that teaches the theory and practical application of emotional responsive caregiving in 10 monthly topics and to provide mentorship and coaching to the staff through regular site visits.	<ul style="list-style-type: none"> ▪ A 2-day Training Institute ▪ Four-telenet Skill Building Seminars. ▪ A Set of Curriculum Materials

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
<p>Parents As Teachers (PAT) Program www.parentsasteachers.org</p>	<p>Parents As Teachers National Center</p> <p>In Colorado, there are currently 42 PAT programs in 26 counties serving approximately 2,500 families. The state coordinating office is the Colorado Parent and Child Foundation. Melissa Kelly, Executive Director 303-860-7110 Melissa@cpcfonline.org</p> <p>The four goals of the PAT program:</p> <ul style="list-style-type: none"> • Increase parent knowledge of early childhood development and improve parenting practices • Provide early detection of developmental delays and health issues • Prevent child abuse and neglect • Increase children's school readiness and school success 	<p>Parents as Teachers (PAT) is an early childhood parent education and family support program serving families from pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education. It is a universal access model. Primary service delivery is through a home visitation model, but strategies for childcare and special populations are also available as well as specialty trainings.</p>	<p>Curriculum and Trainings are targeted for pre-natal to kindergarten entry. Specialty trainings include:</p> <ul style="list-style-type: none"> *Teen *Special Needs *Supporting Care Providers *Literacy *Building Relationships Within Family Systems * Quality Care for Family Child Care and Centers * Instructional Home Visiting and Effective Parent Involvement 	<p>The core trainings are designed for professionals who will return to their communities ready to implement a PAT program, either as a stand-alone program or as part of another early childhood program such as Early Head Start, Healthy Families or Even Start. Each core training focuses on personal visits, group meetings, screenings, community resources, as well as child development and parenting information.</p> <p>Sessions are taught by highly experienced trainers, who come from education, human development or social service backgrounds and are actively involved in PAT program.</p>	<p>Home Visitation Core Trainings</p> <p>Pre-natal to 3 years</p> <p>2 Years to Kindergarten Entry</p> <p>3 years to Kindergarten Entry</p> <p>Follow-up Training</p> <p>Advanced Supervision</p> <p>Spanish Curriculum is available and English as a second language learners are welcome</p>

Training Initiative	Training Entity and Organizing Agency at the State Level in Colorado	Description of Program/Training Initiative	Target Audience	Primary Objective of Training	Format of Training and Follow-up
Home Instruction for Parents of Preschool Youngsters (HIPPY)	<p>HIPPY National Office www.hippyusa.org</p> <p>In Colorado, There are currently 7 programs in Colorado serving 70-195 families each. The state coordinating office is the Colorado Parent and Child Foundation. Melissa Kelly, Executive Director 303-860-7110 Melissa@cpcfonline.org</p>	<p>HIPPY is a parent involvement, school readiness program that helps parents prepare parents of children age 3-5 years for success in school. The parent is provided with a set of curriculum, books and materials designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development.</p>	<p>Program Coordinators and Home Visitors. Home Visitors are all graduates of the program and are supervised by a professional program coordinator. The Home Visitors receive weekly training from the program coordinator to then provide that week's curriculum to the participating parents.</p>	<p>To train HIPPY Program Coordinators to implement the HIPPY Program and to supervise HIPPY Home Visitors.</p>	<p>Preservice Training is held once or twice a year by HIPPY USA (usually held in Arkansas or the West Coast). Preservice training is for Program Coordinators and administrators. It is a week long training program.</p> <p>HIPPY USA provides ongoing training and TA to Program Coordinators through site visits to HIPPY Programs. The training also comes with materials to assist with implementation of the program.</p>

Key:

Considered a pre-requisite to the training	Not covered in training, but is included in supplemental materials	Not covered	Introduced for awareness only	Covered at a basic level	Covered at intermediate level	Covered at advanced level, with the expectation of achieving mastery	Not covered in training, but included in ongoing technical assistance	Topic covered in training, more detailed data not available
P	M	0	1	2	3	4	TA	X

Note: Where ranges are reported, it is because the level of the training can be adjusted to match the needs of the audience.

Table 2: Competencies by Training Matrix

	DECA	ECE Cares	Expanding Quality	Incredible Years – Teacher/Child Component	Incredible Years – Parent Component	Learning and Growing Together/SE Module	Nurse Family Partnership	Parents as Teachers	Teaching Pyramid
Core Knowledge and Competencies for Promoting Social and Emotional Well-Being of Children Birth to Five									
Assistance with Basic Needs									
Promotion									
Awareness and utilization of community resources for food, clothing, medical care, transportation, shelter, and protection	1	0	0	0	0	0	2	2	0
Understands that certain needs must be met before families are capable of full involvement in their child’s early childhood program	2	1	2	M	1	0	2	2	2
Emotional and Relationship Support									
Promotion									
Creates consistent, ongoing relationships between the young child, his/her family, and providers of caregiving or other services	3	3	3 - 4	3	4	2-4	4	3	3
Respectful of and responsive to each family’s culture, language, and strengths especially as they relate to care and education of young children	3	3	3	1	4	2-4	4	4	2
Uses active listening (paying attention to nonverbal cues, showing interest, asking clarifying questions, acknowledging feelings and concerns, summarizing) and non-technical language in all interactions	M	4	2	3	4	2-4	4	3	3
Recognizes and take steps to reduce personal stress and burnout	1	3	1	2	3	2-4	2	1	0
Withholds judgment and feels empathy for the parent/caregiver’s perspective	2	3	3	3	4	2-4	4	4	1

