

EXPANDING QUALITY IN INFANT TODDLER CARE INITIATIVE



Expanding Quality
for Infants and Toddlers

**Implementation Handbook
September 2012**

EXPANDING QUALITY IN INFANT TODDLER CARE INITIATIVE IMPLEMENTATION HANDBOOK

Brief Overview of the EQ Initiative

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

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

The primary training component of the EQ Initiative is the EQIT 48-hour course of training. We also offer support for Touchpoints and Cradling Literacy training. Other professional development opportunities are offered as funding and capacity permits. Each training component is congruent in basic philosophy and each builds on the knowledge/skill base of the others. Each has a strong emphasis on the importance of social-emotional development, family partnerships, and understanding and respect for culture.

A “training of trainers” approach is utilized throughout the EQ Initiative in an effort to build capacity and effect positive change at the local level. Through the EQIT “Training of Trainers”, EQ Instructors not only learn about implementation of the EQIT 48-Hour course, but also about the important and unique needs of infants, toddlers, families and providers. With this specialized knowledge, EQ Instructors are prepared to fill the role of Infant Toddler Specialist in their community. As Infant Toddler Specialists, EQ Instructors are able to inform and support Early Childhood Council work on Infant Toddler issues. Coaching support and/or additional follow-up activities are generally available to local participants in the trainings. In addition, there is a strong emphasis on continued professional development for all individuals involved in implementing the primary components of the EQ initiative.

This implementation handbook is designed to provide support and some basic information on the EQ Initiative. If you have additional questions regarding implementation, please do not hesitate to contact Jo Koehn, EQ Initiatives Director at 303-866-6706 or via email at koehn_j@cde.state.co.us

GENERAL INFORMATION

**FOR ALL
EQ INITIATIVE ACTIVITIES**

Common Themes

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

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

Communication

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

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

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

Community Collaboration

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

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

Conflict of Interest

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

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

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

Contact Information

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

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

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

Data Collection & Evaluation

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

Ethical Conduct

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

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

Instructor Qualifications

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

Logo Use

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

Payment for Services

Funding for EQ Initiative activities is distributed through the Early Childhood Councils. Each EC Council will determine their own policies and procedures for employment or contracting of EQ instructors and coaches. Technical assistance regarding this is available through the state EQ Initiative office.

Quarterly Reports

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

EQIT COURSE OF TRAINING

SPECIFIC INFORMATION

EQIT Course of Training Overview

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

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

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

Since the first EQIT Training of Trainers in 1999, over 300 Early Childhood Care & Education professionals have completed the EQIT Training of Trainers. This number includes local EQIT instructors, EC Council Coordinators and Professional Development Coordinators, Colorado Child Care Licensing Specialists, Program Specialists from the Administration for Children and Families, Region VIII Office, and faculty from the Colorado Community College System. Currently, there are over 100 active EQ Community Teachers offering the EQIT 48-hour curriculum in 30 Early Childhood Councils. Since the beginning of the EQ Initiative, over 7800 individuals throughout Colorado have completed the local EQIT training course. Many of these individuals have also received EQIT RELATE coaching in their workplace. A significant number have also obtained college course credit for ECE 111, with additional coursework and through collaboration between the EQIT team, Early Childhood Council, and the local Community College.

Attendance Policy

The EQIT 48-hour course of training is dependent upon participants fully engaging in course activities and discussions. Because of this, it is important that students attend all of the scheduled EQIT classes. However, there may be times when a student is unable to attend

class due to an emergency or illness. In this event, students are expected to contact their EQIT instructor to inform them of an absence and to arrange to make up the work.

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

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

At a minimum, any make-up work should consist of work time equivalent to the number of hours of class time that was missed and include viewing of any videos that were missed during the session. Please see the EQIT-Community College Bridge Assignments for suggestions for make-up work. Due to the interactive, relationship-based nature of the EQIT course, we do not encourage “dropping in” to EQIT classes in other communities to make-up modules that were missed.

Community College Connections

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

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

Curriculum Replication

In order to insure consistency of training content and experiences across the state, the expectation is that the EQIT Curriculum will be taught in local communities as written. If an EQIT training team would like to make any changes in the curriculum, these must be submitted prior to making the change and approved in writing. Any requested changes should be discussed in advance with the Early Childhood Council Coordinator or their designee. Please utilize the **Request for EQIT Curriculum Change** form and allow a minimum of 2 weeks for the approval process. A compendium of approved alternate activities is being developed and will be distributed to all EQIT teams for use in their classes. No approval is necessary prior to use of already-approved activities included in the EQIT Compendium.

