



Continuing Education Units (CEUs)

Training Manual



Early Learning Coalition of Pinellas county, Inc. has been approved as an Authorized Provider by the International Association for Continuing Education and Training (IACET), 1760 Old Meadow Road, Suite 500, McLean, VA 22102

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Purpose of the Manual:

The Early Learning Coalition of Pinellas County, Inc. (the Coalition) has been authorized by IACET (International Association for Continuing Education Training) to award continuing education units for those learning programs that meet specific criteria. This manual has been developed to assist trainers in developing and implementing learning programs that meet the criteria set forth by IACET and the Coalition. This training manual, along with all of the policies, procedures and forms, will be reviewed and updated annually using current data from IACET and the Coalition. Updated materials will be provided to trainers via an annual "CEU Informational" session and the Coalition's website.

If you have any questions, feel free to contact the Director of Professional Development at the Early Learning Coalition of Pinellas County, Inc. The contact information is included at the end of this manual. We look forward to working together to provide quality training to early education and care professionals.

IACET Criteria:

- 1. Continuing Education and Training Organization (2):** The Provider must have an identifiable continuing education or training (CE/T) unit or group with assigned responsibility for administering continuing education and/or training events/programs.
- 2. Responsibility and Control (3):** The Provider, through its CE/T unit, has established an appropriate system of responsibility and control for ensuring consistent application of each CE/T standard and supporting criteria.
- 3. Support Systems for the Learning Environment (4):** A learning environment and support services are provided that reflect the intent of the program and are effective for achieving all expected learning event/outcomes.
- 4. Learning Event Planning (4):** Each learning event is planned in response to the identified needs of a target audience.
- 5. Learning Outcomes (4):** The Provider has clear and concise written statements of intended learning outcomes for each learning event based on identified needs.
- 6. Planning and Instructional Personnel (5):** Qualified personnel are involved in planning and conducting each learning event.
- 7. Content and Instructional Methods (3):** Content and instructional methods are appropriate for each learning outcome.
- 8. Assessment of Learning Outcomes (3):** Procedures established during event planning are used to assess achievement of the learning outcomes.
- 9. System for Awarding the CEU and Maintaining Learner Records (4):**
The Provider maintains a complete, permanent record of each learner's attendance and satisfactory completion of CEUs, and can provide a copy of that record upon request.
- 10. Program Evaluation (4):** The major elements of a program are evaluated at the conclusion of each learning event for the purpose of continual improvement.

I. Directions for Obtaining CEUs

The CEU is a unit for measuring and recording a learner's participation in non-degree credit educational activities. One tenth (0.1) continuing education unit (CEU) is issued for each contact hour of participation in learning programs approved by the Coalition. A unit of measure for Continuing Education Units is ten (10) clock hours which equal one (1.0) CEU.

Learners must attend the entire training session, complete the appropriate paperwork and submit the required fee to receive CEUs. Once the paperwork is reviewed, the learners will receive an official CEU certificate by mail from the Coalition.

A database will be maintained documenting participation and completion of learning programs and will remain on file for 7 years. Transcripts are available from the Coalition by completing and submitting a Transcript Request form. A sample of this form can be found at the end of this manual and/or the Coalition's website. Replacement certificates are \$10.00 each if requested more than 3 months after the event.

The Trainer will:

- Complete the appropriate application form (single training session, series training session, or conference), providing contact information, identifying the trainers and providing a brief description of the learning program.
- Complete the appropriate training plan (single training session, series training session, or conference) clearly defining the learning outcomes, instructional strategies and assessment methodologies to be used.
- Attach a copy of each trainer's vitae/resume, the learning program's agenda and a draft of the marketing flyer. Prior to disbursement of the flyer, CEU information and the IACET logo will need to be added once the application is approved. This will be provided to the trainer by the Director of Professional Development.
- Submit these forms to the Director of Professional Development at the Coalition at least 3 weeks in advance of advertising the availability of CEUs for a learning program.
- Copy adequate CEU Learner Registration packets to participants who wish to obtain CEUs for the training session.
- Issue certificates of attendance to those learners not seeking CEUs, if applicable.
- Provide sign in sheets for attendance.
- Learner Registration packets cannot be accepted retroactively. All Learner Registration packets must be turned in at the end of the training session.
- Review the completed CEU Learner Registration packets for accuracy at the end of the training session. Incomplete packets will be returned to the trainer.
- Complete and sign the "For Trainer Use Only" portion of the CEU Learner Registration packet.
- Collect the appropriate fees and provide receipts as requested.
- Submit all of the CEU Learner Registration packets, fees and sign in sheets to the ELC of Pinellas within 3 business days. The ELC of Pinellas will accept the sponsoring agency's check.
Note: Incomplete Learner Registration packets will be returned to the trainer.

The Early Learning Coalition of Pinellas County, Inc. (Director of Professional Development) will:

- Review learning program materials for completeness and adherence to the IACET criteria.
- Approve, deny or request additional information for each application submitted.

- Calculate the number of CEUs to be issued and provide 0.1 CEU for each hour of instruction.
- Determine the appropriate fees.
- Provide technical assistance as needed.
- Maintain a database to include the title and date of the learning program, the trainer's name, the learner's name, address, email and phone number and the number of CEUs issued.
- Print and mail CEU certificates to learners.
- Maintain records for 7 years to include sign in sheets, evaluation forms and records of learners.
- Maintain records for training sessions to include applications, trainers' vitas/resumes, and agendas.
- Ensure that all promotional materials for the learning program include the number of CEUs to be issued, learning outcomes and prerequisites.

The Learner will:*

- Sign in on the official attendance forms.
- Participate in the learning program and successfully complete all learning activities and assignments.
- Submit a completed CEU Learner Registration Packet and appropriate fees to process the Continuing Education Units.
- Complete an evaluation form, using complete sentences, at the end of the training session.

* failure to complete any of these requirements will result in not receiving CEUs.

II. Application and Training Plan

At the end of this manual is a copy of the application forms and training plans (single learning program, series learning program, or conference) that each trainer must complete and submit to the Director of Professional Development prior to advertising that continuing education units will be offered for any training session. Copies of the trainer(s) vitae/resume and the training agenda must be attached to the application and training plan respectively.

The Director of Professional Development will review each application and will approve, deny or request additional information based on criteria developed by IACET and/or the Coalition. The trainer and the training, once approved, will be assigned an identifier. The trainer will be notified via email no later than three weeks after receipt of their application if the application has been approved and Continuing Education Units can be awarded. The Coalition will send the Learner Registration packet with the approval letter before the training date. If the learning program does not meet the IACET or Coalition criteria, the trainer will be notified that the application has been denied or is pending on the receipt of additional information and/or materials. If the application is denied or pending, areas that need to be strengthened will be identified and provided to the trainer in the comment section of the form.