	DECA	ECE Cares	Expanding Quality	Incredible Years – Teacher/Child Component	Incredible Years – Parent Component	Learning and Growing Together/SE Module	Nurse Family Partnership	Parents as Teachers	Teaching Pyramid
Core Knowledge and Competencies for Promoting Social and Emotional Well-Being of Children Birth to Five									
Practices responsive caregiving based on an understanding of each child’s unique development, and responds to the child’s cues and signals, following the young child’s lead.	M	4	3 - 4	3	4	2-4	4	3	2
Identifies early signs of problems which might impede the parent-child relationship or peer relationships	3	3	2	2	3	1	2	2	0
Identifies risk and protective factors in each child’s life	3	3	0	2	1	2	2	0	0
Recognizes child characteristics such as temperament which might influence the parent-child-caregiver relationship	2	2	3	1	2	1	2	2	0
Parents and caregivers create developmental/educational plans that take into account each young child’s and family’s unique needs, history, lifestyle, concerns, strengths, resources, cultural community, and priorities	3	4	3	3	2	0	2	1	3
Recognizes signs of unresponsive caregiving, potential child abuse, neglect or domestic violence; takes action to ensure that young child is safe from harm by reporting to state child protection agency	1	1	0	0	P	0	4	2	0
Prevention									
Assists parents and caregivers to anticipate, prepare for, and help a child cope with change, transitions, and loss	M	4	2	M	2	0	4	2	1
Observes children and families for the purpose of assessment and care	3	3	3	0	0	0	4	3	3
Provides direct services within a relationship-based model; based on the context, culture, and needs of the child and family	2	3	3	3	2	2-4	4	4	2
Coaches parents to recognize and respond to their child’s communications of hunger, exhaustion, fear, sadness, and frustration	M	3	0	M	2	1	4	2	0
Guidance in Child Development and Parenting									
Promotion									
Knowledge of typical early development (including individual differences) and how each area of development influences all the others especially in young children	1	P	3	P	3	0	2	3	P
Knowledge of common behavioral concerns of early childhood (e.g. sleeping, feeding,	M	3	3	P	3	0	2	3	P

	DECA	ECE Cares	Expanding Quality	Incredible Years – Teacher/Child Component	Incredible Years – Parent Component	Learning and Growing Together/SE Module	Nurse Family Partnership	Parents as Teachers	Teaching Pyramid
Core Knowledge and Competencies for Promoting Social and Emotional Well-Being of Children Birth to Five									
toileting, etc.) and how to support children and families in dealing with them									
Understands that one’s own health and emotional wellness influences children’s behavior	1	3	2	1-2	2	1	3	1	4
Understands children’s emotional reactions (misbehavior) are the child’s expression of an unmet need	1	4	3	3	3	0	3	1	4
Helps parents and caregivers to appreciate the uniqueness of their young child	2	3	3	3-4	3	3-4	3	2	2
Prevention									
Recognizes the sources, nature, and effects of stress, deprivation, or trauma and connects families with appropriate resources	2	3	0	0	2/TA	2-4	3	2	0
Creating Care and Education Environments									
Promotion									
Creates safe, non-violent, predictable, and stimulating environments for children	3	4	3	3/TA	3	0	4	3	3
Provides materials, toys, and play environments that are appropriate for each child’s needs, interests, and capabilities	3	4	3	3/TA	3	0	4	3	3
Uses positive guidance/discipline techniques with children such as: <ul style="list-style-type: none"> ➤ Clarifies rules and responsibilities in positive terms—tell children what to do instead of what <u>not</u> to do ➤ Makes requests and give directions in respectful ways ➤ Gives reasons for rules and limits ➤ <i>Models</i> the behavior for child to follow in addition to giving verbal directions ➤ Provides children opportunities to practice desired behavior ➤ Uses praise that is specific and gives feedback about the behavior being encouraged ➤ Ignores non-disruptive inappropriate behavior ➤ Offers choices and redirect children to acceptable substitutes ➤ Uses logical consequences—rehearsal of a desired behavior, making amends for misbehavior, or temporary loss of privileges ➤ Uses time-out only when a child has lost control, is unable to reason or choose a more appropriate action, or continues to repeat very negative behaviors that are hurtful or destructive 	M	4	2	4/TA	4/TA	0	4	4	4

	DECA	ECE Cares	Expanding Quality	Incredible Years – Teacher/Child Component	Incredible Years – Parent Component	Learning and Growing Together/SE Module	Nurse Family Partnership	Parents as Teachers	Teaching Pyramid
Core Knowledge and Competencies for Promoting Social and Emotional Well-Being of Children Birth to Five									
Accesses training and uses social skills curricula to teach young children (in age appropriate ways) to: <ul style="list-style-type: none"> ➤ Identify and name emotions in themselves and others ➤ Express emotions appropriately ➤ Practice prosocial skills ➤ Develop friendships ➤ Solve problems peacefully ➤ Assert themselves appropriately ➤ Manage anger and calm down ➤ Practice stress reduction 	M	4	2	4/TA	M	0	4	3	4
Prevention									
Uses developmental, social-emotional and environmental screening instruments to assess children, relationships and the caregiving environment	3	3	0	0	0	0	4	0	1
Implements an emotionally-responsive curriculum that reflects and responds to issues in children’s lives (developmental histories, life experiences, individual strengths and interests, and social-emotional needs)	2	4	3	4/TA	2	0	4	3	3
Uses developmental/educational plans to create individualized services and supports	3	3	2	3/TA	1	0	1	1	4
Assists children with social-emotional problems or behavior challenges by creating positive behavior support plans.	2	4	0	3/TA	2	0	1	0	4
Seeks assistance when necessary to meet the needs of children with social-emotional problems or behavior challenges.	2	4	2	4/TA	1	0	1	1	2
Advocacy									
Promotion									
Builds and utilizes networks (with child care, education, health, and mental health organizations) to exchange knowledge and skills and to advocate for policies and resources that support families and young children	1	2	1	1/TA	1	0	2	1	3
Disseminates informational material promoting healthy social-emotional development (such as the ABC brochure)	2	3	M	0	2	0	4	3	0

