

California's Early Start Personnel Development Fund

*Supporting Professional Development
for Personnel Who Provide Early
Intervention Services*

**TRAINING
GRANTS
2011
2012**



Overview

In 1993, Part C of the Individuals with Disabilities Education Act (IDEA) was implemented to enhance and coordinate quality early intervention services for infants and toddlers, birth-3 years, who have a developmental delay or an established risk condition. In California, these services come under a system called Early Start. IDEA also includes a requirement that qualified and appropriately trained personnel deliver early intervention services and Early Start's Comprehensive System of Personnel Development (CSPD) provides the framework for coordinating the delivery of personnel development activities throughout California to meet this requirement.

Since 1996, the Department of Developmental Services, lead agency for Part C, has supported Early Start's CSPD by offering training scholarships and grants to enhance the qualifications and competencies of personnel who provide early intervention services. The Early Start Personnel Development Fund provides supplemental funding to assist personnel in local programs and agencies to:

1. Attend statewide training opportunities
2. Implement local training events that address community-specific needs
3. Encourage professionals to specialize in the field of early intervention
4. Establish or refine innovative procedures or processes that enhance the quality of Early Start services

By accessing Early Start Personnel Development Funds, agencies and programs can supplement their local personnel development plans and realize the following benefits:

- ☞ Promote a consistent philosophy
- ☞ Encourage positive attitudes
- ☞ Enhance staff self-esteem and morale
- ☞ Increase knowledge and skills
- ☞ Enrich service coordination and service delivery practices
- ☞ Build team cohesiveness
- ☞ Recruit and train quality staff
- ☞ Provide opportunities for cross-program support
- ☞ Enrich multidisciplinary team practices

Applications may be submitted to the WestEd Center for Prevention and Early Intervention (CPEI), administrator of the scholarship fund. Only applications and proposals that are complete will be considered. Technical assistance regarding the application process is available through WestEd CPEI. If you have questions, please contact:

Stephanie Myers, WestEd CPEI
916.492.4032 • smyers@wested.org

Patric Widmann, Department of Developmental Services
916.654.3722





TABLE OF CONTENTS

Training Proposal Application. 2

Verification of Responsibility 3

Quality Assurance Grants 4

 Award Criteria. 5

 Proposal Guidelines 7

 Itemized Training Project Expenses (Budget). 9

Funding to Implement Local Training Events. 10

 Award Criteria. 11

 Proposal Guidelines 13

 Itemized Training Project Expenses (Budget). 15

Project Management Tips 17

Quality Indicators for Proposal Guidelines. 18

Final Project Report Form 20

Core Messages for Effective Training and Technical Assistance 24

ES Institute Schedule. Back Cover



Training Proposal Application

(Page 1 of 2)

Directions: Please print clearly and complete all required information in the first section.

PROGRAM/AGENCY (No acronyms—must spell out name) _____

PROGRAM/AGENCY ADDRESS _____

CITY _____ ZIP CODE _____

CONTACT PERSON _____

TELEPHONE () _____ FAX () _____

E-MAIL _____

% OF EARLY START ELIGIBLE CASELOAD (BIRTH TO 3 YEARS) _____

PRIMARY REGIONAL CENTER SERVING YOUR AREA: _____

(Refer to enclosed map in packet or visit www.dds.ca.gov/RC/RCLookup.cfm)

Primary Program/Agency Type (check one):

- Regional Center
- Regional Center-Vendored Early Intervention Program (Vendor Number Required) # _____
- Local Education Agency Medical
- Infant Education Program Family Resource Center
- Other Early Intervention Program _____

Complete this section for Program Quality Assurance Grants

NAME OF TRAINING EVENT (No acronyms—must spell out name)* _____

DATE OF TRAINING _____ NUMBER OF STAFF TO BE TRAINED _____ AMOUNT REQUESTED _____

PROJECT DIRECTOR _____ TELEPHONE () _____

RESPONSIBLE AGENCY/PROGRAM ADMINISTRATOR:

NAME _____ TITLE _____ AGENCY _____

Complete this section for funding to implement local training events

NAME OF TRAINING EVENT (No acronyms—must spell out name)* _____

DATE OF TRAINING _____ NUMBER OF STAFF TO BE TRAINED _____ AMOUNT REQUESTED _____

PROJECT DIRECTOR _____ TELEPHONE () _____

RESPONSIBLE AGENCY/PROGRAM ADMINISTRATOR:

NAME _____ TITLE _____ AGENCY _____



Verification of Responsibility

(Page 2 of 2)

- We understand that the grant proposal must be submitted *prior* to the personnel development project or training event.
- We certify that the information provided in this application and proposal is complete and accurate.
- If awarded Early Start training grant funds, we agree that these funds will be used only for the personnel development project or training event as described in this grant proposal.
- We agree that our program/agency accepts full responsibility for receiving and disbursing Early Start Personnel Development funds, documenting of approved expenses, and keeping all receipts and invoices on file.
- We understand that the *Final Project Report* must be submitted to WestEd CPEI within *10 days following* the completion of the project.
- We agree that unexpended scholarship funds in excess of \$50 will be returned to WestEd CPEI no later than *30 days following* the training event or completion of the project.
- We have included the following required documentation that is needed to process the application:
 - Completed application
 - Signed *Verification of Responsibility Form*
 - Proposal with budget page
 - Trainer(s)/Consultant(s) resume(s)/vita(s)

RESPONSIBLE PROGRAM/AGENCY

PRINT NAME OF ADMINISTRATOR/PROGRAM DIRECTOR

()

TELEPHONE

SIGNATURE

DATE

FINANCIAL OFFICER (IF APPROPRIATE)

()

TELEPHONE

SIGNATURE

DATE

Quality Assurance Grants

Award Criteria Proposal Guidelines

QUALITY ASSURANCE GRANTS

Award Criteria

INTENT

- ☐ Encourage agencies to address quality assurance and non compliance findings of Early Start programs.

ELIGIBLE APPLICANTS

- ☐ Regional Centers (RC)
- ☐ RC-vendored early intervention programs
- ☐ Local education agency early intervention/infant development programs
- ☐ Early Start Family Resource Centers

ELIGIBLE EVENTS (EXAMPLES)

- ☐ Orientation program for new staff.
- ☐ Establishing a multidisciplinary team.
- ☐ Establishing a surrogate parent training program for staff.
- ☐ A training for revising procedures for private insurance.
- ☐ Staff development procedures for Early Intervention Assistants (paraprofessionals) that provide an opportunity for career advancement. Project must be at least two years in duration.
- ☐ Guided Peer Support (Mentoring) Program designed to support personnel or program development. May be offered at any of the following levels:
 1. Individual-to-individual
 2. Program-to-program
 3. Agency-to-agency
- ☐ Supportive Supervision Program designed to support rather than monitor or evaluate the professional development of early intervention personnel. Supervision is provided by supervisory staff and/or licensed personnel.
- ☐ Innovative procedures that are intended to result in improved competencies of staff providing early intervention services, e.g., implementing services in natural environments.
- ☐ Other innovative proposals that meet the purpose and intent of the California Early Start Personnel Development Fund that address quality assurance and non compliance findings.

REQUIREMENTS

- ☐ Proposal submitted using the enclosed format, including an evaluation component.
- ☐ Application and proposal submitted 30 days prior to project start date.
- ☐ Vendor number(s) included on the application form.
- ☐ *Verification of Responsibility* signed by the Administrator and submitted with the completed and signed application.
- ☐ Proposal relates to your overall Early Intervention Personnel Development Plan.
- ☐ Individual trainer(s) resumé(s)/vita(s) attached.
- ☐ Proposal endorsed by program/agency administrators.
- ☐ Completed *Final Project Report* submitted 10 days following completion of the project.
- ☐ Application, along with the required documents, faxed to (916) 492-4002 or mailed to WestEd CPEI, ES Training Grants, 1000 G Street, Suite 500, Sacramento, CA 95814.

ANNUAL AWARD

- ☐ One request per program/agency per year for up to \$5,000.