Enrollment Guidelines

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

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

EQIT Certificates

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

Following completion of an EQIT course of training, the EC Council Coordinator, or their designee, must complete the appropriate **EQIT Certificate Request** form, inform the EQ Initiative that the course has been completed, and check off the names of participants who should receive certificates in the Omni reporting system. Participant names are generally entered in the Omni system at the beginning of an EQIT course. It is imperative that the

names of participants are spelled correctly as you submit them as these are the names that will be printed on certificates. The following information must be entered in the Omni system:

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

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

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

EQIT Course Materials

There are many materials required for conducting the EQIT course of training. A list of these materials and an **EQIT Course Materials Request** order form is provided in the back of this handbook. Please note that at least two weeks prior to beginning the EQIT course of training, the individual designated as the EQIT Primary Contact must submit the required request form. Materials will be sent out as soon as possible after receiving the request. However, we cannot guarantee delivery with less than two weeks notice.

The following materials (one per participant) are available for the EQIT Course of Training in 2012-2013:

- EQIT Handout Packet
- RELATE Reflections
- Building Your Babies Brain: A Parent's Guide to the First Five Years (M-1)
- EQ Stepping Stones Supplement (M-5/6)
- Colored Flags (M-5/6)
- EQIT RELATE Journals (for participants of 2 or more coaching visits)
- EQIT Coaching Visit Forms (for all coaching visits)

All EQIT teams have been given the materials, or funding to purchase the materials (Glo Germ boxes, Jeopardy Game, etc.) required to conduct the EQIT course. Yearly EQ Initiative grant awards include a small amount for replacement of required EQIT Course Materials or Resources. However, if you are in need of replacement materials, please let us know. It's possible that we may have duplicates of some materials that we can pass along to you or we may be able to loan them out until a replacement is available.

EQIT Course Resource Library

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

The DVDs, videos, and books in the EQIT Resource Library do not belong to individual EQ instructors but to the EQIT Team and the Early Childhood Council. They are meant to be used by the EQIT Training Team and Early Childhood Educators in your local community.

Therefore, we encourage you to consider where you might house the materials so that they are easily accessible to the EQIT team. Please mark all materials as belonging to your EQIT training team and create a “Check-out” system so that you will be able to track who has any materials you might consider lending for make-up work, review, or additional study.

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

EQIT RELATE Coaching

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

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

Each EQIT Coach will receive materials for use in documenting work with individual participants. The **EQIT Coaching Visit** form should be completed during **each** coaching session. These forms are printed on NCR paper so that a copy can be left with the infant toddler teacher and one copy can be kept by the EQIT Coach. Each EQIT team should make decisions about how best to guard EQIT coachee confidentiality in the ongoing storage of files.

Each EQIT Coach should keep a log that includes the names, addresses, and phone numbers of all individuals currently involved in coaching and the total number of hours spent with each individual. These logs should be available to the EC Councils. Many EC Councils

have their own forms for this record-keeping. The **EQ Coaching Log** is available to those who are interested, but is not required.

EQIT Coaches/Early Childhood Councils are required to collect and report on the number of coaching hours each individual EQIT course completer has received. This information will be reported each quarter through the Early Childhood Councils Omni online reporting system. It is critical that this information accurately reflect the number of EQIT coaching hours conducted and that supporting documentation be maintained. If there are coaching hours that were funded but will not be utilized it is imperative that the grantee contact the EQ Initiatives director immediately as it is not permissible to utilize funded coaching hours for other activities.

Guest Speaker Policy

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

Instructor Materials

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

Instructor Qualifications for EQIT Course

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

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

Orientation and Information Meetings

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

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

Professional Development

All Expanding Quality Instructors are expected to engage in regular professional development activities. Each year we are able to offer several opportunities for EQ Teachers to attend Advanced Seminars designed to deepen their knowledge and skills in working with infants, toddlers, their families, and their caregivers. Numerous, EQ-sponsored, online learning opportunities are also available throughout the year.