If the date or time of the training changes, the trainer must contact the Coalition with the updated information. Once approved, an updated Learner Registration packet will be sent to the trainer. CEUs may not be offered without an updated Learner Registration packet. Should an approved training be cancelled, please contact the Director of Professional Development as soon as possible,

Should the trainer choose to offer the same training again within one year's time (same time frame, same agenda and same training plan), the trainer should submit the first page of the training application with all updated information and an agenda. The trainer will be notified via email no later than three weeks after receipt of their application if the application has been approved.

Professional Development Plan - Executive Summary

The Coalition has created a Professional Development Plan for early childhood educators. Its purpose is to ensure that training is credible and reliable and that knowledge and skills gained in training can successfully transfer to the classroom. It also includes a training matrix to allow early childhood educators a path to navigate training activities that group them into tiers by core competency areas

Competency Areas

- Child Development and Learning
- Teaching and Learning Environments and Interaction
- Building Family and Community Relationships
- Curriculum
- Observing, Documenting, Screening and Assessing to Support Young Children and Their Families
- Professionalism
- Health, Safety & Nutrition

Training Levels:

- **Tier I:** represents demonstrated knowledge and skills across all seven content areas; these are knowledge and skills that practitioners with minimal training and experience need in order to work effectively with young children.
- **Tier II:** represents demonstrated knowledge and skills in addition to those described at Tier 1 across all seven content areas; it is likely that teachers that have completed at least 120 clock hours of specialized training and education in early care and education, with some professional development in each content area, and at least one year of experience in the field will be at this level.
- **Tier III:** represents demonstrated knowledge and skills in addition to those described at Tier II across all seven content areas; it is likely that teachers that have completed at least 180 clock hours of specialized training and education in early care and education in addition to Tier II, with some professional development in each content area, and at least two years of experience in the field will be at this level.
- **Tier IV:** represents demonstrated knowledge and skills above Tier III across all seven content areas; it is likely that teachers that have completed at least 180 clock hours of specialized training and education above Tier III, with some professional development in each content area, and have over four years of experience in the field will be at this level.

Trainer Standards

Associate Trainer

Qualified to train Entry Level Practitioners

- CDA
- 12 credits in Early Childhood Education
- Certification/documentation to train in specialized area (if required)

Trainer I

Qualified to train Entry Level & Level 1 Practitioners

- AA/AS degree plus 6 credits in early childhood education or AS/AA in child development
- Certification/documentation to train in specialized area (if required)

Trainer II

Qualified to train Entry Level, Level 1 & Level 2 Practitioners

- BA/BS degree plus 6 credits in early childhood education
- Certification/documentation to train in specialized area (if required)

Master Trainer

Qualified to design/deliver training that moves along articulated pathway; all levels

- MA/MS/M.Ed/PhD/EdD plus 18 credits in education, with appropriate coursework
- Certification/documentation to train in specialized area (if required)

Content Expert

Qualified to deliver training in specialty areas (ex. health, law, library)

- Current license, certificate or credential in area of expertise in which training is provided

Marketing of the Training Session

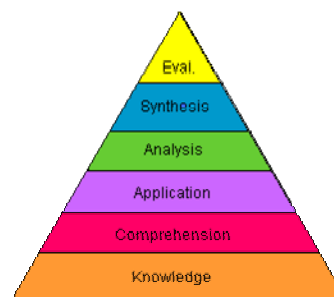
A draft copy of the flyer marketing the training session may be submitted with the CEU application. Flyers must include the name, date and time of the training, as well as the target audience, competency areas and learning outcomes. A sample copy is provided in the back of this manual.

Once the application is approved by the Director of Professional Development, information regarding CEUs and the IACET logo may be added, for participants to be awarded CEUs through the Coalition. The Director of Professional Development will provide this information to the trainer.

Writing Learning Outcomes and Objectives*

- Clear and measurable
- Learner, not instructor focused
- Based on identified needs
- Content related to outcomes
- Assessment measures outcomes
- Planner utilizes learner outcomes

Bloom's Taxonomy



1. **Knowledge**
 - defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.
2. **Comprehension:**
 - classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.
3. **Application:**
 - acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.
4. **Analysis:**
 - breaks down; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.
5. **Synthesis:**
 - adapts; anticipates; categorizes; collaborates; combines; communicates; compares; compiles; composes; contrasts; creates; designs; devises; expresses; facilitates; formulates; generates; incorporates; individualizes; initiates; integrates; intervenes; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.
6. **Evaluation:**
 - appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

The information above on Bloom's Taxonomy can be reviewed in more detail at http://www.odu.edu/educ/lischult/blooms_taxonomy.htm and http://cit.odu.edu/fo/assess/pdf/Learning_Objectives.pdf and <http://faculty.washington.edu/krumme/guides/bloom1.html> .

Assessment Strategies*

A variety of methodologies can be utilized by trainers to assess learning. The most commonly used methodologies are listed below. Trainers are required to identify the method of assessment(s) utilized in their learning program on the training plan as part of the application process.

- Pre/post test
- Role play
- Creative exercises
- Reports (written/oral)
- Discussion
- Demonstration
- Projects/homework
- Develop plans
- Assessment (name:_____)

* Training and informational materials on the development of learning outcomes and assessment strategies are available as needed by contacting the Director of Professional Development.

Facilities/ Materials/Resources

It is the responsibility of the trainer to secure a meeting facility that meets ADA requirements and provide all of the materials for the training session. Each presentation site must be equipped with appropriate technological resources such as access to overhead projectors, LCD projectors, televisions, DVD and VCR equipment, and microphones. The Director of Professional Development is available as a resource and can assist trainers with suggestions for community sites/resources.

Room Set Up

Refer to the handout in the back of the manual for various room arrangements for training sessions. Choose an arrangement that will best meet the needs of participants as it relates to the instructional methods chosen to present the content. ADA requirements must be considered when choosing room arrangements.

III. Training Design

This section of the manual has been developed to assist trainers in designing quality training sessions that meet the criteria developed by IACET and the Coalition.

Characteristics of Adult Learners

Adults.....

