



Early Start Institute

2017 – 2018

COURSE CATALOGUE

*Early
intervention
professional
development is
more accessible
and interactive
than ever before.*



A comprehensive system of evidence-based and up-to-date content designed to build professional capacity and support the work of securing improved outcomes for children with developmental disabilities or delays and their families.



2017 – 2018 Early Start Institute CATALOGUE

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EARLY START INSTITUTE 2017 – 2018 Offerings

Refresh and expand your skills

Refresh and expand the early intervention knowledge and skills you need to serve children and families in Early Start!

The Early Start Institute offers interactive, facilitated learning both online and in-person to provide the foundational knowledge and basic skills early intervention personnel need to build their own capacity to improve outcomes for children and families in Early Start.

The Department of Developmental Services, the California Department of Education, and the WestEd Center for Prevention & Early Intervention are pleased to offer this Comprehensive System of Personnel Development. The Institute employs multi-modal delivery methods across multiple learning environments to deliver content and achieve learning outcomes that are grounded in the comprehensive, evidence-based core curriculum for which Early Start personnel development is known.

“The class helped me better understand the Early Start system and how to help families access the diverse services available to them.”

Multiple Options for Training Early Start Personnel

All training activities use multiple media delivered through a flexible learning management environment.

Online courses feature interactive, facilitated learning through slide presentations narrated by field personnel, video clips of real families and interventionists, individual learning activities, online



group interactions, assignments that generate discussion and deepen learning, and ongoing monitoring by parent-professional facilitator teams. To maintain the very popular and effective “high touch” characteristics of the original Early Start Online courses and ensure effective facilitation, each course is facilitated by at least two parent-professional partners. Each partner facilitates a cohort of up to 40 participants. Facilitators are parents, family resource center staff, vendors, regional center managers and early intervention education professionals. They review lesson assignments, support understanding of course content, and facilitate interaction with peers via topical discussion forums related to each lesson. Participants and facilitators share and discuss strategies and resources through the discussion forums.

In-person training events support guided practice and exploration through interactive presentations, facilitated discussion and activities, and personal planning for translating research into practice. Participants process, practice, and problem-solve, supported by expert field professionals and parent partners.

All Institute training activities are developed in collaboration with Early Start field practitioners, managers, and family members. Sessions offer content, tools and strategies that help Early Start service providers, service coordinators, managers, supervisors, and family support personnel integrate their knowledge and skills into real work activities.



Early Start Institute has three strands of concentration: Foundations, Skill Base, and Effective Practice.

- **FOUNDATIONS:** Three online Foundations courses and one hybrid online/in-person Foundations Practicum provide content on critical Early Start requirements, procedures and practices. (Participants must complete all three online Foundations courses before attending the Foundations Practicum. Foundations courses can be taken in any order and/or concurrently.)
- **SKILL BASE:** This series of online courses provides content on supporting development within specific developmental domains for children with identified disability conditions. The series currently has four courses and one new course in development.
- **EFFECTIVE PRACTICE** includes live trainings, online courses and webinars on special, possibly one-time topics, conducted as needed to offer timely communication to the field on issues critical to Early Start implementation. Webinars are conducted in real time and archived for later access. Effective Practice training activities may address advanced-level knowledge and skills through face-to-face facilitated training. One specific Effective Practice training is offered annually: the Early Start Partners Symposium.

There's more...

In this catalogue you will find the 2017 – 2018 Early Start Institute training schedule, details about the online delivery method for the web-based courses, dates for the Early Start Practicum and Partners Symposium, and details on training content. You will also find a list of frequently asked questions.



A limited number of scholarships is available for participation in in-person Early Start training activities. See the Early Start Attendance Scholarships section of this catalogue for details.

Continuing education credit is also available for most training activities. Check the Earn Continuing Education Credit section of this catalogue for more information.

Browse through the 2017 – 2018 Early Start Institute catalogue to discover what offerings recharge and expand your professional skills! Current information on course content, registration, and CEUs is also available at www.ceitan-earlystart.org and on the Early Start Neighborhood (www.earlystartneighborhood.org) website.





2017 – 2018 Training Schedule

More Sessions...New Content... More Opportunities for Professional Development

In 2017 – 2018, three online sessions — Fall, Winter, and Spring — offer frequent opportunities for enrollment.