EQIT instructors are expected to attend at least one EQ-sponsored meeting or training (minimum of 6 hours) each year in order to maintain their “active” status. Unless specifically noted, information and activities included in EQ Advanced Seminars are for the continuing professional development of EQ Instructors. They are NOT meant to be directly included in the EQIT 48-hour curriculum in local communities. There may be opportunities to include this information and activities in local follow-through trainings.

Registration for EQIT Courses

Each EQIT Team and EC Council must designate an EQIT Registration Contact who will register participants in the EQIT course. Ideally, this would be someone who is quite familiar with the EQIT course and can provide overview information to potential participants. The State EQ Initiative office receives many requests for information on local classes. It is important that we have accurate information so please let us know immediately of any changes in contact or instructor information.

Responsive Process

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

- **Respect:** Observe the child over time and in different situations with openness and high regard for the individuality of each child and family
- **Reflect:** Wonder about the meaning and intention of the child’s behavior; consider your own internal reactions to what is happening

- **Relate:** Respond in ways that support children and their unique interests, learning goals, strategies, and interactions

Scheduling the EQIT Course

The EQIT curriculum was developed as a series of 16, 3-hour modules. The course may be taught in 3- or 6-hour blocks of time. Local EQIT teams, in collaboration with the Early Childhood Council, may schedule their EQIT trainings according to community need and preference. The EQIT course is most often conducted as a 6-hour Saturday class, taught every other week. However, some teams choose to teach one 6-hour class/month and others choose mid-week evening or daytime options. Some decide to use a combination of evening and Saturday classes. Under no circumstances should more than two modules (6-hours) be taught on one day. Unless there are extenuating circumstances, no more than 6 hours should be taught weekly to increase integration of EQIT material into participant practices. Remember to submit a copy of your local training schedule, complete with names of individuals teaching each section of the class as you request training materials.

TOUCHPOINTS TRAINING

SPECIFIC INFORMATION

Touchpoints Overview

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

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

In the past, Colorado Touchpoints work has received funding for Touchpoints team development and local training through the Expanding Quality in Infant Toddler Care Initiative, with CCDF infant toddler earmark funds. Local communities have supplemented this funding with additional, community specific funds. The nine current Touchpoints training teams have formed the Colorado Touchpoints Network, designed to support and further the work of Touchpoints in Colorado. The EQ Initiative continues to strongly support the Colorado Touchpoints Network, state ILT trainings, and technical assistance to local Touchpoints teams. A yearly Colorado Touchpoints Network meeting is held in conjunction with the EQ Initiative Statewide meeting, funding permitting.

Attendance Policy

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

Certificates

Touchpoints certificates are currently issued at the local level.

Data Collection and Evaluation

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

Individual Level Training (ILT) Content & Format

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

EQ Initiative Contact Information

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Email: koehn_j@cde.state.co.us

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STATE OF COLORADO



Colorado Department of Human Services
people who help people



CHILDREN, YOUTH AND FAMILIES

DIVISION OF CHILD CARE
Rosemarie Allen, Director
1575 Sherman Street, 1st Floor
Denver, Colorado 80203-1714
Phone: 303-866-5958
www.colorado.gov/cdhs/childcare

John W. Hickenlooper
Governor

Reggie Bicha
Executive Director

MEMORANDUM

TO: Interested Persons
FROM: Rosemarie Allen, Director
Division of Child Care 
DATE: April 25, 2011
SUBJECT: INFANT/TODDLER DEPARTMENT-APPROVED COURSE OF TRAINING

The Expanding Quality in Infant Toddler Care (EQIT) 48-hour course of training is a Department of Human Services approved training developed by a team of early childhood professionals under a Division of Child Care contract with the Colorado Department of Education.

- (1) The purpose of this training, which will be replicated at the local level, is to increase the availability and quality of providers who meet infant/toddler regulatory training requirements. Provider experience requirements must be met as specified in the regulations.
- (2) Individuals completing the full 48-clock-hour EQIT course of training conducted by the Colorado Department of Education (CDE) and who obtain documentation of completion of this full course of training from the CDE will be considered to have met the infant/toddler portion of training requirements in accordance with Division of Child Care rules regulating child care centers and family home licenses as follows:
 - Director qualifications for large child care centers 7.702.52 A (1) and B (1);
 - Qualifications for Early Childhood Teachers (7.07.54);
 - Family child care homes with 3 children under the age of 2 years (7.707.22 C);
 - The infant/toddler home (7.707.2 D);
 - Experienced family child care homes (7.707.22 F); and
 - Temporary flexibility options for family child care licenses (7.07.22 G).