- learn best by doing.
- are in charge of their own educational experience and its results.
- will bring to their own lives, those things that enable them to do something they need or want to do.
- reject what they don't need.
- have different learning styles (visual, auditory, kinesthetic).
- bring a range of experience, both professional and personal.
- are valuable resources for one another.
- want to be treated with respect and dignity.
- want to learn practical applications for theories, concepts and ideas.
- juggle multiple responsibilities and have outside concerns that impact their ability to learn.
- have fixed viewpoints and habits and sometimes struggle with ideas outside of their paradigms.

Role of the Trainer:

- Create a safe environment that allows for free/open discussion.
- Learn learners' expectations.
- Increase learners' self-awareness levels.
- Enable learners to learn from and about one another.
- Stress cooperation and trust.
- Keep an eye on time, group dynamics (observe and listen).
- Prepare the learning environment and materials.
- Review objectives.
- Establish ground rules.
- Evaluate the workshop and revise as needed.

Presentation Styles

- Didactic (lecture, overheads, PowerPoint, flip charts, handouts....)
- Individual (journals, guided visualizations...)
- Partners (pair/share)
- Small groups/teams (role plays, skits, group teaches material...)
- Whole group (brainstorm, discussions...)
- Videos
- Brainstorming (brain writing, carousel brainstorm, nominal group process...)
- Fish bowl
- Quotes, comics, handouts

Training Checklist

- Secure a training location that meets ADA requirements.
- Research and develop training content and instructional strategies.
- Design the schedule for the day (determine content and sequence).
- Develop learning outcomes.
- Complete the CEU application and training plan.

- Submit the appropriate application and training plan to the Director of Professional Development at the Coalition for approval at least 3 weeks prior to advertising the training session offering CEUs.
- Advertise the training session.
- Gather and prepare materials.
- Organize audio-visual materials.
- Create handouts, overhead, power points etc.
- Organize your notes and materials.
- Obtain and print evaluation forms.
- Create a sign in sheet (if one has not been provided for you).
- Create a room set-up that is appropriate for your session.
- Gather items for “Trainer’s Survival Toolbox” (see Training Resources on next page).
- Arrive at training session early for set-up and to familiarize yourself with the room (check lighting and temperature controls, test audio-visuals, find the key contact person; locate restroom, vending machines etc.).
- Review the requirements for the completion of the course and the awarding of Continuing Education Units (CEUs), including the required paperwork (Learner Registration packet), at the beginning of each training session.
- Follow up after the training session:
 - Collect evaluations, the completed Learner Registration packet and fees from learners wishing to obtain CEUs at the end of the training session.
 - Complete the training summary form on the first page of the Learner Registration packet.
 - Send evaluations, training summary, sign in sheets and learner registration packets/CEU fees to the Professional Development Department within 3-5 days of the training session.

Training Resources

Below is a list of some training resources. In addition, a resource library of books for trainers is available upon request from the Professional Development Unit of the Coalition.

Trainer’s Survival Toolbox

- | | |
|----------------------------------|--|
| ▪ Flash drive with presentation | ▪ Three prong adapter |
| ▪ Non permanent markers | ▪ Extra Ziploc bags |
| ▪ Blank transparencies | ▪ Cassette or CD player and tapes or CDs |
| ▪ Water-based flip chart markers | ▪ Scissors |
| ▪ Small clock or timer | ▪ 3 hole punch/single hole punch |
| ▪ Extra felt tip markers | ▪ Stapler |
| ▪ Masking tape | ▪ Index cards |
| ▪ Push pins | ▪ Safety pins |
| ▪ Sharpened pencils | ▪ Paper clips |
| ▪ Post-it Notes | ▪ Camera and film |
| ▪ Name tents | ▪ Anti static spray |
| ▪ Chalk | ▪ Props as needed |
| ▪ Blank paper | ▪ Tylenol or aspirin |
| ▪ Extra extension cord | |

Websites

Trainer's Warehouse www.trainerswarehouse.com
The Thiagi Group www.thiagi.com
Glenn Parker www.glennparker.com
American Society for
Training & Development www.astd.org
Wiley Higher Education www.wiley.com/

Books

Barlow, C., Blythe, J. & Edmonds, M. (1999). A Handbook of Interactive Exercises for Groups. Allyn and Bacon, Boston.

Bloom, P. (2000). Workshop Essentials, Planning and Presenting Dynamic Workshops. New Horizons, Lake Forest.

Epstein, R. (2000). The Big Book of Creativity Games. McGraw-Hill, New York.

Newstrom, J. (1994). Even More Games Trainers Play, McGraw-Hill, Inc., New York, 1994.

Pike, B. and Buses, C. (1995) 101 Games for Trainers, Lakewood Publications, MN.

Pike, R. (1990). Creative Training Techniques Handbook. Lakewood Publications, MN.

Tamblyn, O. and Weiss, S. The Big Book of Humorous Training Games, McGraw-Hill, New York.

The Richardson Company Training Media 1-800-488-0319

IV. Learners

Supports to Learners

Each trainer should be available to assist and support all learners. Trainers should arrive early to be sure the learning environment is set up appropriately and to greet all learners as they arrive. A method for answering questions should be articulated in the beginning of the training session (parking lots, post it notes, questions taken during the training etc.). In addition, the trainer should be prepared to remain after the training session to assist learners as needed.

During the learning program, the trainer will observe the learners' skill levels and participation as they engage in the learning activities, written or oral assessments, and/or written materials required of the learning program. The trainer will provide constant feedback to the learners and provide guidance and assistance as needed for successful completion of the learning program.

Attendance

Upon arrival, learners will verify their attendance by signing in next to their name on sign-in sheets that are available at each learning program. Learners must arrive at the session no later than 10 minutes after the beginning of training. Late arrivals, early departures, and extended absences during the session will be noted and may affect the determination of satisfactory completion. The attendance form should include the learner's name, address, phone number and email address. The sign-in sheet is considered a part of the trainer's official record of course participation. This information will be placed in a database maintained at the Coalition office. In addition to the information collected above, each learner requesting Continuing Education Units will be given a numerical identifier and the number of units awarded will be tracked.

Each learner must attend 100% of the learning program and complete any required assignments to satisfactorily complete the program. The Coalition will not award Continuing Education Units for partial attendance. A score of 80% must be achieved on any assessment instruments used to determine the learner's mastery of the material presented. In addition, the learner must answer, in complete sentences, questions pertinent to the training on the Learner Registration packet in order to demonstrate mastery of the materials presented.

Trainers must notify the learners immediately, during the learning program, if they have not satisfactorily met the completion requirements. The determination for non-completion will include, but is not limited to, the trainer's observation of the learner's skill level and participation as they engage in the learning activities, written or oral assessments and/or written materials required of the learning program.