Fall 2017 Session: September 11 – November 17

Winter 2018 Session: January 8 – March 16

Spring 2018 Session: April 2 – June 8

Two in-person training events are scheduled as well, with additional training activities to be announced.



FALL 2017

Foundations: Understanding Systems, Processes, and Practices

Foundations: Working Through the IFSP Process

Skill Base: Facilitating Social and Emotional Development (SB: SE)

Skill Base: Facilitating Communication Development (SB: Comm)

WINTER 2018

Foundations: Working Through the IFSP Process

Foundations: Partnering for Effective Service Delivery

Skill Base: Facilitating Sensory Processing Development (SB: SP)

Skill Base: Facilitating Cognitive Development (SB: Cog)

Foundations Practicum (February 27–28, Sacramento)

SPRING 2018

Foundations: Understanding Systems, Processes, and Practices

Foundations: Partnering for Effective Service Delivery

Skill Base: Facilitating Social and Emotional Development (SB: SE)

Skill Base: Facilitating Adaptive Development (SB: AD) **NEW**

Early Start Partners Symposium (April 26–27, San Jose)

Early Start Foundations



The complete **FOUNDATIONS SERIES** includes three online courses and the hybrid-delivery Foundations Practicum. The courses provide the foundation of Early Start requirements, procedures, and practices.

Online Foundations courses may be taken in any order or concurrently; there are no prerequisites for participation. However, participants must successfully complete all three online Foundations courses before attending the Foundations Practicum.

Requirements for completion are described in the course syllabi available on the [Early Start website](#) and in the [Early Start Neighborhood](#).

Foundations: Understanding Systems, Processes, and Practices (Fall 2017; Spring 2018)

Weeks 1-2: Family Systems

- Family systems theory
- Family characteristics and roles
- Family interactions and supports
- Impact of stressors and protective factors on family functioning
- Family support resources

Weeks 3-4: Early Start System

- Federal statute and regulations
- California statute and regulations
- State and federal system components and partners
- Performance plan and annual performance report
- Eligibility: developmental delay, established risk
- Procedural safeguards: parents' rights, mediation, due process, complaints

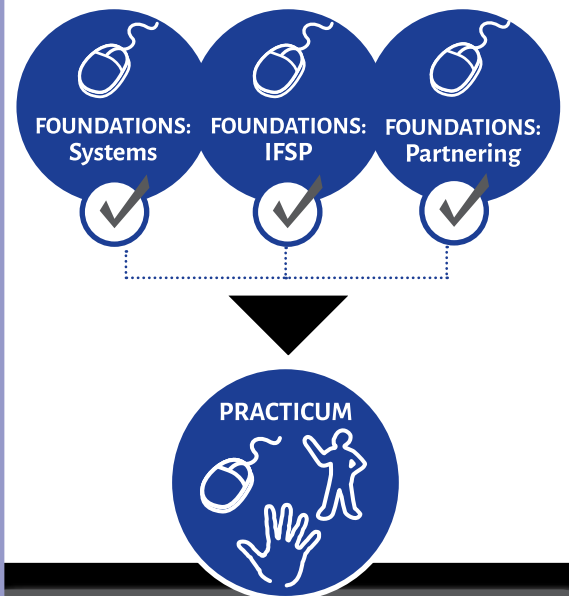
Weeks 5-6: Making Decisions Using Evidence-Based Practice

- What is evidence-based practice?
- Process for evidence-based decision-making
- PICO: Defining a research question
- Research resources
- Relevance, validity and reliability

Weeks 7-8: The Individualized Family Service Plan Process

- Definitions
- Phases and timelines
- Family concerns, priorities and resources
- Transition at age 3

The Early Start Foundations Series



Three web-based prerequisites, taken in your choice of order, build your foundational knowledge and skills. Then, integrate your experience through practical application in Foundations Practicum.

