

The following table, excerpted from the report *Promoting Young Children’s Social and Emotional Development through Professional Development: A Summary of Opportunities in Colorado*, describes programs that have been promoted at the state level (by public or private agencies) with the intention of having a statewide impact. Training is an important component of the initiatives to disseminate and implement these programs. These training opportunities are typically based on a manualized curriculum, frequently for the purpose of implementing a particular early childhood program or curriculum.

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

<b>Training Initiative</b>	<b>Training Entity and Organizing Agency at the State Level in Colorado</b>	<b>Description of Program/Training Initiative</b>	<b>Target Audience</b>	<b>Primary Objective of Training</b>	<b>Format of Training and Follow-up</b>
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"> <li>▪ 1 Day DECA Program Overview Training</li> <li>▪ DECA Program Refresher Training</li> <li>▪ Distance learning</li> <li>▪ Strategies training</li> <li>▪ Technical assistance (on-site or by phone)</li> </ul>

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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.

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ECE-CARES	<p>ECE-CARES Project University of Colorado at Denver and Health Sciences Center <a href="http://www.ece-cares.com">www.ece-cares.com</a></p> <p>CARES Training Team Dr. Suzanne Adams, ECE-CARES Director 303-556-6293 <a href="mailto:Suzanne.Adams@cudenver.edu">Suzanne.Adams@cudenver.edu</a></p> <p>Joan Baronberg, Training Coordinator <a href="mailto:njbaron@frii.com">njbaron@frii.com</a></p> <p>Continuing education credits (1-3) offered through the University of Colorado at Denver and Health Sciences Center</p>	<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.</p>	<p>Early care and education providers; parents</p>	<ol style="list-style-type: none"> <li>1. Enhance learning environments</li> <li>2. Implement a social skills curriculum which includes understanding and regulating emotions, prosocial skill building, problem solving, anger management, calming down, and stress reduction</li> <li>3. Improve classroom management and prevent behavior problems</li> <li>4. Implement an emotionally-responsive curriculum</li> <li>5. Integrate assessment into curriculum planning</li> <li>6. Promote emergent literacy and school readiness</li> <li>7. Strengthen parenting skills</li> </ol>	<p>CARES Level I—two day training CARES Level II—two day training CARES Relating to Reading—five day training On-site coaching, modeling, and consultation to support ongoing implementation of CARES Model CARES Coaches Training—three sessions plus site visits and consultation CARES for Families-six two-hour workshops; monthly newsletters</p>

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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 <a href="mailto:koehn_j@cde.state.co.us">koehn_j@cde.state.co.us</a></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>

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The Incredible Years	<p>The Incredible Years  <a href="http://www.theincredibleyears.com">www.theincredibleyears.com</a></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.		

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*Promoting Social and Emotional Development through Professional Development:  
A Summary of Opportunities in Colorado*  
Page 5 of 14

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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 kjohanson@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"> <li>1. To build and enhance positive relationships with students, and learn additional proactive teaching strategies and classroom management skills.</li> <li>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.</li> </ol>	<p>Three full days of training preferably spread out over time to allow for “homework” in between sessions (spacing between days in 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>

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Incredible Years – Parent Component	<p>The Incredible Years <a href="http://www.incredibleyears.com">www.incredibleyears.com</a></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>

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Page 7 of 14

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Nurse Family Partnership	<p>Nurse Family Partnership National Office  <a href="http://www.nursefamilypartnership.org">www.nursefamilypartnership.org</a></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  <a href="mailto:cathomas@iik.org">cathomas@iik.org</a></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 28<sup>th</sup> 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	<p>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 <a href="#">N-CAST</a> and <a href="#">PIPE</a> , and a 20-hour training module (developed by the NFP National Office) in early emotional development.</p>	<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>

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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  <a href="http://www.zerotothree.org">www.zerotothree.org</a></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"> <li>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</li> <li>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.</li> </ol>	A two day training with follow up phone calls every two months for 6-8 months.

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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 <a href="http://www.csefel.uiuc.edu/">http://www.csefel.uiuc.edu/</a></p> <p>In Colorado, training of trainers was organized by the Center for Evidence-based Practice in Early Learning, School of Education &amp; Human Development at the University of Colorado at Denver and Health Sciences Center</p> <p>Barbara Smith, Principal Investigator 303-556-3324 <a href="mailto:Barbara.smith@cudenver.edu">Barbara.smith@cudenver.edu</a></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 training provides information on promoting the social and emotional development of children as a means of preventing challenging behavior, as well as effective strategies for addressing serious, persistent challenging behavior. The training includes four modules:</p> <ol style="list-style-type: none"> <li>1) Building Positive Relationships and Creating Supportive Environments</li> <li>2) Social and Emotional Teaching Strategies</li> <li>3) Individualized Intensive Interventions</li> <li>4) Leadership Strategies</li> </ol>	<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>

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Partners in Parenting Education (PIPE) Curriculum	<p>How to Read your Baby  <a href="http://www.howtoreadyourbaby.org">www.howtoreadyourbaby.org</a></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"> <li>▪ The parent is the most consistent and pervasive force shaping the life of the child</li> <li>▪ The baby becomes a teacher</li> <li>▪ The parenting educator is the facilitator and coach.</li> </ul>	<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"> <li>▪ Minimum of an Associates of Arts degree.</li> <li>▪ Attended a two-day PIPE training.</li> <li>▪ Experience using the PIPE curriculum and facilitating parent-child interactions with at least eight of the PIPE topics</li> <li>▪ Strong organizational and communication skills</li> <li>▪ An ability to work effectively as a team member</li> </ul>

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Page 11 of 14

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Emotional Beginnings Curriculum	<p>How to Read Your Baby  <a href="http://www.howtoreadyourbaby.org">www.howtoreadyourbaby.org</a></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"> <li>▪ A 2-day Training Institute</li> <li>▪ Four-telenet Skill Building Seminars.</li> <li>▪ A Set of Curriculum Materials</li> </ul>

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Page 12 of 14

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Parents As Teachers (PAT) Program <a href="http://www.parentsasteachers.org">www.parentsasteachers.org</a>	Parents As Teachers National Center  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 <a href="mailto:Melissa@cpcfonline.org">Melissa@cpcfonline.org</a>  The four goals of the PAT program: <ul style="list-style-type: none"> <li>• Increase parent knowledge of early childhood development and improve parenting practices</li> <li>• Provide early detection of developmental delays and health issues</li> <li>• Prevent child abuse and neglect</li> <li>• Increase children's school readiness and school success</li> </ul>	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.	Curriculum and Trainings are targeted for pre-natal to kindergarten entry. Specialty trainings include: <ul style="list-style-type: none"> <li>*Teen</li> <li>*Special Needs</li> <li>*Supporting Care Providers</li> <li>*Literacy</li> <li>*Building Relationships Within Family Systems</li> <li>* Quality Care for Family Child Care and Centers</li> <li>* Instructional Home Visiting and Effective Parent Involvement</li> </ul>	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.  Sessions are taught by highly experienced trainers, who come from education, human development or social service backgrounds and are actively involved in PAT program.	Home Visitation Core Trainings  Pre-natal to 3 years  2 Years to Kindergarten Entry  3 years to Kindergarten Entry  Follow-up Training  Advanced Supervision  Spanish Curriculum is available and English as a second language learners are welcome

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Page 13 of 14

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Home Instruction for Parents of Preschool Youngsters (HIPPY)	<p>HIPPY National Office  <a href="http://www.hippyusa.org">www.hippyusa.org</a></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  <a href="mailto:Melissa@cpcfonline.org">Melissa@cpcfonline.org</a></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>

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