INFANT/TODDLER DEPARTMENT-APPROVED COURSE OF TRAINING

Page 2

- (3) Only those individuals who complete the full 70-clock hour Expanding Quality in Infant Toddler Care Training of Trainers course are approved by the Colorado Department of Human Services, Division of Child Care, as instructors for this course of training. These Department-approved trainers are trained by the Colorado Department of Education and expected to provide a full replication of the CDHS Department-approved course of training that consists of a minimum of 48 clock hours of training at the local level.
- (4) Recipients of the full replication of the department approved course of training consisting of a minimum of 48 clock hours at the local level will be considered to have met the education requirements specified in (2) above.
- (5) Individuals who completed the full replication of the department approved course of training consisting of a minimum of 45 clock hours of training at the local level prior to October 17, 2005 will be considered to have met the education requirements specified in (2) above.
- (6) Individuals who completed the full 45 clock hour Expanding Quality in Infant Toddler Care Training of Trainers course prior to December 31, 2004 and who have completed the Expanding Quality in Infant Toddler Care Training of Trainers Curriculum Refresher course will be considered to have met the Department-approved trainer eligibility requirements in (3) above.
- (7) This letter and a copy of the documentation verifying completion of the full course of training from the Department of Education must be maintained by the licensed facility for each staff member intending to meet Department licensing requirements for education through this course of training. Individuals are expected to (a) provide a copy of the original documentation of training to the licensed facility and (b) keep the original documentation of training in their personal files for future use. The original document will include original signatures, a raised imprint seal of the Colorado Department of Education and will contain verifiable document numbers.
- (8) Partial completion of the Department-approved course of training will not meet the training requirements for a Department-approved course of training.

Cc: Leslie Bulicz, Division of Child Care
Jo Koehn, Colorado Department of Education
David Collins, Division of Child Care
Marlena Lewis, Division of Child Care
Licensing Supervisors/Specialists, Division of Child Care

EQ Initiative Logo Policy & Agreement

The purpose of this policy is to provide guidance on permissible use of the EQ Initiative logo. Any individual, organization, or group requesting to use the EQ Initiative logo must agree to the permission guidelines listed below and return a signed copy of this agreement along with a brief description of the intended use of the logo to the EQ Initiative office. Written approval will be sent via email and must be obtained before using the EQ Initiative logo. Additionally, a copy of any materials utilizing the EQ logo must be sent to: Sondra Ranum 201 E. Colfax #210, Denver CO 80203 or scanned and emailed to Sondra at ranum_s@cde.state.co.us

Guidelines for using the EQ Initiative logo

1. The EQ Initiative logo must appear by itself and not be part of another graphic or textual element.
2. The appearance, proportions, color or elements of the logo must not be animated or distorted.
3. The use and position of the EQ Initiative logo should not imply endorsement, sponsorship or affiliation of the page content unless it is specifically for EQ-funded activities or written permission has been granted.
4. Use of the EQ Initiative logo must not be disparaging or defamatory to, nor present false or misleading information about the EQ Initiative or CDE. Use must not violate intellectual property rights or any state or federal laws.
5. The logo should never be altered nor additional elements added to it. For example:
 - Do not stretch or thicken the letter weight or font, or use other fonts with the logo.
 - Do not add elements to the logo such as graphics, other art or any kind of artistic, decorative or symbolic accents. (This includes adding color or taglines to the logo.)
6. The logo CANNOT be used on any of the following:
 - Event T-shirts, flyers or advertising that would not reflect well with the EQ Initiative mission and vision.
 - Non-sponsored EQ Initiative communications.
 - For use in political campaign or ballot issues.

Please describe how you intend to use the EQ Initiative logo:

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Please sign and fax this form to Sondra at 303-866-6370

Signature

Date

EQ Initiative Approval Signature

Date

Expanding Quality in Infant Toddler Care Initiative Local 48 Hour EQIT Course Materials Request FY 2012 – 2013

Community Name: _____ Date Materials Needed: _____
Submit request at least 2 weeks prior to training.

Requestor: _____ Email: _____

Address (City, Zip): _____

Current materials request is for _____ of _____ number of course(s) scheduled for 2012-2013.