Weeks 9-10: Supporting Families Using Coaching and Other Help-Giving Practices

- The impact of help-giving practices on family functioning and early intervention effectiveness
- Types of help-giving supports and services
- Principles of partnership
- Steps of coaching: Initiation, observation, action, reflection, feedback

Foundations: Working Through the IFSP Process (Fall 2017; Winter 2018)**Weeks 1-2: Child Development**

- Early brain development
- Developmental domains and stages
- Developmental differences and delays
- Levels of intervention
- Risks and protective factors

Weeks 3-4: Screening, Evaluation, and Assessment

- Assessment team members
- Definitions: screening, evaluation, assessment
- Components of a comprehensive assessment
- Family assessment
- Assessment tools
- Communicating about assessment results

Weeks 5-6: Creating Functional Outcomes

- What is an outcome?
- Child and family outcomes
- Required outcome components
- Functional outcomes
- SMART outcome statements

Weeks 7-8: Natural Environments for Families

- Natural environments: everyday routines, relationships, activities, places and partnerships
- Requirements and principles
- Benefits of providing services in natural environments of children and families
- Justifications

Weeks 9-10: Selecting and Developing Interventions

- Factors to consider in selecting and developing interventions
- Integrating assessment results to determine services
- Service approaches: relationship-based, play-based, natural learning opportunities
- Providing services through coaching

“I feel that I am a more knowledgeable provider after taking this course.”

Foundations: Partnering for Effective Service Delivery (Winter 2018; Spring 2018)**Weeks 1-2: Working with Diverse Families**

- Legal requirements
- Diversity: cultural competence, awareness, reflection and impact
- Learning about the family: values, characteristics, traditions
- Strategies to promote successful cross-cultural interactions
- Services and supports

Weeks 3-4: Relationship-Based Early Intervention

- Relationships: parent/child, parent/professional, family/professional, professional/professional
- Key concepts
- The importance of the parallel process
- Strategies: supporting by being with, not doing for
- The Mutual Competence Model

Weeks 5-6: Quality Assurance in Early Intervention

- Early Start quality assurance terms
- The State Performance Plan (SPP) and the Annual Performance Report (APR)
- The importance of data in quality assurance
- High quality data
- Federal and state reporting requirements, systems and outcomes

Weeks 7-8: Transition Planning

- Options for transition at age 3
- Supporting families throughout the transition process
- Transitions timeline and activities
- Required documentation and meetings

Weeks 9-10: Collaboration with the Early Start Team and Community Resources

- IFSP team members
- Types of teams: multidisciplinary, interdisciplinary, transdisciplinary
- Core provider model for Early Start
- Interagency agreements and collaboration
- Working with other community partners

Foundations Practicum (February 27–28, Sacramento)

The Foundations Practicum is an onsite, in-person dynamic learning event in which facilitators guide participants as they apply concepts and engage creatively in the subject matter. The Practicum extends the learning and focuses on the needs of staff who have completed the three online Foundations courses. Using a hybrid-delivery approach that blends web-based and onsite activities, the Practicum supports new, experienced, and aspiring Early Start service coordinators (in regional centers and local education agencies), service providers, supervisors, managers, and family resource center staff to synthesize knowledge and practice skills introduced in the three Foundations courses. More detail is available on the [Early Start website](#) and in the [Early Start Neighborhood](#). *(Registration is open only to individuals who have completed the three online courses in the Foundations series.)*

This year, the Foundations Practicum will be held at:

WestEd
Sacramento, CA

Hotel information and a link to registration will be posted when available.

Prerequisites:

Completion of all three Foundations Online courses:

- Foundations: Understanding Systems, Processes and Practices
- Foundations: Working Through the IFSP Process
- Foundations: Partnering for Effective Service Delivery

Early Start Skill Base



The SKILL BASE courses provide content to help Early Start providers support development within specific developmental domains and for children with specific disability conditions.

Skill Base: Facilitating Social and Emotional Development (Fall 2017; Spring 2018)

Weeks 1-2: Social and Emotional Developmental Milestones

- Components of social and emotional development: attachment, temperament, emotion, regulation, relationships
- Typical stages and milestones of social and emotional development
- The centrality of relationships

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Risk factors for social and emotional disabilities
- Red flags and reasons for concern
- Common disorders, including autism spectrum, attachment, adjustment and affective disorders
- Impact of specific disabilities on social and emotional development

Weeks 5-6: Essentials of Assessment of Social and Emotional Development

- Tools and practices to assess social and emotional development
- Observation and interview: the child, the parent, the parent/child relationship
- Relationship-based assessment
- Family-centered reports

Weeks 7-8: Outcomes, Services and Coordination

- Functional and relationship-based child and family outcomes
- Resource options for promotion level services
- Resource options for preventive intervention
- Resource options for treatment

“I am more aware of my interactions with my families. I am able to put myself in their shoes, so to speak.”