ELIGIBLE EXPENSES*

- ⇒ Specialized consultant/trainers fees, travel expenses
- ⇒ Vended direct service provider staff release time (excluding clerical time)
- ⇒ Training or resource materials, e.g., video production (video must then be used as a staff training tool)

TIMELINES

- Funding period July 1, 2011 - June 30, 2012
- Submission of grant application & proposal No later than 30 days prior to training
Mail to: Early Start Training Grants • WestEd CPEI
1000 G Street, Suite 500, Sacramento, CA 95814
- Deadline for submission of all applications. March 31, 2012 (to accommodate events during
April-June 2012)
- Deadline for submission of completed *Final Project Report* 10 days after training

FUNDING LIMITATIONS

- ⇒ Training awards are contingent upon the appropriation of funds for this purpose by the Legislature via the Annual Budget Act and for as long as the funds are available.**

*Refreshments or meals cannot be covered by California Early Start Personnel Development Funds.

**Collaborative funding is strongly encouraged. Applicants should identify all available funding resources.

QUALITY ASSURANCE GRANTS

Proposal Guidelines

(Page 1 of 2)

Directions: Please type, double spaced, and limit your proposal to 3-5 pages.

I. PROJECT RATIONALE, DESCRIPTION, AND OUTCOMES (40 POINTS)

WHAT?

- ☞ What is the purpose of the project and what are the anticipated outcomes?
- ☞ What are the project objectives and how will they be accomplished?
- ☞ What specific skills/knowledge/attitudes and/or procedures will be impacted?

WHY?

- ☞ Why is this project needed (rationale)?

WHO?

- ☞ Who is the identified target audience and what is the estimated number of participants who will benefit from the project?

WHEN?

- ☞ When will the project be completed?

II. IMPLEMENTATION PLAN & COORDINATION (40 POINTS)

PLANNING AND COORDINATION

- ☞ Who is actively involved in planning the project?
- ☞ What disciplines are represented on the planning team?
- ☞ What agencies and/or administrators are actively endorsing the project?
- ☞ How does the project fit into your overall personnel development plan?
- ☞ How will family perspectives be included?

BY WHOM

- ☞ Who will accomplish the objectives and activities and what are their qualifications? (Include a vita/resumé for each individual trainer/instructor.)

WHAT ARE THE OUTCOMES?

- ☞ What will the participants gain from the project?
- ☞ How will the project affect the quality of early intervention services and/or the competence of early intervention personnel?
- ☞ What are the participants' achievement-based objectives?

HOW?

- ☞ What activities will support the attainment of project objectives?
- ☞ How will the project facilitate the practical application in the workplace?
- ☞ What career opportunities and/or attendance incentives will be offered?

WHEN?

- ☞ What is the projected timeline for accomplishing the objectives and activities?

QUALITY ASSURANCE GRANTS

Proposal Guidelines

(Page 2 of 2)

Directions: Please type, double spaced, and limit your proposal to 3-5 pages.

III. SUPPORT & EVALUATION PLAN (15 POINTS)

ENSURING AND DOCUMENTING SUCCESS

- ☞ What specific follow-up support will be provided to ensure ongoing success of the quality of the program?
- ☞ How will the initial and ongoing success be evaluated?
- ☞ How will the impact on practices in the workplace be evaluated?
- ☞ Who will conduct the evaluation?
- ☞ How will you share your successes and challenges with others?

IV. BUDGET DESCRIPTION (1 ADDITIONAL PAGE) (5 POINTS)

PROJECTED COSTS*

- ☞ What is the proposed budget? (Please itemize using the *Itemized Training Project Expenses* form on p. 9)
- ☞ How will funds be utilized to accomplish the identified objective(s)?
- ☞ What are the available sources of collaborative funding or in-kind support?

*Provide only enough detail to clarify how items were computed.