Required Attachments: (1) Copy of your course schedule that includes dates and times, as well as a copy of any flyers or information materials you are distributing. (2) List of number of courses scheduled for 2012-2013 that includes approx. date range of training(s), instructors, and expected number of participants you will enroll. Please use table on Page 2—you will need to submit this table only once unless you update it.

EQIT Course Resource	Indicate Below Total of Each Needed	
	ENGLISH	SPANISH
EQIT course handout packets		
Relate Reflections handouts		
Building Your Baby's Brain: A Parent's Guide to the 1st 5 Years (Module 1)		
Supplement (used to be Stepping Stones) to Using Caring for Our Children (Modules 5 & 6)		
Colored Flags (Modules 5 & 6)		

EQ Coaching Visit Forms: (Forms on NCR paper to be used in every coaching visit. 1 copy to be given to teacher, 1 to be retained by the coach.

Modules 2 thru 9	Total Needed	Modules 10 thru 15	Total Needed:
EQ Coaching Visit Forms-Module 2		EQ Coaching Visit Forms-Module 10	
EQ Coaching Visit Forms-Module 3		EQ Coaching Visit Forms-Module 11	
EQ Coaching Visit Forms-Module 4		EQ Coaching Visit Forms-Module 12	
EQ Coaching Visit Forms-Module 5/6		EQ Coaching Visit Forms-Module 13	
EQ Coaching Visit Forms-Module 7		EQ Coaching Visit Forms-Module 14	
EQ Coaching Visit Forms-Module 8		EQ Coaching Visit Forms-Module 15	
EQ Coaching Visit Forms-Module 9			

EQ RELATE Coaching Journals: For coaching participants who are receiving **3 or more** coaching visits.

Total Needed: _____

EQ Coaching Logs: For tracking coaching visits, mileage, etc. Not an EQIT requirement but available for use as desired.

Total Needed: _____

**Expanding Quality in Infant Toddler Care Initiative
Local 48 Hour EQIT Course Materials Request
FY 2012 – 2013**

Community Name:

Date:

In an effort to better track EQIT materials orders, please complete the following for each of the EQIT courses you will conduct in FY 12-13. If you know the approximate number of materials you will need for your EQIT classes, please order all of your materials at once. You may order additional materials if necessary. Please order in advance of your classes and allow approximately 2 weeks for delivery of materials.

Number of courses scheduled for 2012-2013: <input type="text"/>			
Course #	Approximate Date Range (i.e.: 9/10/12 – 12/14/12)	Instructors	Expected Number of Participants You Will Enroll
EQIT Course #1			
EQIT Course #2			
EQIT Course #3			
EQIT Course #4			
EQIT Course #5			
EQIT Course #6			
EQIT Course #7			
EQIT Course #8			
EQIT Course #9			
EQIT Course #10			

**Expanding Quality in Infant Toddler Care Initiative
EQIT Certificate Request Form**

EC Council/Community Name:	
EQIT Course Code:	If the class was taught in Spanish, please 'x' here:
Name and phone number of requestor: (in case we need to reach you)	
Date you want on the documents (usually date of last class):	
Total number of individuals receiving documents of completion for this course:	
Name and address where all documents and materials are to be sent for local signature:	

All individuals who successfully complete the full 48-hour Expanding Quality in Infant Toddler Care (EQIT) course are eligible for a state-issued EQIT certificate. EQIT instructors are responsible for verifying that individuals know and understand the material presented throughout the training. Members of the local EQIT teaching team should discuss, and agree on, the list of EQIT completers prior to submitting a request for certificates. The EC Council Coordinator or designated EQIT Course Contact will then go into the Omni system and indicate which individuals should receive an EQIT Certificate of Completion AND submit this form to the EQ Initiative.

When we receive the EQIT Certificate Request, we will then print, sign, and emboss the certificates for the individuals who have successfully completed the EQIT course. We will mail the certificates to the address indicated above for local signatures and you will then be able to distribute them to course completers. If you prefer to come to our office to pick up your certificates, please let us know when you submit your request.

Please note: We will not be able to process your request until all EQIT participant information has been entered into the Omni system. Do not submit this request form until you have entered all required information and completed the information above.