Weeks 9-10: Intervention Strategies to Work with Children and Their Families

- Coaching and the OWL (Observe, Wonder, Listen) strategy
- Child-parent interventions: developmental approaches (DIR, RDI, RT)
- Child interventions: applied behavior analysis, naturalistic behavioral approaches, functional behavior assessment
- Environmental interventions: assistive technology, adaptations and modifications
- Integrating intervention into typical routines

EARLY START ONLINE NOW OFFERS Skill Base: Facilitating Social and Emotional Development as an *open access course*. This option has been made available to support the State Systemic Improvement Plan by offering flexible and self-paced access to timely content on evidence-based practices to support social and emotional development of infants and toddlers receiving Early Start services.



The open access course features the same essential content as the traditional Early Start Online course, without assignments, discussion forums, facilitation or monitoring. Individuals may register at any time and proceed through the course at their own pace. Early Start Online Help staff will be available to assist with technical issues. It takes approximately 45 minutes to complete each lesson and approximately 4 hours to complete the entire course. Participants who complete the open access version of the course (view all course content, complete pre- and post- course quizzes, and submit course feedback) may download a verification of 3.5 professional development hours. The open access course is not eligible for an Early Start Online Certificate of Completion and is not approved for CEUs.

To register for the open access course:

- *If you have previously registered for an Early Start Online course, whether you completed it or not, go to the [Early Start Online](#) home page and click on the button under the heading *Open Access Courses*. Here you will be able to self-register under your current Early Start Online profile.*
- *If you have not previously registered for an Early Start Online course and need to create a profile, go to [Early Start Online Open Access Course Registration](#) to set up a profile and register for the course.*

Skill Base: Facilitating Sensory Processing Skill Development (Winter 2018)

Weeks 1-2: Development of Sensory Processing Skills

- The seven sensory systems
- Motor performance: body awareness, discrimination, bilateral coordination and praxis
- Sensory regulation: arousal and self-regulation
- Sensorimotor milestones in the first three years

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Sensory processing disorder
- Red flags and reasons for concern within each sensory system and related to motor performance and praxis
- When to refer for evaluation of sensory processing development
- Impact of specific disabilities on sensory processing skill development

Weeks 5-6: Essentials of Assessment of Sensory Processing

- Personnel qualified to assess sensory processing development
- Review of relationship-based, authentic assessment
- Formal and informal tools and practices to assess sensory processing development
- Family-friendly reporting
- Interpretation of assessment results for service planning (IFSP)

Weeks 7-8: Outcomes, Services, and Coordination

- Determining functional and relationship-based child and family outcomes
- Writing complete, functional outcome statements to address sensory processing concerns
- Natural environment service options for activities that support sensory processing development

Weeks 9-10: Intervention Strategies to Work with Children and Their Families

- Promotion-level resources to support sensory development in all young children
- Prevention-level resources and strategies to support sensory processing development in young children at-risk for delays or disabilities
- Elements of intervention and treatment for sensory processing disorders
- Criteria for selecting personnel qualified to provide intervention services for sensory processing needs

Skill Base: Facilitating Communication Development (Fall 2017)

Weeks 1-2: Development of Communication Skills

- Define common terms in the area of communication development
- Define the essential components of a child's communication system
- Describe typical communication development in infants and toddlers

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Recognize behaviors and characteristics that indicate a need for assessment
- Describe the characteristics of the most frequently occurring communication disorders
- Describe the impact of specific developmental disabilities on communication

Weeks 5-6: Essentials of Assessment of Communication Development

- Identify multiple tools and practices to assess development and progress in the area of communication
- Restate findings of a communication evaluation or assessment report to a child's family
- Describe how communication assessment can be conducted using typical family routines and activities

Weeks 7-8: Outcomes, Services, and Coordination

- Identify a family's concerns, priorities, and resources for their child's communication development
- Identify possible functional, family-focused outcomes for a child with a communication disorder
- Explore service and support options based on the needs of the child and family

Weeks 9-10: Intervention Strategies to Work with Children and Their Families

- Describe relationship-based intervention strategies to support families in supporting the communication development of their young children
- Identify resources and strategies for promoting the communication development of young children
- Identify intervention strategies for integration into natural environments to address the communication disorders of young children

Skill Base: Facilitating Cognitive Development (Winter 2018)**Weeks 1-2: Development of Cognitive Skills**