QUALITY ASSURANCE GRANTS

Itemized Training Project Expenses

ITEMS*	COST	TOTAL
Trainer(s)/Consultant(s) Fee: hourly/daily rate x # of hours/days:		
Trainer(s) Lodging (if applicable, e.g., # of nights x rate):		
Trainer(s) Travel (if applicable, e.g., airplane, car mileage):		
Facility Charge (if applicable) including: ⇒ Name of location: ⇒ Equipment (if not included in facility fee): ⇒ Other services included in facility fee:		
Itemized Equipment Rental (e.g., VCR, overhead projector, etc.):		
Planning/Coordination (vendored staff release time only): # of staff x # of hours:		
RC-Vendored Staff Release Time for attendance at activities: # of staff x # of hours staff release time:		
Itemized materials (e.g., books, handouts, etc.):		
Itemized costs for translator/interpreter or other required adaptations: Provide names of service:		
TOTAL		

Additional information:

*Meals and/or refreshments cannot be covered by California Early Start Personnel Development Funds.

Funding to Implement Local Training Events

Award Criteria Proposal Guidelines

FUNDING TO IMPLEMENT LOCAL TRAINING EVENTS

Award Criteria

INTENT

- ☞ To assist local Early Start agencies to meet the training needs that are specific to their individual communities by supporting the delivery of local training activities or events.

ELIGIBLE APPLICANTS

- ☞ Regional Centers (RC)
- ☞ RC-vendored early intervention programs
- ☞ Local education agency early intervention/infant development programs
- ☞ Early Start Family Resource Centers

EXAMPLES OF TRAINING TOPICS

- | | |
|------------------------------------|------------------------------------|
| ☞ Infant Special Needs | ☞ Cross-Cultural Needs |
| ☞ Professional Interaction Skills | ☞ Intervention Strategies |
| ☞ Community Resources | ☞ Specialized Populations & Issues |
| ☞ Cultural Awareness | ☞ Basic Child Development |
| ☞ Assessment | ☞ Families |
| ☞ Supervision/Management | ☞ Teaming |
| ☞ Early Start Program Requirements | |

ELIGIBLE EVENTS

- ☞ Inservices/workshops specific to early intervention that enhance the competencies or qualifications of early intervention staff.
- ☞ Single topic events.*
- ☞ Interagency and community events.

REQUIREMENTS

- ☞ Proposal submitted using the enclosed format, including an evaluation component.
- ☞ Application and proposal submitted 30 days prior to training event.
- ☞ Vendor number(s) included on the application form.
- ☞ *Verification of Responsibility* signed by Administrator and submitted with the completed and signed application.
- ☞ Proposal relates to your overall Early Intervention Personnel Development Plan.
- ☞ Trainer(s) resumé(s)/vita(s) attached.
- ☞ Proposal endorsed by program/agency administrators.
- ☞ Completed *Final Project Report* submitted 10 days following completion of the training event.
- ☞ Application, along with required documents, faxed to (916) 492-4002 or mailed to WestEd CPEI, ES Training Grants, 1000 G Street, Suite 500, Sacramento, CA 95814.

MAXIMUM ANNUAL AWARD

- ☞ One request per program/agency per year for up to \$5,000.

*Multitopic conferences or institutes do not qualify.



ELIGIBLE EXPENSES*

- ☞ Speaker fees, lodging, and travel expenses
- ☞ Vendored direct service provider staff release time (excluding clerical time)
- ☞ Materials, handouts, and mailings
- ☞ Facility costs
- ☞ Equipment rental costs
- ☞ Other related expenses**

TIMELINES

- Funding period July 1, 2011 - June 30, 2012
- Submission of grant application & proposal No later than 30 days prior to training
 Mail to: Early Start Training Grants • WestEd CPEI
 1000 G Street, Suite 500, Sacramento, CA 95814
- Deadline for submission of all applications. May 28, 2012
- Deadline for submission of completed *Final Project Report* 10 days after training

FUNDING LIMITATIONS***

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

*Refreshments or meals cannot be covered by California Early Start Personnel Development Funds.

**Registration fees cannot be charged to participants unless it is to cover reasonable food costs. The registration form should reflect that fees charged are for food only.

*** Collaborative funding is strongly encouraged. Applicants should identify all available funding resources.

FUNDING TO IMPLEMENT LOCAL TRAINING EVENTS

Proposal Guidelines

(Page 1 of 2)

Directions: Please type, double spaced, and limit your proposal to 3-5 pages.

I. PROJECT RATIONALE, DESCRIPTION, AND OUTCOMES (40 POINTS)

WHAT?