	DECA	ECE Cares	Expanding Quality	Incredible Years – Teacher/Child Component	Incredible Years – Parent Component	Learning and Growing Together/SE Module	Nurse Family Partnership	Parents as Teachers	Teaching Pyramid
Core Knowledge and Competencies for Promoting Social and Emotional Well-Being of Children Birth to Five									
Promotes the concept that good mental health involves health in all the developmental domains	2	3	1	0	2	0	2	3	1
Identifies and conveys community resource gaps to appropriate policy makers	0	1	0	M	0	0	1	0	3
Incorporates system of care values assuring that services are family-centered, individualized, strength-based, culturally appropriate	2	3	3	0	P	0	4	2	2
Prevention									
Understands, interprets, and applies relevant policies, laws, and mandates so that children and families receive the full range of services and benefits available to them	0	1	0	0	0	0	1	M	2
Parent/Young Child/Infant Mental Health Services									
Promotion									
Uses observations and screenings to recognize potential developmental delays and/or social/emotional/behavioral challenges in young children	3	3	2	0	0	0	4	3	0
Stays within scope of expertise and seeks referrals for further screening or assessment	1	3	2	TA	0	0	4	3	1
Identifies personal values/biases about mental health services	0	1	1	0	0	0	1	0	1
Is able to communicate with families regarding young children’s social/emotional health	3	3	2	1-2	3	0	2	1	2
Prevention									
Assists the family/caregiver in accessing informal supports (extended family, friends, neighbors, other parents in child’s program, church members) and formal services (support groups, counseling, mental health treatment) when help is needed	1	1	1	P	2	0	1	3	0
Practices confidentiality of information with exception only when making necessary reports to protect the safety of another	2	3	2	3	3	0	4	3	0
Assists caregivers and families to utilize appropriate strategies to respond to social/emotional difficulties and challenging behavior	3	3	3	3	3	0	1	2	2

2. Professional Development Systems

In addition to specific training opportunities, professional development systems exist to provide early childhood professionals with learning opportunities. These systems sometimes provide recognition for ongoing learning in the form of college credit, continuing education units (CEU's), a certificate and/or a credential. Frequently authorized, supported, and monitored at the state level and organized and implemented at the local level, the content and methods of the training that is delivered through these systems varies greatly.

Major early childhood professional development systems that exist in Colorado are Qualistar Early Learning and their network of Child Care Resource and Referral Agencies and the Colorado Community College System, which is part of the Colorado Commission of Higher Education. The Colorado Association for the Education of Young Children and the Colorado Association for Infant Mental Health are membership organizations that include professional development as part of their mission. The Consolidated Child Care Pilots also include professional development as a part of their legislated requirements. The Clayton Foundation's Early Childhood Resource Institute has developed a Professional Development Model for providing ongoing training and support to early care and education providers, primarily in the metro-Denver area. The Harris Program for Child Development and Infant Mental Health and JFK Partners, based at the University of Colorado at Denver and Health Sciences Center, provide year-long fellowship programs for postdoctoral psychologists and mid-career professionals in mental health, allied health, or early education disciplines.

The Smart Start Colorado Office of Professional Development, which began operating in the spring of 2006, is now the statewide entity responsible for improving the quality of services, supports and education for young children and their families by enhancing the knowledge, skills and professional advancement of early childhood professionals. The Office will do this using an integrated and comprehensive system of professional and workforce development. In addition to workforce development and integration, the Office of Professional Development houses the Early Childhood Credentialing Office. The Early Childhood Credential is a voluntary, tiered system of credentials that recognizes increased knowledge and experience for those who care for and educate our youngest children. Credentials ensure that all professionals caring for and educating young children have the same core early childhood knowledge. The credentialing process also contributes to a system of education and training that promotes a knowledgeable workforce. With the creation of the Office of Professional Development and its housing of the Early Childhood Credential, the Office is well positioned to assure collaboration and integration of Colorado's various professional development systems.

Qualistar Early Learning and the Child Care Resource and Referral Network Partners ("R&R's") support child care programs through a continuous quality improvement cycle that uses the Qualistar Rating System as the accountability tool. A Training Approval process assures that training workshops are aligned both with the rating system and with the *Colorado's Core Knowledge and Standards*. *Colorado's Core Knowledge and Standards* were developed in 1993 by request of the Governor's Office to create a career development system for early childhood professionals. The knowledge and standards outlined in the document provide a foundation of common knowledge for agency administrators, instructors, trainers, students and employees involved in the care and education of young children.

Qualistar has developed a crosswalk between the Qualistar Rating System and *Colorado's Core Knowledge and Standards* to assist R&R's in developing and providing training opportunities that are linked to both the rating system and to *Colorado's Core Knowledge and Standards*. In addition, a Trainer Approval process assures that trainers have the knowledge, skills, and expertise to provide

training workshops on a given topic area at a given level of expertise. All training programs provided using funds distributed by Qualistar must receive Training and Trainer Approval.

Qualistar has developed several “train the trainer” opportunities to build capacity of the local R&R staff to provide technical assistance to early care and education providers planning to complete the rating process. The training workshops include a 3-hour orientation to the Qualistar Rating system, a 3-hour “Getting Ready for the Rating”, and a 1-hour “Coaching to the Rating” which prepares R&R staff to provide one and one coaching to providers.

The Colorado Community College System has developed a set of early childhood education courses (commonly numbered at any community college throughout the state) which were developed in alignment with the *Colorado Core Knowledge and Standards*. These courses are one way to meet licensing requirements to become a Group Leader or Director Qualified. The required courses are:

- ECE 101: Introduction to Early Childhood
- ECE 102: Introduction to Early Childhood Lab Techniques
- ECE 103: Guidance Strategies for Children
- ECE 238: Child Growth and Development
- ECE 220: Curriculum Development: Methods and Techniques
- ECE 205: Nutrition, Health and Safety
- ECE 240: Administration of Early Childhood Care and Education Programs
- ECE 241: Administration: Human Relations for Early Childhood Education

Certificate and degree options are available. There is a statewide articulation agreement between two and four year colleges in Colorado to assist students in making a seamless transfer.