- Define essential components of infant-toddler cognition
- Describe the scope and sequence of typical cognitive development in infants and toddlers
- Define common terms in the cognitive domain pertinent to infants and toddlers

Weeks 3-4: Red Flags, Common Disabilities, and Referrals

- Recognize behaviors and characteristics that indicate a need for assessment
- Identify the most frequently occurring disabilities that have cognitive delays or disabilities and primary characteristics
- Describe the challenges associated with referring a child for assessment based on red flags for cognitive delays or disabilities

Weeks 5-6: Essentials of Assessment of Cognitive Development

- Identify multiple tools and practices to assess development and progress in the cognitive domain
- Restate findings of a cognitive evaluation/assessment report(s) to a child's family
- Describe how cognitive assessment can be conducted using typical family routines and activities

Weeks 7-8: Outcomes, Services, and Coordination

- Identify a family's concerns, priorities, and resources for their child's cognitive development
- Identify possible functional, family-focused outcomes for a child with a cognitive disability
- Explore service and support options based on the needs of the child and family

Weeks 9-10: Intervention Strategies to Work with Children and Their Families

- Identify resources and strategies for promoting the cognitive development of young children
- Describe relationship-based intervention strategies to support families as they support the cognitive development of their young children with cognitive delays or disabilities
- Identify strategies for integrating developmentally appropriate intervention into natural environments to support the cognitive development of young children

Skill Base: Facilitating Adaptive Development (Spring 2018)

NEW

Course description coming soon!

Watch the Early Start Neighborhood (earlystartneighborhood.ning.com) and the Early Start website (ceitan-earlystart.org) for details.



Early Start Effective Practice



EFFECTIVE PRACTICE courses and workshops are training activities that support guided practice and exploration, facilitated interaction, and personal planning for early intervention service personnel. Activities may be face-to-face, online (such as a webinar), or a hybrid of face-to-face and online. As with all Early

Start training, content is developed with the input of field practitioners, managers, and family partners.

Early Start Partners Symposium (April 26–27, 2018, San Jose)

- This event is a comprehensive, face-to-face professional development and networking opportunity for the entire Early Start community. General and breakout sessions are intensive and interactive, utilizing facilitated training and discussion processes to deliver content that goes beyond foundational knowledge and strategies to address topics of critical interest to both new and seasoned Early Start personnel. Participants from multiple disciplines have the opportunity to access a higher level of research and practice, engage in cross-agency training, and take part in collegial discussions.

This year, the Early Start Partners Symposium will be held at:

Dolce Hayes Mansion
San Jose, CA

Room rates and reservation details will be posted after January 1.

Special Topics Training Activities

- Sessions offer timely content, innovative tools, and strategies appropriate for experienced Early Start service providers, service coordinators, managers, supervisors, and family support personnel. Activities might include live trainings and webinars, conducted as needed, to offer “just-in-time” communication to the field on issues critical to Early Start implementation. Special and critical topic webinars are conducted in real time and archived for later access.

“I’m better able to help parents navigate the Early Start system and to understand the importance of family participation.”

Early Start Attendance Scholarships

Early Start Attendance Scholarships were established to promote best practices in early intervention. Scholarships are available to encourage Early Start personnel to attend specially designed trainings to enhance their qualifications and competencies to provide quality services through California Early Start.

Scholarship funds are limited to available funding; therefore, apply early. *Scholarship application forms are embedded in Early Start Institute online registration forms*; there is no separate scholarship application process.

Eligible Applicants

- Regional center (RC) staff
- RC-vendored early intervention program staff
- Individual RC-vendored specialists who provide Early Start services
- Local education agency early intervention staff
- Service coordinators
- Early Start family resource center staff
- Early Head Start staff
- Head Start or other child development program personnel providing early intervention services during transition

Requirements

- Complete the Attendance Scholarship Application portion of the *Early Start Institute registration form* when registering, prior to the registration deadline.
- Complete and submit the Verification of Responsibility form, including the signature of the applicant's Administrator or Supervisor, prior to the Early Start training event. The Verification of Responsibility form will be emailed to applicants upon submission of the Attendance Scholarship Application. Instructions for submitting the signed Verification of Responsibility form are included on the form.
- Complete and submit the Verification of Attendance form upon completion of the training to prevent cancellation of the award. Verification of Attendance forms will be provided to scholarship applicants at the conclusion of the Early Start training event.
- Applicants or their agency of employment are responsible for paying all registration fees. **Scholarship funds are awarded as a reimbursement for training expenses.**

“The course gave me confidence while meeting and working with families.”