Successful EQIT course completers should keep a copy of their EQIT certificate and the accompanying letter in their files or at their place of employment. Only official EQIT certificates, embossed with the CDE state seal will be accepted by CDHS Licensing personnel. Please note that all EQIT certificates are numbered and we maintain a complete database of all individuals who have been issued EQIT certificates. Neither local EC Councils nor the EQ Initiative may issue any documentation or certificates for partial course completion.

Please email this form to Juanita at Kirkpatrick_j@cde.state.co.us and cc Jo Koehn at koehn_j@cde.state.co.us If necessary, you may also fax the form to 303-866-6662. Please allow a minimum of 10 days for processing. Please email or call Jo at 303-866-6706 or Juanita at 303-866-6629 if you have any questions or concerns.



Expanding Quality in Infant Toddler Care Initiative Duplicate Certificate Request Form

Individuals who have lost or misplaced their original EQ training certificate may request verification of their training. If documentation of completion of the EQIT course of training is required, a duplicate certificate will be issued with state level signature and a “duplicate certificate” stamp. All duplicate certificates will bear the CDE embossed seal to guard against fraud. The EQIT certificate will be sent directly to the individual who completed the course. If individuals require documentation of a Touchpoints, Ounce Scale TOT, or statewide EQ training is required, a letter stating that they completed the training will be sent unless there are unusual circumstances that require a certificate.

If you require a duplicate certificate or documentation of EQ-sponsored training, please complete the form below and email it to Juanita Kirkpatrick at kirkpatrick.j@cde.state.co.us. You may contact us by phone or email with any questions or concerns regarding duplicate certificate requests. Juanita’s phone number is 303-866-6629. Jo Koehn, EQ Initiative Program Director, may be reached via email at koehn.j@cde.state.co.us or by phone at 303-866-6706. We will respond to your request within 10 business days. Thank you.

Date of Request:

Certificate type: EQIT Ounce Scale Touchpoints

Name on the original certificate:

Name of Early Childhood Council who conducted training:

Location and Date of Original Class:

Reason for Duplicate Request:

CONTACT INFORMATION: Please include complete information or we will not be able to process your request.

Phone Number:

Email:

Complete address (including city, state, zip code) where EQIT certificate should be sent:

**Expanding Quality in Infant Toddler Care Initiative
EQIT 48-Hour Course of Training**

Request for Curriculum Change or Substitution

Community Name:

Individual Requesting the Change:

Is the EC Council EQ contact aware of this request? Yes ____ No ____

Module Name: module

Activity and Page Number:

Describe the change requested:

Identify the reason for the change/substitution:

Please document how the requested change/substitution will meet the original goals of this activity and/or module (use additional sheets if necessary):

Change approved? Yes _____ No _____

Are there any modifications or restrictions for the change?

If change request is denied, reason(s) for the denial:

**Expanding Quality in Infant Toddler Care Initiative
EQIT 48-Hour Course of Training**

Request to Provide Additional Resources

Community Name:

Individual Requesting the Change:

Is the EC Council EQ contact aware of this request? Yes ____ No ____

Module Name:

Title and Author of the Resource:

Publication information (year, publisher, copyright, etc)

Identify the reason for providing this resource:

Please describe how this resource aligns with the learning goals of the EQIT Curriculum:

Change approved? Yes _____ No _____

Are there any modifications or restrictions for the resource?

If resource request is denied, reason(s) for the denial:

Online Reporting Tool: Useful Tips for Making the Most of Your EQ Initiative Pages

The EQ Initiative course pages operate a little differently than the rest of the quarterly reporting tool – primarily because they are *not just for quarterly use!*

Here are some handy tips to improve the benefit you get from the EQ Initiative course pages:

1. The EQ Initiative course pages are not just a monitoring tool for the State. Instead, they also function as your own personal database for tracking courses and students! Use it daily, weekly – or at least whenever you start and end a class, whenever you do coaching, and whenever you need to make changes to a student record.
2. The EQ Initiative course pages are ALWAYS open for use and are fully functional when you enter through whichever quarter is currently open. So, if you've submitted the first and second quarter reports already, enter the EQ pages through the open third quarter report. You'll be able to access all current ***and previous*** courses and students this way.
3. You have the ability to print and download your EQIT, Ounce, and/or Touchpoints course and student data. Use the print button at the bottom of the course page and select the download format that works best for you (e.g., PDF, Excel, Word).
4. We will be making more improvements to the Excel download functionality to make the data even easier to analyze, if you so desire.
5. The online course pages capture all the information you have previously submitted to the State in hard copy. This means you have less to submit when it comes time to request EQ certificates! Now, you will only have to do the following to request certificates:
 - On each student page, make sure you have filled in ***all*** the requested information and answered the question "Course Completed?" Check "yes" and fill in the completion date if the student has successfully completed the course. Check "no" if the student did not complete the course and fill in the reason why. If the student later completes, you will be able to go back in and request a certificate for them at that time.
 - Send an email to Juanita Kirkpatrick (kirkpatrick_j@cde.state.co.us) and copy Jo Koehn (koehn_j@cde.state.co.us) to let them know you are ready to request certificates. This email should include the new, simplified certificate request form as an attachment.



EXPANDING QUALITY IN INFANT TODDLER CARE GUIDELINES FOR EQIT INSTRUCTORS AND TEAMS

Communities who are developing new EQIT teams, or adding individuals to existing teams, should carefully consider the following information, guidelines and requirements for new EQIT Instructors. If you have any questions about the following, or have difficulty identifying appropriate individuals in your community for EQIT participation, please contact Jo Koehn at 303-866-6706.

EQIT teams are comprised of at least 2 individuals with two team members required to be present throughout the EQIT training. The size of the EQIT team will be dependent upon several factors, including who is identified as an appropriate teacher of the EQIT curriculum, individual availability for teaching and coaching, and team dynamics. Many communities have found that having a minimum of 3 individuals on a team maximizes effectiveness for both teaching and coaching responsibilities.

Most EQIT Instructors teach portions of the 48-hour course and also conduct the required coaching for participants. Please note that to accommodate the availability of child care providers most EQIT trainings take place during evening or weekend hours and EQIT RELATE coaching must be conducted during working hours. It's important to consider the time availability of individual team members as EQIT teams develop, grow, and change. Additional training is required prior to coaching EQIT course participants.

The EQIT 48-hour course and EQIT RELATE coaching provide unique opportunities for learning and growth for infant toddler caregivers. Both of these activities are relationship based and interactive. As such, they require unique knowledge, skills and dispositions for the EQIT Instructors. Communities are encouraged to seek individuals who possess the following attributes necessary for conducting the EQIT course:

- Ability to establish healthy relationships with adults and young children
- Ability to work well with fellow team members
- Respectful of diverse viewpoints and experiences of EQIT course participants
- Ability to teach through active learning and discussions
- Strengths-based approach to working with adults
- Ability to organize materials necessary for teaching activities
- Willingness to replicate the EQIT Curriculum and utilize the EQIT RELATE Coaching model
- Strong commitment to increasing the quality of infant toddler care in their local communities
- Interest in growing professionally and connecting with others in the statewide EQIT Infant Toddler Network through attendance at the EQIT Training of Trainers, the EQIT Relate Coaching Seminar, and other EQ Initiative meetings and professional development opportunities

In addition to the above dispositions, EQIT Instructors should possess the following knowledge, skills, and experiences:

Minimum Qualifications for All Incoming EQIT Instructors	Preferred Qualifications for EQIT Instructors (in addition to minimum qualifications)	EQIT Team Qualifications (at least 1 EQIT team member should have the following)
Two years' experience working directly with infants and toddlers	Two years' experience working with infants and toddlers in group care setting	Ideally, at least one team member will have experience as an Infant Nursery Supervisor and at least one will have experience as a family child care provider
Experience in working with families of infants and toddlers	Strong experience in meeting the needs of diverse families of infants and toddlers	Experience in working with families in a variety of settings
Completion of the local EQIT 48-hour course	Completion of ECP 111 and 112, or similar infant toddler course with strong knowledge of infant toddler development	Specialized, advanced training in working with infants and toddlers and/or successful completion of the EQ Initiative Advanced Infancy Certification
Experience in teaching, coaching, and/or supervising adults	Working knowledge of adult learning principles and reflects on their use in own teaching and/or coaching on Early Childhood content	Significant experience in teaching and coaching adults, effectively implementing principles of adult learning
Qualified as an Intermediate Level Qualistar/COPD trainer (or must obtain within 6 months)	Bachelors degree in early childhood education, child development, or a related field	Qualified as an Advanced Level Qualistar/COPD trainer
Knowledge of local community programs and resources for infants and toddlers	Knowledge of, and experience with, local and/or statewide infant toddler educational programs, trainings, initiatives	Experience and skills in creating effective connections with state and local infant toddler programs and professionals with ability to share strategies with others
Understanding of the importance of relationship-based care and the benefits of primary care and continuity of care	Experience with implementing principles of primary care and/or continuity of care for infants and toddlers	Working knowledge of the benefits and challenges of primary care and continuity of care with ability to support providers in implementation