- ☞ What is the purpose of the training and what are the anticipated outcomes?
- ☞ What is the training topic?
- ☞ What specific skills/knowledge/attitudes will be impacted?

WHY?

- ☞ Why is this training needed (rationale)?

WHO?

- ☞ Who is the identified target audience and what is the estimated number of participants who will benefit from the training?

WHEN?

- ☞ When will the training take place (dates)?
- ☞ How long will the training session(s) last?

WHERE?

- ☞ Where will the training take place?

II. IMPLEMENTATION PLAN & COORDINATION (40 POINTS)

PLANNING AND COORDINATION

- ☞ What agencies are actively involved in planning the training?
- ☞ What disciplines are represented on the planning team?
- ☞ Which administrators are actively endorsing the training?
- ☞ How are you coordinating this training with other training efforts in your agency and community?
- ☞ How does the training fit into your overall personnel development plan?
- ☞ How will family perspectives be included?

BY WHOM

- ☞ Who are the trainers/instructors that will present the information and what are their qualifications? (Include a vita/resumé for each individual trainer/instructor.)

WHAT ARE THE OUTCOMES?

- ☞ During the training, what learning strategies will the attendees use regarding the information presented?
- ☞ What are the participants' achievement-based objectives?

HOW?

- ☞ What instructional methods, learning tasks, and materials will be used to relay the information?
- ☞ How will the training facilitate the practical application of the material presented?
- ☞ What career opportunities and/or attendance incentives will be offered?

FUNDING TO IMPLEMENT LOCAL TRAINING EVENTS

Proposal Guidelines

(Page 2 of 2)

Directions: Please type, double spaced, and limit your proposal to 3-5 pages.

III. SUPPORT & EVALUATION PLAN (15 POINTS)

ENSURING AND DOCUMENTING SUCCESS

- ☐ What specific follow-up support will be provided to trainees?
- ☐ How will the training content and presenters be evaluated?
- ☐ How will the impact on practices in the workplace be evaluated?
- ☐ Who will conduct the evaluation?
- ☐ How will you share your successes and challenges with others?

IV. BUDGET DESCRIPTION (1 ADDITIONAL PAGE) (5 POINTS)

PROJECTED COSTS

- ☐ What is the proposed budget? (Please itemize using the Itemized Training Project Expenses form on p. 15)
- ☐ How will funds be utilized to accomplish the identified objective(s)?
- ☐ What are the available sources of collaborative funding or in-kind support?

*Provide only enough detail to clarify how items were computed.

FUNDING TO IMPLEMENT LOCAL TRAINING EVENTS

Itemized Training Project Expenses

ITEMS*	COST	TOTAL
Trainer(s)/Consultant(s) Fee: hourly/daily rate x # of hours/days:		
Trainer(s) Lodging (if applicable, e.g., # of nights x rate):		
Trainer(s) Travel (if applicable, e.g., airplane, car mileage):		
Facility Charge (if applicable) including: ☞ Name of location: ☞ Equipment (if included in facility fee): ☞ Other services included in facility fee:		
Itemized Equipment Rental (e.g., VCR, overhead projector, etc.):		
Planning/Coordination (vendored staff release time only): # of staff x # of hours:		
RC-Vendored Staff Release Time for attendance for activities: # of staff x # of hours staff release time:		
Itemized materials (e.g., books, handouts, etc.):		
Itemized costs for translator/interpreter or other required adaptations: Provide names of service:		
TOTAL		

Additional information:

*Meals and/or refreshments cannot be covered by California Early Start Personnel Development Funds.

Project Management Tips Quality Indicators for Proposal Guidelines

The following pages provide grant management considerations and outline the selection criteria that will be used to evaluate the training grant proposals.