Colorado Association for the Education of Young Children (CAEYC) is a membership organization which provides training to early care and education providers to support its vision that every child in Colorado will have access to high quality early care and education. CAEYC provides two conferences a year geared to the early care and education provider work force. The conferences typically have the following tracks: administration, leadership development, advocacy/public policy, curriculum, infant-toddler curricula, classroom management, health and safety, music and movement, special needs. CAEYC issues requests for presenters prior to each conference and content of the workshops offered are driven by the proposals received. Presentation topics related to social-emotional development and early childhood mental health are included and are usually well-received. In addition to the statewide organization, there are 16 local districts of CAEYC. The local districts often offer training opportunities in their own communities on topics that are determined locally.

Colorado Association for Infant Mental Health (COAIMH) is a membership organization that provides training to people working in the field of early childhood and/or infant mental health. COAIMH provides quarterly lectures with topics focusing on clinical interventions, research, and policy/advocacy in the field of infant mental health.

The Consolidated Child Care Pilots (established by Senate Bill 97-174) are community-based initiatives working to build quality early childhood systems through the collaboration of local partners. One of the mandates of the pilots, as described in Senate Bill 00-019: *Concerning Consolidated Child Care Services, and Making an Appropriation Therefore*, is to “...identify, develop, and implement an early childhood training plan based on the needs of the community served by the pilot site agency and the resources available to that pilot site agency, which training plan shall include the principal elements of the most recent credentialing model for early childhood educators.” Additionally, the pilots are guided by the eight goals established by the Early Childhood State Systems Team, one of which is “Professional Workforce Development: The early childhood system

ensures integrated and formalized ongoing professional and workforce development.” The strategies used to assure early care and education providers’ access to professional development opportunities vary across the state. Many pilots collaborate with local community colleges to allow providers to obtain degrees or certification in early childhood development. Some have conducted needs assessments which contribute to a community professional development plan, and most offer workshops to meet the specific professional development needs of their communities.

The Clayton Foundation’s Early Childhood Resource Institute provides onsite professional development to teachers in early care and education centers in the metro-Denver area. This unique model provides a 3-year training program to all of the teachers and directors in a child care center, including the substitute teachers. The model includes on-site training in specific topic areas as defined by the needs of the center and including the ITERS/ECERS Scales to improve classroom quality, and on-site coaching to provide ongoing training and support. The program collaborated with Community College of Denver to provide college credit for the course work. The approach was shown to increase Environmental Rating Scores and decrease staff turnover. The Professional Development Model was originally funded through various foundations grants, but is now funded via a fee for service model. In 2003, the Clayton Foundation was selected as an Early Reading First grantee, and is using a similar approach to professional development, including training and intensive coaching, in Early Reading First classrooms to promote early literacy in the context of quality early care and education, recognizing that childhood competencies, such as literacy attainment, influence children’s social and emotional development.

Harris Program for Child Development and Infant Mental Health is a year long clinical training program in infant mental health. There are two tracks: one for postdoctoral graduate students and one for mental health or early childhood professionals seeking mid-career training. The training focuses on social and emotional development and problems related to emotional development in infancy, toddlerhood, and early parenthood. Training includes coursework, field placement and supervision by Harris Program faculty members.

JFK Partners offers a wide variety of training and fellowship programs that share the common goal of enhancing the quality of services for children and young adults with disabilities and their families. Professionals currently working with children (birth to 21) in the disciplines of audiology, pediatric dentistry, developmental behavioral pediatrics, health administration, nursing, nutrition, occupational therapy, physical therapy, psychology, social work, speech language pathology, as well as parents of young children with disabilities may apply. Coursework covers a variety of topics including leadership, consultation, and teamwork skills, and essential concepts in pediatric developmental disabilities and special health care needs.

Early Childhood Professional Credential Office was created to provide a system for recognizing professional attainment among the early childhood workforce. Now housed within the Smart Start Colorado Office of Professional Development, the credentialing system is based on *Colorado’s Core Knowledge and Standards* document and includes six levels of professional attainment based on experience and education. The credential is based on knowledge rather than skills, because it is difficult to document skill attainment without direct observation. The credentialing office worked with Colorado Department of Human Service to assure that people attaining a Level II credential would be considered Director Qualified for the purposes of licensing. Preliminary work is being done to assist in linking the credential with salary increases.

The Credentialing Office strongly supports the development of professional development opportunities that result in college credit. The Credentialing Office does not provide direct training,

but does oversee the Early Childhood Distance Learning Project through the Colorado Community College On-Line system (CCC On-line) where 21 early childhood courses are being offered.

The credentialing office houses the *Colorado's Core Knowledge and Standards* document and is currently in the process of revising the document in collaboration with many early childhood stakeholders. Two topic areas that are being considered carefully in the revision process are early brain development and mental health. Additionally, there is the potential for the creation of an endorsement in early childhood mental health through the credentialing office.

Other Early Childhood Programs

In addition to the professional development systems described, many early childhood programs include training and professional development as a way to assure quality implementation of their programs.

The Head Start Technical Assistance Network consists of a triad of organizations: the Administration for Children and Families (ACF); Booz Allen Hamilton (the contractor for TA services); and local Head Start grantees. The TA contractor is responsible for supporting grantees in building organizational capacity and individual understanding of how to best implement Head Start Performance Standards. Each grantee is assigned a Technical Assistance Specialist (TAS) who operates within an assigned State. One of the roles of the Technical Assistance Specialist is to assist grantees in developing a training and technical assistance plan based on self-assessments; program information report findings; and, community assessments. Local grantees make decisions about the type and content of training they offer to their program staff based on their training and technical assistance plan. Additionally, the grantees have access to Technical Assistance Content Specialists in the areas of health, early childhood development, disabilities (includes mental health challenges), early literacy family and community partnerships, and administrative/fiscal.

Head Start Performance Standards provide a clear mandate to Head Start programs to promote positive mental health development. Suggested approaches to mental health promotion include having staff collaborate with parents around their child's behavior and development and discuss issues such as separation and attachment, strengthening nurturing supportive environments through relationships in the home and at the program, and providing access to mental health consultation by a mental health professional (adapted from Code of Federal Regulations Title 45, Section 1304.24). If Head Start program staff members need training in this area, it should be included in their training and technical assistance plan.