Learner Registration Packet

All learners will complete a packet of information in order to receive CEUs. This packet is referred to as the Learner Registration packet. The initial form in this packet asks for contact information and certification of attendance at the training. The evaluation form serves multiple purposes and includes an evaluation of the training session, a documentation of their learning experience and identification of future training needs. The learner must use complete sentences in response to the questions. In order to receive CEUs, the learner must complete and return all parts of this packet at the conclusion of the learning program and pay the appropriate fees. Learner Registration packets shall not be accepted retroactively. The trainer will review these materials to be sure they are complete before accepting payment from the learner. The trainer will sign the sheet verifying that the learner has attended the

training session and identify the method and amount of payment. These packets will be returned to the Early Learning Coalition of Pinellas County by the trainer within 3-5 business days. Incomplete packets will be returned to the participant and CEUs will not be issued.

Evaluations

In order to evaluate the training session, document the learning experience of the participants and identify future training needs, all participants will be asked to complete an evaluation form. These should be given to the learners prior to the end of the training session. Each trainer should review their evaluation forms prior to submitting them to the Director of Professional Development. Copies of these forms can be found at the back of this manual.

Certificates

All learners who wish to obtain CEUs will be awarded a certificate upon completion and review of the Learner Registration packet and payment of the appropriate fees. The certificate will be mailed to each participant that has successfully completed the training session within 4-6 weeks. A sample certificate can be found at the back of this manual.

A database will be maintained by the Coalition for all learning programs where Continuing Education Units are provided. This will include all learner information collected at registration, an individual numerical identifier for each learner and the number of Continuing Education Units earned.

The database with the CEU information will be updated within 5 business days of each learning program and maintained at the Coalition office for a period of 3 years. After this time all records are stored in an off-site storage location for a period of 4 additional years.

The trainer will be responsible for providing certificates of attendance to those learners not seeking CEUs, if applicable.

V. CEU Calculation/Cost

The CEU is a unit for measuring and recording a learner's participation in non-degree credit educational activities. One tenth (0.1) continuing education unit (CEU) is issued for each contact hour of participation in learning programs approved by the Coalition. A unit of measure for Continuing Education Units is 10 clock hours equal one CEU. The Director of Professional Development will determine the number of Continuing Education Units based on the information provided on the trainer application. The number of Continuing Education Units for each learning program will be recorded on the trainer application form and must be written on all marketing materials for the learning program.

Learners must attend the entire session, complete the appropriate paperwork and submit the required fee to receive CEUs. Once the paperwork is reviewed by the Coalition, the learners will receive an official CEU certificate by mail. A database will be maintained documenting participation and completion of learning programs and will remain on file for 7 years. Transcripts are available from the Coalition by completing and submitting a Transcript Request form.

CEU Fees

- Workshops with one topic given once or over a period of time will remain priced at \$10 for the first 5 hours and \$1 an hour for additional educational time.
- Workshop series (with numerous topics offered over a period of time, put under one title i.e. January trainings, VPK Training Track) will be charged \$15 for the first 5 hours and \$1 an hour for additional educational time.
- One day conferences that have 2 or more topics will be charged \$15 for the first 5 hours and \$1 an hour for additional educational time.
- Two day conferences will be \$30.
- Cash, checks and money orders will be accepted. There will be a fee of \$25 for all returned checks.

Replacement certificates are \$10.00 each if requested more than 3 months after the event and are available upon request from the Early Learning Coalition. Upon receipt of a completed Transcript Request form records will be mailed directly to the learner within 4-6 weeks of the request. The learner may designate release of their records to other persons or organizations by indicating so in writing on the transcript request form.

VI. Trainer Supports

Annual Training

Information on CEUs criteria will be posted annually on the Coalition's website to review/update IACET criteria. An updated Trainer's Manual will be posted on the website each September. "Train the Trainer" sessions will be offered throughout the year. Topics include, but are not limited to training design, instructional delivery techniques, writing learning outcomes, determining assessment strategies. In addition a resource library of books for trainers will be available upon request from the Professional Development unit of the Early Learning Coalition of Pinellas County.

Performance

To improve the training sessions offered, the Director of Professional Development and/or members of the Professional Development Committee may randomly observe trainers, providing feedback to improve the professional development opportunities. In addition, as concerns are identified through the participant evaluation forms, the Director of Professional Development will meet with the trainer, offering technical assistance to make the necessary improvements. To maintain objectivity and consistency an observation checklist will be used for observation of trainers. A copy of the observation form that will be used is in the back of the manual. Feedback shall be provided annually by the Director of Professional Development to each trainer based on the evaluations and observations.

Policies

Refer to the Coalition policies at the back of this manual.

Director of Professional Development (DPD) Contact Information

Director of Professional Development
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439, ext. 30 Fax: 727-548-1509
bscarsbrook@elcpinellas.org
www.elcpinellas.org

VII. Attachments

1. Sample Application Forms and Training Plans
 - a. Single Learning
 - b. Training Series
 - c. Conference
 - d. Sample Marketing Flyer
 - e. Room Set Up Handout
2. Sample of Learner Registration Packet
3. Sample Training Evaluation Form and Training Summary
4. Sample of CEU Certificate
5. Sample Transcript Request Form
6. Sample Official Transcript
7. Observation Checklist for Trainers
8. Policies and Procedures
 - a. Proprietary Interest
 - b. Intellectual Property Rights
 - c. Record Retention
 - d. Maintenance and Confidentiality of Data
9. Community Resources – Pinellas County



**Continuing Education Units (CEU) Application
Single Learning Program**

Instructions: If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439

Date of learning program: _____ Date application submitted: _____

Name/Title of primary contact: _____

Address: _____

Phone number: () Fax number () Email address: _____

Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)

Age Group: Check all that apply.