Project Management Tips

Upon receipt of your Training Grant Award Confirmation:

1. **Re-read your proposal**

- List objectives and activities
- Identify who will be responsible for objectives and activities
- Plan now for information you need to gather for your evaluation and how you will do it

2. **K.I.S.M.I.F. (Keep It Simple, Make It Fun)**

- Don't make things complicated — develop sign-in sheets asking for any information needed (e.g., agency/discipline/early intervention role, etc.)
- Design budget monitoring page to document expenditures
- Develop work plan and data gathering summary sheets — keep everything regarding the project in one file

3. **Mark your calendar**

- Assign timelines to activities on the work plan
- Know when the final report is due
- Allow time to analyze evaluation information
- Include extra time — more time is always needed

4. **Reporting**

- Be brief, concise, and specific

5. **Know what you can and cannot do with the money**

- If in doubt — don't do it
- Contact WestEd CPEI for clarification
- Request budget changes in writing and include the justification

6. **Have or make a plan for "Permanent" funding**

- Work on it!

7. **Give feedback to:**

- Participants
- Administrators
- Colleagues

Quality Indicators for Proposal Guidelines

I. PROJECT RATIONALE, DESCRIPTION, AND OUTCOMES (40 POINTS)

- Clear rationale, purpose, and outcomes
- Enhances the qualifications and/or competencies of early intervention personnel
- Innovative and creative inservice experience or project

Target Audience - Early Intervention Personnel

- Team based
- Interagency
- Interdisciplinary (three or more)
- Families offered option to attend
- Administrators

Topic & Content

- Relevant to early intervention skills or attitude development
- Promotes recognized best practice
- Addresses priority topics

II. IMPLEMENTATION PLAN & COORDINATION (40 POINTS)

Planning & Coordination

- Relates to state, community, and/or agency's Comprehensive System of Personnel Development (CSPD) Plan
- Interagency involvement (two or more agencies collaborating)
- Interdisciplinary expertise (three or more) should be identified in proposal
- Family involvement in planning, i.e., as trainers and/or participants, etc.
- Active endorsement by administrators
- Ensures that efforts are not duplicated at local or state level

Instructors/Trainers/Project Staff

- Interdisciplinary (three or more) and should be listed in proposal (include resumes)
- Interagency
- Family members
- Qualified in early intervention field

Training Techniques

- Innovative and creative ways of providing training
- Practical application activities
- Modeling/demonstration
- Handouts
- Group discussion
- Audio-visual presentation
- Based on adult learning strategies

Implementation

- Clearly defined objectives (skills, knowledge, and attitudes) and supporting activities
- Realistic timelines
- Specific assignment of responsibility for completion of each activity
- Meets required application, implementation, and reporting deadlines

Career Ladder Opportunities and Attendance Incentives

- Certification/licensure credits offered
- Continuing education credits available
- Leads to promotional opportunity
- Required to maintain employment
- Agency incentives that encourage full participation by staff
 - Paid travel, registration, and/or training materials
 - Agency compensates for staff time off

III. SUPPORT & EVALUATION PLAN (15 POINTS)

- Evaluates satisfaction with training activity or project
- Evaluates impact on practices in the workplace
- Identifies specific follow-up support
 - Development of individual/team action plan
 - Ongoing monitoring
 - Technical assistance
 - Peer Guided Support via Mentorship
 - Supportive supervision
- Establishes mechanisms for sharing personnel development ideas, problems encountered, and solutions and innovations with the early intervention community

IV. BUDGET DESCRIPTION (5 POINTS)

- Collaborative funding endorsed
- Expenses reasonable and within state-approved rates
- Detailed enough to determine how items were computed
- Staff release time provided for vendored programs only
- Maximizes cost effectiveness (Most "Bang for Buck")
- Ensures that ongoing funding supports project longevity

Final Project Report Form

for

Quality Assurance Grants

or

Funding to Implement Local Training Events



Final Project Report Form

(Page 1 of 3)

The purpose of the final project report is to document the actual activities and outcomes for your project. Please complete the report as *briefly and concisely* as possible. Please *type or print* the report and *attach copies of all materials related to the project*: meeting agendas and minutes; correspondence such as letters of invitations and support, etc.; and notices, flyers, announcements, registration materials, handouts, training packets, evaluation forms/results, etc.