The Colorado Head Start Association is a membership organization comprised of Head Start Programs and Friend members. Head Start Programs designate three delegates as voting members: the director, a staff member and a parent. The Colorado Head Start Association's mission is to support the work of Head Start programs and their partners with information sharing and advocacy, within the context of the early childhood system in Colorado. CHSA accomplishes this through training, mentoring, and advocacy work. CHSA hosts half-day training programs for its members every other month as a part of their regular meetings. Topics vary depending on the needs of the member programs. CHSA hosts a yearly training for Head Start Parents and is the host of the Region VIII Training Conference (for Head Start Programs in all six Region VIII States) once every six years. This Head Start Regional Conference will be held in Colorado in October 2006.

Colorado Department of Education

The Colorado Department of Education houses several programs that serve young children. The training opportunities associated with these programs are described below.

Early Childhood Connections: Part C of the Individuals with Disabilities Education Act

Early Childhood Connections (ECC) is Colorado's system of services and supports for families who have infants or toddlers, from birth to age three, with disabilities or a condition associated with delays in their development. Early Childhood Connections provides training for service coordinators and service providers working in the Part C early intervention system. Service Coordination Core Training is required for all service coordinators. Topics covered include:

- Service Coordinator roles and responsibilities
- Building relationships with families
- Teaming and collaboration
- IFSP development
- Developing functional outcomes
- Transition planning, and
- Colorado's Early Care and Education System

In addition, IFSP (Individualized Family Service Plan) Training offers an in-depth look at IFSP Development. The target audience is potential IFSP team members, including Service Coordinators, parents, Child Find team members, and service providers. Topics included include providing intervention in everyday routines activities and places and developing functional outcomes. Neither training program has specific information on social and emotional development, though related topics, including the importance of establishing strong relationships with families, are included.

The Colorado Preschool Program

The Colorado Preschool Program provides funding to establish quality early childhood education programs that serve children eligible to enroll in kindergarten the following year. In the Colorado Preschool Program (CPP) Act, the Colorado Department of Education was charged with the responsibility to establish basic program standards for district preschool programs using nationally accepted standards for preschool programs. The resulting *Quality Standards* outlines the program standards for the Colorado Preschool Program and are used by district councils when monitoring CPP sites for quality.

The Quality Standards relate to professional development in that they provide guidelines for the qualifications of teachers in classrooms accepting CPP slots. Also, when district councils evaluate local CPP classrooms, their evaluation may provide specific staff training recommendations to assist classrooms in achieving the Quality Standards.

Results Matter

Results Matters is a statewide initiative to evaluate the outcomes in children involved in various early childhood programs, including Part C/Early Childhood Connections, Colorado Preschool Program, Even Start, Migrant Even Start, and Part B/619. Results Matter is an initiative of the Colorado Department of Education. Other partners include the Colorado Department of Human Services, and the Early Childhood Outcomes Center, and the U.S. Department of Education, Office of Special Education Programs. The purpose of Results Matter is to create an early childhood outcomes measurement system that promotes the use of ongoing assessment and program evaluation to positively influence the role of early care and education in the lives of Colorado's children and families. The Results Matter initiative will provide training for early childhood providers in methods of observation and assessment, linking assessment to instruction and intervention, and in the specific assessment tools that will be utilized to measure child and family outcomes longitudinally. The assessment tools being utilized by this project include: *The Ounce Scale/Work-Sampling System, the Creative*

Curriculum Developmental Curriculum, The High/Scope Child Observation Record (COR), and an as option for children with significant support needs: *The Assessment and Evaluation Programming System (AEPS).*

Child Find and Part B (619) Early Childhood Special Education for Children 3-5 years

Upcoming training opportunities will be linked to the outcomes initiative, Results Matter and will include training on observation, documentation and linking observation to planning. Additionally, there will be training of trainer programs on the four instruments that are part of the outcome measurement. There will also be training series' on transition practices and on best practices in the least restrictive environment.

Bright Beginnings is a statewide program administered by thirteen regional affiliates throughout Colorado. Bright Beginnings provides "Warm Welcome" and "Moving On" home visits and developmentally appropriate materials and tools to promote positive parent child interactions and early learning. The program is available to all families at no cost. Home visitors are usually volunteers who complete training programs in their communities. Training varies by community, but recommended topics for initial training and ongoing continuing education for volunteers are in the Bright Beginnings Implementation Manual (currently under revision).

The Colorado Parent and Child Foundation is the state coordinating office for the Parents as Teachers and HIPPO Programs offered in various communities throughout Colorado. In addition to the training that the home visitors receive from their national program office (described in Table 1) the Colorado Parent Child Foundation offers continuing education through a yearly conference.

Recommendations

The results of the environmental scan reveal that there are many opportunities for early childhood professionals in Colorado to acquire competencies related to social and emotional development. Furthermore, results indicate that the social and emotional competencies outlined in the *Core Knowledge and Competencies* document are included in training opportunities already being disseminated in Colorado. Access to training opportunities may vary depending on where the professional is employed and the decisions made by his or her community and/or agency about the array of programs and/or services offered. However, general opportunities for early childhood professionals, regardless of their employer/employment status also exist through early childhood professional development systems. The following recommendations provide strategies for capitalizing on existing opportunities in Colorado to meet the state's needs related to the promotion of social and emotional development through professional development opportunities.

Recommendations

1. Work with the Colorado Smart Start Office of Professional Development to formalize competencies in early childhood, including competencies for promoting social and emotional development, and use the competencies for assessment and planning.

The competency framework is a useful approach for determining the knowledge and skills that early childhood professionals should have related to various discipline areas, assessing state and community needs related to professional development, and developing training and professional development plans. The Smart Start Colorado Office of Professional Development is well-positioned to develop and formalize the competencies that relate to specific discipline areas, such as mental health and social and emotional development. Additionally, the Office could review and incorporate the competency and training framework into the work of the Office, to assure that opportunities to acquire core competencies within Colorado's professional development systems exist and are integrated at state and local levels.