- Infants/toddlers Preschoolers VPK School Age All Age Groups

Competency Areas: Check the appropriate subject area:

- Child Development and Learning Teaching and Learning Environments and Interaction
- Building Family and Community Relationships Curriculum
- Observing, Documenting & Assessing to Support Young Children and Their Families
- Professionalism Health, Safety & Nutrition

Provide a brief synopsis of the learning program in 5-7 sentences (attach a copy of your agenda):

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units Training Plan
Single Learning Program**

Learning Outcome	Activity Description	Instructional Methods	Assessment Strategies

* As the trainer, do you have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

- Yes No

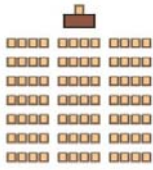


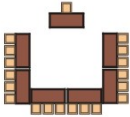
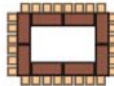
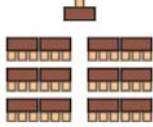

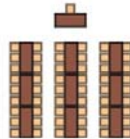
If you marked yes, what is the source of your compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is #

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#2 - Circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - Semi-circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - U-Shaped Tables</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#4 - Hollow Square</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#5 - Classroom</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#6 - Chevron</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#7 - Banquet</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#8 - Other</p>	<input type="checkbox"/>



**Continuing Education Units (CEU) Application
Single Learning Program**

Instructions: If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439

Date of learning program: 9/23/2008 Date application submitted: 7/22/2008

Name/Title of primary contact: Barbara Scarsbrook

Address: 11350 66th Street N., Suite 120 Largo, FL 33773

Phone number: (727)548-1439 Fax number (727)548-1509
Email address: bscarsbrook@elcpinellas.org

Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)
Assessing Preschool Children Using the Creative Curriculum Development Continuum	Coordinated Child Care of Pinellas, Inc. Belcher Road - Resource Room	6:00 - 8:00 pm

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)
Barbara Scarsbrook	MS		

Age Group: Check all that apply.

- Infants/toddlers
 Preschoolers
 VPK
 School Age
 All Age Groups

Competency Areas: Check the appropriate subject area:

- Child Development and Learning
 Teaching and Learning Environments and Interaction
 Building Family and Community Relationships
 Curriculum
 Observing, Documenting & Assessing to Support Young Children and Their Families
 Professionalism
 Health, Safety & Nutrition

Provide a brief synopsis of the learning program in 5-7 sentences (attach a copy of your agenda):

The Creative Curriculum Developmental Continuum is a road map for determining where each child is developmentally, for following each child's progress, and for planning learning experiences. Participants will learn how to effectively use the toolkit in their classroom. Each school registered will receive one toolkit.

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units Training Plan
Single Learning Program**

Learning Outcome	Activity Description	Instructional Methods	Assessment Strategies
Describe why we should be observing and assessing children.	Review and discuss handout on Linking Curriculum and Assessment - The Ongoing Cycle	Lecture, handout, whole group brainstorming	Ideas generated by learners will demonstrate understanding of linking current teaching practices with observation and assessment.
Identify what is in the Creative Curriculum Child Assessment Kit and how to use the various components.	Scavenger hunt	Lecture, Assessment Toolkit	Learners will correctly identify the various components in the toolkit.
Give examples of how to use the assessment as a tool for intentional teaching and building their curriculum.	Observation & Assessment of group	Small group activity using toolkit's observational checklist, large group discussion	Learners will be able to identify and give examples of areas of development observed during small group activity. Group feedback on planning activities for followup to the observation.

* As the trainer, do you have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

Yes No

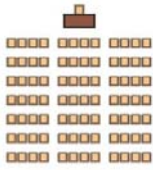


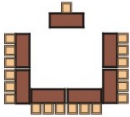
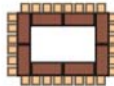
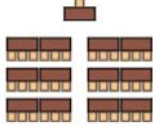

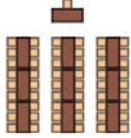
If you marked yes, what is the source of your compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is #7

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#2 - Circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - Semi-circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - U-Shaped Tables</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#4 - Hollow Square</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#5 - Classroom</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#6 - Chevron</p> <p>Chairs and Tables Maximum Capacity:</p>	<input checked="" type="checkbox"/> 
<p>#7 - Banquet</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#8 - Other</p>	<input type="checkbox"/>



**Continuing Education Units (CEU) Application
Training Series**

Instructions: *If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:*

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439 Fax: 727-548-1509

Date of learning program:

Date application submitted:

Name/Title of primary contact:

Address:

Phone number: ()

Fax number ()

Email address:

Training Date(s)	Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)

Age Group: Check all that apply.

- Infants/toddlers
 Preschoolers
 VPK
 School Age
 All Age Groups

Competency Areas: Check the appropriate subject areas:

- Child Development and Learning
 Teaching and Learning Environments and Interaction
 Building Family and Community Relationships
 Curriculum
 Observing, Documenting & Assessing to Support Young Children and Their Families
 Professionalism
 Health, Safety & Nutrition

Provide a brief synopsis of the training in 5-7 sentences (attach a copy of your agenda/program):

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units (CEU) Training Plan
Training Series**

Instructions: For each workshop offered, complete the following information. Write at least one learning outcome, instructional method and assessment strategy for each workshop session.

Name of Session	Name of Trainer(s)	Learning Outcome (s)	Instructional Method(s)	Assessment Strategy (ies)

❖ Do any trainers have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

Yes No

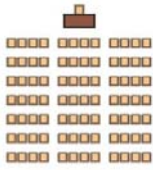


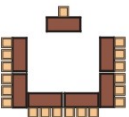
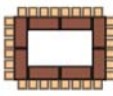
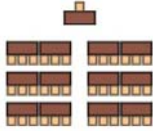

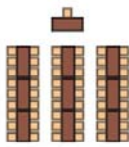
If you marked yes, please list the source of the trainer's compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is #

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#2 - Circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - Semi-circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - U-Shaped Tables</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#4 - Hollow Square</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#5 - Classroom</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#6 - Chevron</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#7 - Banquet</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#8 - Other</p>	<input type="checkbox"/>



**Continuing Education Units (CEU) Application
Training Series**

Instructions: *If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. Note: Participants must attend all sessions in order to receive CEUs. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:*

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439 Fax: 727-548-1509

Date of learning program: October 6, 8, 13 and 15, 2009 Date application submitted: 9/2/2009

Name/Title of primary contact: Carrie Culbertson

Address: 5735 Rio Vista drive, Clearwater, FL 33760

Phone number: (727)548-1439 Fax number (727)548-1509

Email address: cculbertson@elcpinellas.org

Training Date(s)	Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)
10/6/09	Early Care and Education: Positive Behavioral Supports– Module 1 &2	Temple B’Nai Israel 1685 South Belcher Road Clearwater	9:00-3:00 p.m.
10/8/2009	Early Care and Education: Positive Behavioral Supports– Module 3 & 4	Temple B’Nai Israel 1685 South Belcher Road Clearwater	9:00-3:00 p.m.
10/13/2009	Early Care and Education: Positive Behavioral Supports– Module Review & Summary	Temple B’Nai Israel 1685 South Belcher Road Clearwater	9:00-3:00 p.m.
10/15/2009	Beyond Differences & Diagnosis	Temple B’Nai Israel 1685 South Belcher Road Clearwater	9:00-3:00 p.m.