Award Limits

- Awards for one staff person within an agency may not exceed \$300 per Early Start event.
- Total agency awards per Early Start event may not exceed \$1200.
- Total agency awards per year may not exceed \$2400. (The fiscal year is from July 1 through June 30.)
- Scholarship funds are intended to supplement a portion of training costs. Agency of employment must be willing to administer and guarantee appropriate expenditure of funds, as indicated in the Verification of Responsibility form.

Eligible Expenses

Reimbursement of travel expenses is based on state-approved rates. Meals/per diem are not covered. Collaborative funding is strongly encouraged. Applicants should identify all available funding resources. Attendance Scholarship funds are intended to supplement costs related to:

- Travel and mileage
- Airport/train parking
- Lodging
- Registration

Funding Limitations and Exceptions

Scholarship awards are contingent upon the appropriation of funds by the Legislature via the Annual Budget Act and for as long as the funds are available.

“I have become better at writing functional and measurable goals.”

Earn Continuing Education Credit

Continuing education units (CEUs) are offered through California State University, Sacramento. In addition, the provider is approved by the California Board of Registered Nursing and the California Speech-Language Pathology and Audiology Board. WestEd Center for Prevention & Early Intervention (CPEI) is also approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for Early Start personnel.

Units and/or hours earned and rates may vary by course; refer to the details below. Granting of CEUs requires payment of CEU fees and completion of evaluations or forms as determined by the specific granting agencies.

Continuing Education Units for Courses Online

Continuing Education Units (CEUs) are offered through California State University, Sacramento for \$75 for 10 hours.

- Each online course completed earns 10 CEU hours. To obtain CEUs, participants must do the following:
 - Register for and complete a course;
 - Complete the Pre-Course Quiz;
 - View all lesson presentations in their entirety;
 - Complete all assignments by deadline;
 - Complete the Post-Course Quiz;
 - Complete the course feedback form; and
 - Download the course completion certificate;
 - Complete the Registration Agreement (after the course has ended); and
 - Submit fee of \$75 payable to WestEd.

The provider is approved by the California Association of Marriage and Family Therapists (CAMFT) for 10 contact hours per training day at \$10 per hour. WestEd CPEI's CAMFT continuing education provider number is 135222. WestEd CPEI maintains responsibility for Early Start Online courses and their content.

- Each online course completed earns 10 contact hours from the California Association of Marriage and Family Therapists. The total fee is \$100 per course.

The provider is approved by the California Board of Registered Nursing for 10 contact hours per training day at \$10 per hour.

- Each online course completed earns 10 contact hours from the California Board of Registered Nursing; the total fee is \$100 per course.

The provider is approved by the California Speech-Language Pathology and Audiology Board for 10 contact hours per training day at \$10 per hour.

- Each online course completed earns 6 contact hours from the California Speech-Language Pathology and Audiology Board. The total fee is \$60 per course.

Continuing Education Units for Foundations Practicum

Continuing education units (CEUs) are offered through California State University, Sacramento (CSUS) for \$100 for 26 hours (2.6 CEU). The blended online and in-person training of the Foundation Practicum earns 26 CEU hours.

The provider is approved by the California Association of Marriage and Family Therapists for 10 contact hours per training day at \$10 per hour. The online portion of the Foundations Practicum earns 6 contact hours from the California Association of Marriage and Family Therapists. Completion of the Early Start Institute Foundations Practicum in total earns 26 contact hours from the California Association of Marriage and Family Therapists. The total fee is \$260 per course.

The provider is approved by the California Board of Registered Nursing for 10 contact hours per training day at \$10 per hour. The online portion of the Foundations Practicum earns 6 contact hours of continuing education credit and the in-person portion of this Practicum earns 20 CEU hours of continuing education credit. Completion of the Early Start Institute Foundations Practicum earns 26 contact hours from the California Board of Registered Nursing; the total fee is \$260 per course.