AGENCY/PROGRAM _____

Check one:

Quality Assurance Grants

or

Funding to Implement Local Training Events

I. PROJECT DESCRIPTION & COORDINATION

A. Training title/topic and content: _____

B. Date(s) held: _____ C. Location: _____

D. Trainer(s): _____

E. Project coordinator(s): _____

F. Other agency(ies)/program(s) involved and their role (i.e., planning, implementing, funding, presenters/trainers, evaluation, etc.) _____

G. Number of family members involved and their role (i.e., planning, implementing, funding, presenters/trainers, evaluation, etc.) _____

H. Number of sessions: _____ I. Total number of participants: _____

J. Length of each session: _____ K. Number of families represented: _____

L. Disciplines represented and number of participants in each discipline: _____

M. Agencies represented and number of participants from each agency: _____

N. Attendance incentives utilized (number and type): _____



Final Project Report

(Page 2 of 3)

II. IMPLEMENTATION

A. Was the project purpose met? _____

If not, what challenges did you encounter and what solutions did you implement? _____

B. Were the project objectives met? _____

If not, what challenges did you encounter and what solutions did you implement? _____

C. Were the anticipated outcomes achieved? _____

If not, what challenges did you encounter and what solutions did you implement? _____

D. Describe any unexpected outcomes, by-products, or positive contributions that contributed to the success of your project:

E. What additional successes and/or challenges did you encounter? _____



Final Project Report

(Page 3 of 3)

III. EVALUATION & ONGOING SUPPORT

A. Project evaluator(s), if different from project coordinator(s): _____

B. Procedures used to:

Gather evaluation information: _____

Analyze evaluation information: _____

C. Describe evaluation results and implications for change: _____

D. Describe how you have shared results and with whom: _____

IV. BUDGET & EXPENDITURES

A. Amount awarded: \$ _____ B. Spent: \$ _____ C. Refunded to WestEd CPEI: \$ _____

D. List actual expenditures, if different from original budget, and explain rationale for the difference: _____

E. List actual collaborative funding or in-kind support if different from original proposal (amount/type and purpose)

F. If continued funding was required for training, how much and how is that being provided? _____

G. Was the project an effective use of funds? Why or why not? _____

H. Would you apply for another Early Start Training Grant in the future? If not, why? _____

DIRECTOR/ADMINISTRATOR'S NAME

SIGNATURE

DATE

Core Messages

Early childhood from birth to age 5 is a dynamic period of development. Early childhood intervention contributes to positive outcomes for children and families.

Family is the single most important influence on the growth and development of a young child. Early childhood intervention recognizes the centrality of the family and supports the child's relationships with parents and other primary caregivers.

Family and professional partnerships contribute to quality service delivery systems. Effective partnerships are based on mutual trust; are developed over time; and support families as active participants and decision-makers for their children.

Every young child with disabilities or other special needs and every family has strengths. Early childhood intervention teams identify the strengths of the child and family and help to enrich existing formal and informal resources and supports.

Culture, language, and value differences among families are respected. Early childhood intervention services are individualized, flexible, respectful, and responsive.

Teachable moments occur in everyday activities and in a variety of settings. Early childhood intervention promotes practices that appropriately include young children with disabilities and their families in family activities and settings where young children without disabilities and their families come together.

Interagency and interdisciplinary partnerships improve the experiences of children and families. Coordination among agencies, providers, and disciplines creates early childhood intervention systems that are cost-effective, comprehensive, cohesive, and easily accessed.

Validated, evidence-based research guides practice. Quality early childhood intervention services are based on research and outcome-driven practices.

Effective systems of personnel development provide opportunities for building skills, supporting mentors, and fostering leadership.

These messages were developed by the Training and Technical Assistance Collaborative (TTAC), an interagency partnership in California dedicated to delivering quality personnel development activities for personnel who serve children birth-5 with disabilities and other special needs and their families. We believe early childhood intervention T&TA activities that are guided by these messages promote positive outcomes for young children and their families.

For more information, contact ttac@wested.org

Early Start Institutes*

**Building Knowledge Competencies for Early Intervention
Service Providers and Coordinators**

Early Start Training Series to Be Announced

* For the most current information about
Early Start Institutes, please visit www.wested.org/cpei
or contact Laura Romero at 916.492.4018 or lromero@wested.org.