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)
Carrie Culbertson	BS		
Kim Megrath	PhD		
Debbie Smalbach	MA		
Patricia Corder	AA		

Age Group: Check all that apply.

- Infants/toddlers
 Preschoolers
 VPK
 School Age
 All Age Groups

Competency Areas: Check the appropriate subject areas:

- Child Development and Learning
 Teaching and Learning Environments and Interaction
 Building Family and Community Relationships
 Curriculum
 Observing, Documenting & Assessing to Support Young Children and Their Families
 Professionalism
 Health, Safety & Nutrition

Provide a brief synopsis of the training in 5-7 sentences (attach a copy of your agenda/program):

This workshop is a series of trainings that focuses on training early childhood educators to prevent, identify and address challenging behaviors in young children. During this series, the trainer will describe a model of evidence based practices that include the following components: building relationships, creating supportive environments, social emotional teaching strategies, individually designed interventions for children with persistent challenging behaviors and barriers and administrative supports. The training is designed to support the replication of inclusive models in the classroom. Participants must attend all sessions in order to receive CEUS.

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units (CEU) Training Plan
Training Series**

Instructions: For each workshop offered, complete the following information. Write at least one learning outcome, instructional method and assessment strategy for each workshop session.

Name of Session	Name of Trainer(s)	Learning Outcome (s)	Instructional Method(s)	Assessment Strategy (ies)
Early Care and Education: Positive Behavioral Supports– Module 1 &2	Kim Megrath, Carrie Culbertson	To identify the steps within Positive Behavior Supports	Power Point, small group activity	Correctly identify the steps within Positive Behavior Supports
Early Care and Education: Positive Behavioral Supports– Module 3 & 4	Kim Megrath, Carrie Culbertson	To define form and function of challenging behaviors and provide replacement skills.	Power Point, small groups	Correctly define form and function of challenging behaviors and provide appropriate replacement skills.
Early Care and Education: Positive Behavioral Supports– Review and Summary	Kim Megrath, Carrie Culbertson	To articulate social emotional skills in the classroom and in the home	Power Point, small group, videos	Learner responses and feedback
Beyond Differences & Diagnosis	Patricia Corder, Debbie Smalbach, Carrie Culbertson	Discuss strategies for teaching children with challenging behavior and/or disabilities.	Power Point, small group and videos	Learner responses and feedback

❖ Do any trainers have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

Yes No

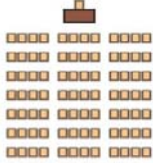


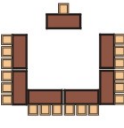
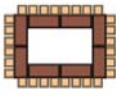
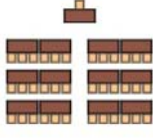
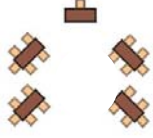
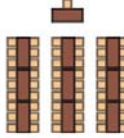
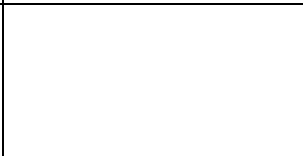
If you marked yes, please list the source of the trainer's compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is #7

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#2 - Circle</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#3 - Semi-circle</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#3 - U-Shaped Tables</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#4 - Hollow Square</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#5 - Classroom</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#6 - Chevron</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#7 - Banquet</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#8 - Other</p> <p style="text-align: right;"><input type="checkbox"/></p>	



Continuing Education Units (CEU) Application Conferences

Instructions: *If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:*

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439 Fax: 727-548-1509

Date of learning program: Recurring Date application submitted:

Name/Title of primary contact:

Address:

Phone number: () Fax number () Email address:

Training Date(s)	Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)

Age Group: Check all that apply.

- Infants/toddlers Preschoolers VPK School Age All Age Groups

Competency Areas: Check the appropriate subject areas:

- Child Development and Learning Teaching and Learning Environments and Interaction
- Building Family and Community Relationships Curriculum
- Observing, Documenting & Assessing to Support Young Children and Their Families
- Professionalism Health, Safety & Nutrition

Provide a brief synopsis of the training in 5-7 sentences (attach a copy of your agenda/program):

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units (CEU) Training Plan
Conferences**

Instructions: For each workshop offered, complete the following information. Write at least one learning outcome, instructional method and assessment strategy for each workshop session.

Name of Session	Name of Trainer(s)	Learning Outcome (s)	Instructional Method(s)	Assessment Strategy (ies)

❖ Do any trainers have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

Yes No

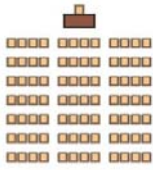


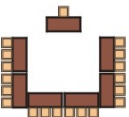
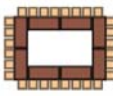
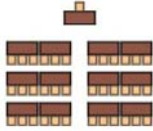

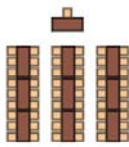
If you marked yes, please list the source of the trainer's compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is #

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#2 - Circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - Semi-circle</p> <p>Chairs Only Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#3 - U-Shaped Tables</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#4 - Hollow Square</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#5 - Classroom</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#6 - Chevron</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#7 - Banquet</p> <p>Chairs and Tables Maximum Capacity:</p>	<input type="checkbox"/> 
<p>#8 - Other</p>	<input type="checkbox"/>



Continuing Education Units (CEU) Application Conferences

Instructions: If you wish to offer continuing education units (CEUs) to the learners in your learning program, please complete the form below and return it to the Coalition office at least three weeks in advance of conducting or advertising the learning program. The primary trainer will be notified via email if the application has been approved, denied or is pending and requires additional information. Send this application to:

Professional Development Director
Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
Phone: 727-548-1439 Fax: 727-548-1509

Date of learning program: August 22, 2009 Date application submitted: August 1, 2009

Name/Title of primary contact: Barbara Scarsbrook

Address: 5735 Rio Vista Drive, Clearwater, FL 33760

Phone number: (727) 548-1439 Fax number (727) 548-1509 Email address:
bscarsbrook@elcpinellas.org

Training Date(s)	Title of learning program:	Training site (address, city, zip code):	Time (ex. 6:00-8:00 p.m.)
August 22, 2009	2009 Early Childhood Conference: Teaching Everyone's Child	6605 5 th Avenue North St Petersburg, FL 33713	7:30 Registration 8:00 – 3:15 Workshop sessions

For each trainer, please complete the information below and attach their resume:

Name of trainer(s)	Education (Highest Degree)	Approved Trainer Level (for office use)	Approved Target Audience (for office use)
Susan O'Neil	MA		
Dr. Cynthia Leung	PhD		
Diane Kollner	BA		
Jennifer Hughes	M.Ed.		
Mona Jackson	BA		
Dawna Nifong	BA		

Age Group: Check all that apply.