Recommendations

2. Encourage and support local interagency collaboration for training and technical assistance planning

Many decisions about training are made at the local level through established systems such as Head Start and/or the Consolidated Child Care Pilots. Still others are made at the level of a specific agency or center (such as Clayton’s Professional Development Model). In many cases, these systems or agencies may be required to submit training and/or technical assistance plans to their funding agencies. Assuring local collaboration among the various agencies that provide and/or fund professional development opportunities is crucial to the development of comprehensive training plans that include training opportunities related to social and emotional development.

3. Assist communities in conducting needs assessments related to social and emotional competencies and developing training and technical assistance plans based on program and professional development needs.

The self-evaluation check list of social and emotional competencies developed by this initiative is one way to help communities assess the professional development needs of the workforce and the program needs of the community. Assisting communities in conducting assessments of professional development and program needs, including needs related to the social and emotional development of children and related competencies of professionals, would provide useful data to guide community decision making about training and technical assistance plans.

4. Continue to promote statewide rollout of specific early childhood programs that already exist in Colorado

A wide range of the competencies included in *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five* are included in training opportunities already being disseminated in Colorado. Continuing to promote statewide rollout of these training opportunities will be helpful in assuring that the early childhood workforce has the skills necessary to promote the social and emotional well being of young children.

5. Assure involvement of people with expertise in mental health and social and emotional development in the revision Colorado’s Core Knowledge and Standards for Early Childhood Professionals

Colorado’s Core Knowledge and Standards drives many of the training opportunities in Colorado, including Colorado Community College’s early childhood education courses and Qualistar-funded training opportunities. The document is currently under revision. It is critical to have people with expertise in social and emotional development and familiarity with the social and emotional competencies outlined in *Core Knowledge and Competencies* participate in the revision process. Because of the connections between Core Knowledge and Competencies, Qualistar’s Rating System, and Community College courses, this may lead to the evolution or development of community college courses and a revised Qualistar Rating System with stronger emphasis on social and emotional development.

6. Pursue funding to examine and influence the content of early childhood courses in higher education.

Opportunities for individual training exist through various college and university programs in Colorado. While review of the content of specific university-level course work was beyond the scope of this environmental scan, opportunities for college and university programs related to early childhood to include the *Core Knowledge and Competencies: Promoting Social and Emotional Well Being in Children Birth to Five* in their course work should be investigated and pursued.

Professional development is crucial to a comprehensive early childhood system, and is a key strategy for assuring that young children’s social and emotional needs are addressed through early childhood programs delivered in a variety of settings and by a variety of disciplines. This summary provides a look at training opportunities at a “point in time” within a dynamic and ever-evolving system.

However, the framework for examining and evaluating the usefulness of a training for promoting competencies specific to social and emotional development can be applied to new and different opportunities as they are developed and adopted at the state or local level. The environmental scan process itself is a mechanism for assuring the training and professional development remains a vital component of early childhood system planning.

Appendix A: Interview and Documents

Training/ Professional Development Program Initiative	Interviewee and Organization	Documents and Websites
Child Find and Part B (619) Early Childhood Special Education for Children 3-5 years	Susan Smith, Colorado Department of Education (email correspondence)	
Clayton Foundation’s Early Childhood Resource Institute	Chris Sciarrino, The Clayton Foundation	Reviewed the website at http://www.theclaytonfoundation.org/ and a The Clayton Foundation Brochure entitled “Improving Early Childhood Education across Colorado”
Colorado Association for Infant Mental Health	Lorraine Kubicek, President Colorado Association for Infant Mental Health	
Colorado Association for the Education of Young Children	Linda Adams, Executive Director Colorado Association for the Education of Young Children	Reviewed website for the Colorado Association for the Education of Young Children and their Spring Conference brochure at www.coloradoaeyc.org
Colorado Community College System	Linda Forrest, Director of Early Childhood Education Arapahoe Community College	Reviewed website for Colorado Community College System, ECE Courses at http://ccens.cccs.cccoes.edu/combo.asp?prefix=ECE
Colorado Early Childhood Professional Credential	Kathleen Stiles, Director Colorado Early Childhood Professional Credential Office	Reviewed the Early Childhood Credential Application Packet Reviewed the website at /www.smartstartcolorado.org/professionals/credential_office.html
Colorado Head Start Association	Vickie Burrows, Contract Consultant Pamela Harris, CHSA President and Director, Denver Great Kids	Reviewed Colorado Head Start Association website at www.coloheadstart.org
Colorado Preschool Program	Lori Goodwin-Bowers, Senior Consultant, Colorado Department of Education	Reviewed the Colorado Preschool Program 2005-2006 Handbook available at

Training/ Professional Development Program Initiative	Interviewee and Organization	Documents and Websites
Child Find and Part B (619) Early Childhood Special Education for Children 3-5 years	Susan Smith, Colorado Department of Education (email correspondence)	
		http://www.cde.state.co.us/cdeprevention/download/pdf/2005-06%20Handbook.pdf
Colorado's Core Knowledge and Standards		Reviewed the <i>Colorado Core Knowledge and Standards: A Guide for Early Childhood Professional Development</i> document
Consolidated Child Care Pilots	Jenna Davis, State Coordinator Community Consolidated Child Care Pilots (email correspondence) Kathleen Stiles, Director Early Childhood Professional Credential Office (email correspondence)	Reviewed <i>Pilots at a Glance, Reporting on the Consolidated Child Care Pilot Program</i> , May 2005
DECA Program	Debi Mahler, LCSW Devereux Early Childhood Initiative	Reviewed Devereux Early Childhood Initiative website at http://www.devereuxearlychildhood.org
Early Childhood Connections, Part C	Penny Dell, Early Childhood Connections Training and Technical Assistance Coordinator Colorado Department of Education	Reviewed the Early Childhood Connections Website at www.cde.state.co.us/earlychildhoodconnections
ECE-CARES	Suzanne Adams, PhD, ECE-CARES Director University of Colorado at Denver and Health Sciences Center	
Expanding Quality in Infant	Jo Koehn, Senior Consultant	