The provider is approved by the California Speech-Language Pathology and Audiology Board for 10 contact hours per training day at \$10 per hour. The online portion of the Foundations Practicum earns 6 contact hours from the California Speech-Language Pathology and Audiology Board. Completion of the Early Start Institute Foundations Practicum in total earns 26 contact hours from the California Speech-Language Pathology and Audiology Board. The total fee is \$260 per course.

If you are interested in receiving CEUs, please indicate this on your registration form and WestEd CPEI staff will contact you with follow-up application information.

Continuing Education Units for Early Start Partners Symposium

The provider is approved by the California Association of Marriage and Family Therapists for 10 contact hours per training day at \$10 per hour. Completion of the Early Start Partners Symposium earns 20 contact hours from the California Association of Marriage and Family Therapists. The total fee is \$200 per symposium.

The provider is approved by the California Board of Registered Nursing for 10 contact hours per training day at \$10 per hour. Completion of the Early Start Partners Symposium earns 20 contact hours from the California Board of Registered Nursing. The total fee is \$200 per symposium.

The provider is approved by the California Speech-Language Pathology and Audiology Board for 10 contact hours per training day at \$10 per hour. Completion of the Early Start Partners Symposium earns 20 contact hours from the California Speech-Language Pathology and Audiology Board. The total fee is \$200 per symposium.

If you are interested in receiving CEUs, please indicate this on your registration form and WestEd CPEI staff will contact you with follow-up application information.

Frequently Asked Questions About Early Start Institute

Questions About Early Start Institute Courses Online



How long is each course? Ten weeks. Participants will complete one lesson every two weeks over the course of the 10-week period.

How often are courses offered? Three sessions are offered annually. Four courses are offered per session on a rotating basis. All four courses run concurrently—that means, all courses run during the same 10-week period.

How much time will each participant need to commit to an Early Start Online course? Approximately one hour per week (two hours per lesson). This is an estimate and, of course, each individual's experience will be unique. Participants may access lesson activities at their convenience.

What is a lesson like? Each lesson consists of narrated presentations, assignments, and a discussion forum. Participants complete two assignments that are submitted and reviewed by facilitators.

What if I miss a lesson or a deadline? Lessons are available for two weeks at a time. Deadline reminders for both assignments and quizzes are sent frequently by instructors. No deadline extensions are provided as the timeframe for completion of required components is generous. If a lesson, assignment, or quiz deadline is missed, *you will not receive a certificate of completion*. You may download your course responses and re-enroll for the same course during a later session. You will be able to monitor your own course completion records online throughout each course.

Is there a test? There are Pre- and Post-Course Quizzes. The quizzes are intended to provide information about the effectiveness of content delivery—not individual participant performance. Participants must complete the quizzes to have completed the course and to receive a certificate of completion.

What equipment is needed to participate? Individuals need a computer with an Internet connection. Download times for presentations and videos will be faster with hard-wired and broadband connections.

“I feel more confident that if parents ask questions, I will be able to answer.”

What software is needed to participate? No specific software is needed as most content plays within the learning management system. However, the narrated presentations will not play without current versions of Flash and Java, meaning they cannot be viewed, for instance, on an iPad or iPhone. Some agency computers or Internet networks may require agency technology support to adjust security protocols for access.

Questions About Early Start Institute Activities

How much does participation cost?

- Early Start Online: There is no cost to California residents to register or participate in Early Start Online courses. Registration is currently available only to California residents.
- Early Start Foundations Practica and Partners Symposia: Costs for participation in in-person training activities vary. Most recently, the 2017 Early Start Foundations Practicum and the Early Start Partners Symposium had registration fees of \$90 per individual per event. Information about current registration fees is available on event registration forms. Additional costs may include travel, lodging, and per diem expenses and vary by individual and agency.

Are continuing education units available? Continuing education units are available, as well as LCSW and MFT hours. In addition, the provider is approved by the California Board of Registered Nursing and the California Speech-Language Pathology and Audiology Board. Units differ between online and in-person courses, and costs differ among approving institutions. Refer to the Earn Continuing Education Credit section of this catalogue for more information.

Where can I get more information? Current information on training content, registration, and CEUs is available on the Early Start website at www.ceitan-earlystart.org and the Early Start Neighborhood website at www.earlystartneighborhood.ning.com. The Early Start Neighborhood is an online community housing interactive groups, news, and discussion forums; links to resources; and archives of training materials. Interactions in the Neighborhood support staff participation and integration of new knowledge into daily work through private, networked learning and practice cohorts.