- Infants/toddlers
 Preschoolers
 VPK
 School Age
 All Age Groups

Competency Areas: Check the appropriate subject area:

- Child Development and Learning
 Teaching and Learning Environments and Interaction
 Building Family and Community Relationships
 Curriculum
 Observing, Documenting & Assessing to Support Young Children and Their Families
 Professionalism
 Health, Safety & Nutrition

Provide a brief synopsis of the training in 5-7 sentences (attach a copy of your agenda/program):

This conference will be offered to over 400 participants from child care centers and family child care homes. Participants will have the choice of four breakout sessions which will cover such issues as: **Assessment, Inclusion, Multi-age Grouping, Rainy Day Gross Motor Activities, Family Involvement, Curriculum, Music/movement, Classroom Management, Food and Nutrition, Transitions, and Developmentally Appropriate Activities for Preschool Children.** Each workshop session is one hour and 15 minutes in length.

For Office Use Only

Date Application Received:	Application: <input type="checkbox"/> Approved <input type="checkbox"/> Denied <input type="checkbox"/> Pending
Comments (if application is denied or pending):	Review's signature/date:
Number of CEUs that can be awarded for this session: CEU fees: \$	Training Identification #: Trainer (s) Identification #:



**Continuing Education Units (CEU) Training Plan
Conferences**

Instructions: For each workshop offered, complete the following information. Write at least one learning outcome, instructional method and assessment strategy for each workshop session.

Name of Session	Name of Trainer(s)	Learning Outcome (s)	Instructional Method(s)	Assessment Strategy (ies)
Play: A Tool for Surviving and Thriving	Susan O'Neil	Learners will identify ways that play meets a child's social-emotional needs.	Lecture and discussion	Correct identification of play strategies that meet a child's social –emotional needs.
Activities to Develop Phonological Awareness in Preschool Children	Dr. Cynthia Leung	Learners will be able to plan two activities using manipulative materials for each of the three math skills identified.	Small group	Able to plan two appropriate activities using manipulative materials for each of the three math skills identified.
Tell Me How You did That!	Diane Kollner	Learners will match logical reasoning skills with fine motor materials.	Small group	Correctly match logical reasoning skills with fine motor materials.
The Power of Touch	Jennifer Hughes	Learners will define personal and systematic barriers and stigma attached to touching children in the early environment as a reflection of our culture.	Large Group	Correctly define personal and systematic barriers and stigma attached to touching children.
Great Learning is Worth Sharing	Mona Jackson & Dawna Nifong	Learners will describe how documentation influences learning outcomes of teachers, children, and families.	Small and Large group	Correctly describe how documentation influences learning outcomes.

❖ Do any trainers have any proprietary interest in any product, instrument, device, service, or materials discussed during the learning program?

Yes No

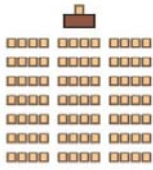


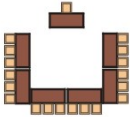
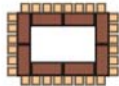
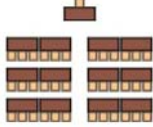

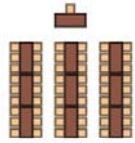

If you marked yes, please list the source of the trainer's compensation related to the learning program?

Room set-up:

Review the handout on choices for the set-up of the learning environment. Indicate the number that best describes your room set up:

The room set up that will be used is # (various)

TRAINING ROOM SET-UP

<p>#1 - Theater</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#2 - Circle</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#3 - Semi-circle</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>Chairs Only Maximum Capacity:</p>	
<p>#3 - U-Shaped Tables</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#4 - Hollow Square</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#5 - Classroom</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#6 - Chevron</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#7 - Banquet</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Chairs and Tables Maximum Capacity:</p>	
<p>#8 - Other</p> <p style="text-align: right;"><input type="checkbox"/></p>	

SAMPLE MARKETING FLYER



Florida 2008 Voluntary Prekindergarten (VPK) Education Program Standards Presented by Marcia Seibert and Brett Engisch

Audience: Level II: VPK Instructors and Directors.

Subject area(s): Child Development & Learning and Teaching & Learning

This training is based on the most current early childhood research and is an introduction to the VPK Educational Program Standards, which are guidelines that describe what children should know and be able to do at the **end** of the VPK year in the following areas:

Physical Health	Emergent Literacy
Approaches to Learning	Cognitive Development
Social and Emotional Development	Language and Communication
Motor Development	

Learning Outcomes

Learners will:

- gain an understanding of the history/structure of VPK
- identify and locate key components of the standards manual
- list key points in each domain
- review a sample lesson plan
- connect activities and standards that support the acquisition of skills for four year old children

Outcomes will be assessed via a variety of oral and written assignments as well as class participation.

Please pre-register for this training online at www.childcarepinellas.org.
Choose: Resources for Child Care/ Services for Providers/ Training/ Goal Two.

Training Dates for the second quarter of 2009
June 14....1:00-4:00 PM *July 18....6:00-9:00 PM*
August 7....1:00-4:00 PM *September 19....6:00-9:00 PM*

Coordinated Child Care of Pinellas, Inc.
10601 Belcher Road South Largo, FL (Sandy P. Lindsay Room)



*The ELC of Pinellas is authorized by IACET to offer .3 CEUs for this program.
Please note: Participants electing to receive CEUs will incur a service charge of \$10.00.
Cash or money orders will be accepted.*





CEU Learner Registration Form

Sponsoring Agency: _____ Date: _____
Title of Training: _____ # Hours: _____
Training Location: _____ # CEUs: _____
Presenter(s): _____

To register for CEUs, you must complete and sign this form. (Please print clearly)

Name _____
Last First Middle Initial

Home Address _____
Street City State/County Zip

Daytime Phone Number () _____ - _____ Evening Phone () _____ - _____

Fax Number () _____ - _____ Email Address _____

Firm/School _____

Title/Position _____

The CEU is a unit for measuring and recording a learner's participation in non-degree credit educational activities. One tenth (.1) Continuing Education Unit (CEU) is issued for each clock hour of participation in learning programs approved by the Coalition. The unit of measure for Continuing Education Units is 10 clock hours equal one CEU. Learners must attend the entire session, complete the appropriate paperwork and submit the required fee to receive CEUs. Once the Early Learning Coalition of Pinellas County, Inc. receives this completed form, you will receive an official CEU certificate by mail in 4-6 weeks. A transcript documenting your participation and completion of a learning program will be on file and available from the ELC of Pinellas County,

I certify that I attended _____ hours of training to receive CEUs.