EQIT Training of Trainers Information:

All new EQIT instructors must be available to attend the full 70-hour EQIT Training of Trainers course. This includes a willingness to participate in online discussions following each training intensive and complete 3 Reflection papers. In addition, EQIT instructors must complete the EQIT RELATE Coaching Seminar OR obtain a waiver prior to conducting any coaching activities. We highly recommend that ALL EQIT instructors complete the EQIT RELATE Coaching Seminar. New EQIT instructors must obtain approval as a Qualistar/COPD intermediate level trainer within 6 months. Please note that the EQ Initiative will conduct an Adult Learning Seminar prior to this date to facilitate the Qualistar/COPD trainer approval process.

The Expanding Quality in Infant Toddler Care Initiative will provide lodging, breakfast, lunch, and at least 2 dinners during the EQIT Training of Trainers. Travel expenses for those from outside the metro Denver area will also be covered. The EQIT Instructor's Curriculum and materials necessary to replicate the training will be provided. In addition, the EQ Initiative will provide a supplemental resource library for use by new local EQIT teams.

There is no charge to communities or new EQIT instructors to attend the EQIT Training of Trainers or any EQ Initiative-sponsored training. However, please know that the EQ Initiative, along with CDE and CDHS, is making a significant investment in those who are being trained. Please choose the individuals who will represent your community, making the commitment to active and ongoing participation in local and statewide EQ trainings and activities, wisely. At a minimum, new EQIT training team members should be required to teach the EQIT course and provide EQIT RELATE coaching for one year following their attendance at the EQIT Training of Trainers.

More information regarding the EQIT Training of Trainers and EQ RELATE Coaching Seminars and registration forms will be available soon. In the meantime, if you have any questions regarding EQ qualifications or trainings, please do not hesitate to contact Jo Koehn, EQ Initiatives Director, via phone at 303-866-6706 or email at koehn_j@cde.state.co.us



EXPANDING QUALITY IN INFANT TODDLER CARE INITIATIVE

COLORADO DEPARTMENT OF EDUCATION
DENVER, COLORADO 80203

May 2010

To: EQIT Teaching Teams and EC Council Coordinators

From: Jo Koehn, EQ Initiative

Re: EQIT Course Registration Priorities

The recent changes to Child Care Licensing Rules and Regulations have greatly increased the interest and enrollment in the Expanding Quality in Infant Toddler Care 48- hour course of training (EQIT). This has created capacity issues in some Early Childhood Councils and has also created some challenges in access to the EQIT course for Infant Toddler Teachers.

The primary intent of the EQIT course of training is to increase quality for infants and toddlers in group care settings and to partially meet the education requirements for professionals working with infants and toddlers. We believe that all individuals working with young children would benefit from a solid understanding of infant toddler development and their specific needs in group care. Unfortunately, at this time we do not have the statewide capacity to meet the needs of all professionals who might be interested in enrolling in their local EQIT course. Because of this challenge, EQIT Teams and EC Council Coordinators, and EC Council Professional Development Coordinators must prioritize the following two groups for enrollment in the EQIT course:

1. Individuals working directly with infants and toddlers in group care settings, including both child care centers and family child care homes
2. Child Care Center Directors who have responsibility for infants and toddlers (young children to age 3) in their settings

We encourage EQIT Teams and EC Councils to communicate this information to all interested parties, including current and future EQIT enrollees, and to establish clear registration deadlines.

We understand that the increased demand for the EQIT course has been difficult for some as you strive to meet your community's need and maintain high quality in your courses. Please know how much we appreciate all your efforts in support of infants, toddlers, their families, and the professionals who serve them.

Please let me know if you have any further questions or concerns. I can be reached via email at koehn_j@cde.state.co.us or by phone at 303-866-6706.

Thanks so much,

Jo Koehn
Expanding Quality in Infant Toddler Care Initiative