Training/ Professional Development Program Initiative	Interviewee and Organization	Documents and Websites
Child Find and Part B (619) Early Childhood Special Education for Children 3-5 years	Susan Smith, Colorado Department of Education (email correspondence)	
and Toddler Care	Colorado Department of Education	
Harris Program for Child Development and Infant Mental Health	Karen Frankel, PhD, Director Harris Program	Reviewed the website at http://www.uchsc.edu/psychiatry/Residency/HarrisHome.htm
Head Start	Bill Kottenstette, Director Head Start – State Collaboration Office Stacey McConlogue, Health Specialist ACF-Region VII Head Start/Early Head Start Technical Assistance Network Marilyn Hosea, Technical Assistance Manager ACF-Region VIII Head Start/Early Head Start (email correspondence)	Reviewed <i>Code of Federal Regulations, Title 45, Section 1304.24</i>
HIPPY	Melissa Kelly, Executive Director Colorado Parent and Child Foundation	Reviewed website for HIPPY USA at www.hippyusa.org and spoke with a representative from the HIPPY USA office.
How to Read Your Baby	Jody Perkins, How to Ready Your Baby	Reviewed the website at www.howtoreadyourbaby.com
JFK Partners		Reviewed the website at www.jfkpartnrs.org
Incredible Years – Child/Teacher Component	Kristy Johnson, Child/Teacher Program Specialist Invest in Kids	Reviewed websites for Invest in Kids (www.iik.org) and The Incredible Years (www.incredibleyears.com), including documents related to training objectives.
Incredible Years – Parent	Cathy Morrissey, Parent Program Specialist	Reviewed websites for Invest in Kids (www.iik.org) and The

Training/ Professional Development Program Initiative	Interviewee and Organization	Documents and Websites
Child Find and Part B (619) Early Childhood Special Education for Children 3-5 years	Susan Smith, Colorado Department of Education (email correspondence)	
Component	Invest in Kids	Incredible Years (www.incredibleyears.com), including documents related to training objectives.
Learning and Growing Together	Nancy Siebel, Zero To Three	Reviewed Learning and Growing Together Materials Reviewed website for Learning and Growing Together at www.zerotothree.org/LearningGrowing/ and Learning and Growing Together Training Materials
Nurse Family Partnership	Jan Lewis, Nurse Consultant Invest in Kids	Reviewed websites for Invest in Kids (www.iik.org) and the National Office of the Nurse Family Partnership (www.nursefamilypartnership.org)
Smart Start Office of Professional Development	Sarah Hoover, Project BLOOM Member, Smart Start Office of Professional Development Advisory Council	Reviewed the website at www.smartstartcolorado.org/professionals/professional_dev.html
Parents as Teachers	Melissa Kelly, Executive Director Colorado Parent and Child Foundation Katherine Bair, National Parents as Teachers Trainer	Reviewed the website at www.parentsasteachers.org
Qualistar Early Learning	Stacy Buchanan, Director of Quality Improvement and Training	Reviewed website at www.qualistar.org
Results Matter	Lori Goodwin-Bowers, Senior Consultant, Colorado Department of Education Nan Vendenga, Senior Consultant, Colorado Department of Education (email contact)	Reviewed the Results Matter Q & A for Consolidated Pilots developed by Nan Vendegna, the Memo entitled New Option for Children with Disabilities issued by Nan Vendegna, and the Results Matter Draft Brochure 9.14.05 obtained through the Arapahoe Early Childhood Council Listserve

**Appendix B:
Core Knowledge and Competencies
Promoting Social and Emotional Well-Being of Children Birth to Five**

A Self-Report Tool for Training Initiatives

Training Initiative _____

Person Reporting _____

Intended Audience for Training:

- a. Direct Service Providers
- b. Trainers of Direct Service Providers
- c. Trainers of Trainers
- d. Other _____

Training and professional development for professionals working with young children at the promotion, prevention, or intervention level is critical to assuring the social and emotional well being of young children in Colorado. The following items represent professional competencies related to young children’s social and emotional health. For each item listed, use the scale below to rate the level to which the competency is included in the content of your training initiative. The level at which a competency is covered may vary depending on the audience being trained. If your program trains various audiences (e.g. direct service providers or trainers), please fill out a survey for each audience.

Considered a pre-requisite to the training	Not covered in training, but is included in supplemental materials	Not covered	Introduced for awareness only	Covered at a basic level	Covered at intermediate level	Covered at advanced level, with the expectation of achieving mastery	Not covered in training, but included in ongoing technical assistance
P	M	0	1	2	3	4	TA

*Early Childhood Mental Health Workforce Development
Collaborative Partnership of: Assets for Colorado Youth, Division of Mental Health Services, ECE-CARES Project, Harambe, Healthy Families Colorado, Invest in Kids, Kid Connects, Pearl Project, and Project Bloom
Funding provided by Temple Hoyne Buell Foundation*

	Promotion	Prevention
Assistance with Basic Needs	<p>Aware of and utilizes community resources for food, clothing, medical care, transportation, shelter, and protection P M 0 1 2 3 4 TA</p> <p>Understands that certain needs must be met before families are capable of full involvement in their child’s early childhood program and able to invest time and energy into promoting social and emotional well-being: basic physiological needs (food, shelter); security needs(safety, relief from stress) P M 0 1 2 3 4 TA</p>	
Emotional and Relationship Support	<p>Creates consistent, ongoing relationships between the young child, his/her family, caregivers, and providers of other services P M 0 1 2 3 4 TA</p> <p>Respectful of and responsive to, each family’s culture, language, and strengths especially as they relate to care and education of young children P M 0 1 2 3 4 TA</p> <p>Uses active listening (paying attention to nonverbal cues, showing interest, asking clarifying questions, acknowledging feelings and concerns, summarizing) and non-technical language P M 0 1 2 3 4 TA</p> <p>Recognizes and takes steps to reduce personal stress and burnout P M 0 1 2 3 4 TA</p> <p>Withholds judgment and feels empathy for the parent/caregiver’s perspective P M 0 1 2 3 4 TA</p> <p>Practices responsive caregiving based on an understanding of</p>	<p>Assists parents and caregivers to anticipate, prepare for, and help a child cope with change, transitions, and loss P M 0 1 2 3 4 TA</p> <p>Observes children and families for the purpose of assessment and care P M 0 1 2 3 4 TA</p> <p>Provides direct services within a relationship-based model; based on the context, culture, and needs of the child and family P M 0 1 2 3 4 TA</p> <p>Coaches parents to recognize and respond to their child’s communications of hunger, exhaustion, fear, sadness, and frustration P M 0 1 2 3 4 TA</p>

	Promotion	Prevention
	<p>each child's unique development, and responds to the child's cues and signals, following the young child's lead P M 0 1 2 3 4 TA</p> <p>Identifies early signs of problems which might impede the parent-child relationship or peer relationships P M 0 1 2 3 4 TA</p> <p>Identifies risk and protective factors in each child's life P M 0 1 2 3 4 TA</p> <p>Recognizes child characteristics such as temperament which might influence the parent-child-caregiver relationship P M 0 1 2 3 4 TA</p> <p>Parents and caregivers create developmental/educational plans that take into account each young child's and family's unique needs, history, concerns, strengths, resources, culture, and priorities P M 0 1 2 3 4 TA</p> <p>Recognizes signs of unresponsive caregiving, potential child abuse, neglect or domestic violence; takes action to ensure that young child is safe from harm by reporting to state child protection agency P M 0 1 2 3 4 TA</p>	

	Promotion	Prevention
Guidance in Child Development and Parenting	<p>Knowledge of typical early development (including individual differences) and how each area of development influences all the others especially in young children P M 0 1 2 3 4 TA</p>	<p>Recognizes the sources, nature, and effects of stress, deprivation, and/or trauma and connects families with appropriate resources P M 0 1 2 3 4 TA</p>
	<p>Knowledge of common behavioral concerns of early childhood (e.g. sleeping, feeding, toileting, etc.) and how to support children and families in dealing with them P M 0 1 2 3 4 TA</p>	
	<p>Understands that one's own health and emotional wellness influences children's behavior P M 0 1 2 3 4 TA</p>	
	<p>Understands children's emotional reactions (misbehavior) are the child's expression of an unmet need P M 0 1 2 3 4 TA</p>	
	<p>Helps parents/caregivers to appreciate the uniqueness of their young child P M 0 1 2 3 4 TA</p>	
Creating Care and Education Environments	<p>Creates safe, non-violent, predictable, and stimulating environments for children P M 0 1 2 3 4 TA</p>	<p>Uses developmental, social-emotional and environmental screening instruments to assess children, relationships and the caregiving environment P M 0 1 2 3 4 TA</p> <p>Implements an emotionally-responsive curriculum that reflects and responds to issues in children's lives (developmental histories, life experiences, individual strengths and interests, and social-emotional needs) P M 0 1 2 3 4 TA</p> <p>Uses developmental/educational plans to create individualized services and supports P M 0 1 2 3 4 TA</p> <p>Assists children with social-emotional problems or behavior</p>
	<p>Provides materials, toys, and play environments that are appropriate for each child's needs, interests, and capabilities P M 0 1 2 3 4 TA</p>	
	<p>Uses positive guidance/discipline techniques with children P M 0 1 2 3 4 TA</p>	
	<p>Accesses training and uses social skills curricula to teach young children (in age appropriate ways) P M 0 1 2 3 4 TA</p>	

	Promotion	Prevention
		<p>challenges by creating positive behavior support plans P M 0 1 2 3 4 TA</p> <p>Seeks assistance when necessary to meet the needs of children with social-emotional problems or behavior challenges P M 0 1 2 3 4 TA</p>
Advocacy	<p>Builds and utilizes networks (child care, education, health, and mental health) to exchange knowledge and skills and advocate for policies and resources that support families and young children P M 0 1 2 3 4 TA</p> <p>Disseminates informational material promoting healthy social-emotional development (such as the ABC brochure) P M 0 1 2 3 4 TA</p> <p>Promotes the concept that good mental health involves health in all domains (physical, cognitive, language, social, and emotional) P M 0 1 2 3 4 TA</p> <p>Identifies and conveys community resource gaps to appropriate policy makers P M 0 1 2 3 4 TA</p> <p>Incorporates system of care values assuring that services are family-centered, individualized, strength-based, culturally appropriate P M 0 1 2 3 4 TA</p>	<p>Understands, interprets, and applies relevant policies, laws, and mandates so that children and families receive the full range of services and benefits available to them P M 0 1 2 3 4 TA</p>

	Promotion	Prevention
Parent/ Young Child/Infant Mental Health Services	Uses observations and screenings to recognize potential developmental delays and/or social/emotional/behavioral challenges in young children P M 0 1 2 3 4 TA	Assists the family/caregiver in accessing informal supports (extended family, friends, neighbors, other parents in child's program, church members) and formal services (support groups, counseling, mental health treatment) when help is needed P M 0 1 2 3 4 TA
	Stays within scope of expertise and seeks referrals for further screening or assessment; identifies and uses consultants P M 0 1 2 3 4 TA	Practices confidentiality of information with exception only when making necessary reports to protect the safety of another P M 0 1 2 3 4 TA
	Identifies personal values/biases about mental health services P M 0 1 2 3 4 TA	Assists caregivers and families to utilize appropriate strategies to respond to social/emotional difficulties and challenging behavior P M 0 1 2 3 4 TA
	Is able to communicate with families regarding young children's social/emotional health P M 0 1 2 3 4 TA	

*Early Childhood Mental Health Workforce Development
 Collaborative Partnership of: Assets for Colorado Youth, Division of Mental Health Services, ECE-CARES Project, Harambe,
 Healthy Families Colorado, Invest in Kids, Kid Connects, Pearl Project, and Project Bloom
 Funding provided by Temple Hoyne Buell Foundation*