Signature: _____ Date: _____
(Learner)

For Trainer Use Only	For ELC Use Only
Paid CEU Fee of: \$ Cash <input type="checkbox"/> Money Order <input type="checkbox"/> Purchase Order <input type="checkbox"/> I attest that the above-named learner attended this training session. _____ (Registrar/Trainer's signature)	# of CEUs Awarded: _____ Reviewed By: _____ Date: _____ Participant ID: _____

Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760
727-548-1439 phone / 727-548-1509 fax

Early Learning Coalition of Pinellas County, Inc. Training Evaluation Form

We appreciate the opportunity to work with you and your feedback is very important to us. Please complete both sides of this form at the end of the workshop to rate your satisfaction and return it to the trainer. Thank you.

INSTRUCTIONS:



*** MAKE DARK MARKS * MAKE NO STRAY MARKS**

Correct Mark: Incorrect Marks:



Name (optional): _____

Date: _____ County/District: _____

Meeting Location: _____

Name of Training: _____ Trainer: _____

Please rate each of the following statements for this training. <i>(If you disagree, please specify the reason(s) below each question.)</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training was organized. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The training met stated goals and objectives. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The materials were easy to follow and understand. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The trainer was knowledgeable on the topic. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The trainer was able to communicate the topic effectively. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The facility met the needs of the training. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Overall, I am satisfied with the training. Comment: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TURN OVER

Learning Experience Documentation: Please answer each of these questions in a complete sentence!

1 What new idea(s) did you learn in this training?

2 Which idea(s) did you find most valuable?

3 How do you plan to use what you learned in your program?

Indicate <u>which are your top three choices</u> for additional training and write the specific topic on the line provided.	1st	2nd	3rd	Specify Area Topic (Optional)
11. Child Development and Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Building Family and Community Relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
13. Observing, Documenting & Assessing to Support Young Children and their Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
14. Teaching & Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
15. Professionalism & Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
16. Health, Safety & Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
17. Program Management & Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
18. Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<hr/>
				<hr/>
				<hr/>
				<hr/>
				<hr/>

19. Indicate the age group you work with most:

- Infant/Toddler
 Preschool
 School Age
 Administration

52008

52008

3

3



Please respond to each question in a complete sentence. CEUs will not be issued unless each question is answered.

Learner's Name: _____

Name of Session: _____ Date: _____ Time: _____

Presenter(s): _____

1. What new idea(s) did you learn in this training?

2. Which idea(s) did you find most valuable?

3. How do you plan to use what you learned in your program?

CEU stamp or signature _____

Name of Session: _____ Date: _____ Time: _____

Presenter(s): _____

1. What new idea(s) did you learn in this training?

2. Which idea(s) did you find most valuable?

3. How do you plan to use what you learned in your program?

CEU stamp or signature _____


CERTIFICATE OF ACHIEVEMENT

In recognition of your commitment to professional development,
0.3 Continuing Education Units (CEUs)
are awarded to:

MARY SAMPLE

For satisfactory completion of
2008 Voluntary Certification Standards

Early Learning Coalition of Pinellas County, Inc.


Janet Chapman, Executive Director
Early Learning Coalition of Pinellas County, Inc.

6/1/2008
Date





5735 Rio Vista Drive
Clearwater, FL 33760

phone: 727-548-1439, ext. 30
fax: 727-548-1509
www.elcpinellas.org

TRANSCRIPT REQUEST

Please print or type.

Name: _____
Last First Middle
Address: _____
Street City, State ZIP code

ELCP Learner ID number (if known): _____

We require your signature to release a training transcript.

Signature: _____

THIRD PARTY AUTHORIZATION FORM

If a third party will be making inquiries on your behalf using the transcript request process, this portion of the form must also be completed and returned to the Coalition office before any information will be released to a third party.

I do hereby authorize _____ to inquire and receive any information on my behalf regarding my training transcript from the Early Learning Coalition of Pinellas County, Inc.

Name of Third Party: _____
Last First
Address: _____
Street City, State ZIP code

We require your signature to release a training transcript.

Signature: _____



OFFICIAL TRANSCRIPT

Participant

Mary Sample
Florida Child Care Center
123 Main Street
Clearwater, FL 33333

<u>Date Attended</u>	<u>Course Title</u>	<u>CEUs Awarded</u>
6/1/2009	2008 VPK Performance Standards	0.3

SAMPLE

I certify that the courses listed above were completed in a satisfactory manner by the participant listed above.

<<Name>>, Training Coordinator

Date



Continuing Education Units Observation Checklist for Trainers

Name of trainer:
Name of observer:

Name of learning program:
Date of observation:

Skills of the Trainer	Yes	No	Comments
Organized			
Learning outcomes were clearly communicated			
Learning outcomes were met			
Understanding of adult learners			
Understanding of diversity			
Variety of learning activities to meet learning styles of participants			
Engaged learners			
Communication at the level of all learners			
Knowledgeable (content information)			
Additional comments/feedback			

Submit to the Director of Professional Development within 3 days of the observation.

Early Learning Coalition of Pinellas County, Inc.
5735 Rio Vista Drive, Clearwater FL 33760

Signature of Observer _____ Date _____

Early Learning Coalition



of Pinellas County, Inc.

<i>Policy</i>	<i>Title: Disclosure of Proprietary Interest</i>	
	Review Date: 09/24/2007	Next Review Date: 07/01/2008

Subject: Disclosure of Proprietary Interest by Trainers in
CEU Learning Programs

References: IACET Regulations

Purpose: To disclose to learners any trainer's proprietary interest in the
learning program material being presented.

Policy:

Learners who participate in a CE/T program have the right to know of any commercial interest a trainer may have in a product or service mentioned during a program. The provider is required to disclose each trainer's proprietary interest in any product instrument, device, service, or materials discussed, used, endorsed or recommended in the program, as well as the source of any compensation related to the learning program.

This information must be made available to the learners prior to the learning program and may be conveyed through promotional materials, a written handout, or an announcement prior to the commencement of the learning program. Disclosure statements are not necessary if there is no commercial interest.

Early Learning Coalition



of Pinellas County, Inc.

Policy	<i>Title: Intellectual Property Rights</i>	
	Review Date: 09/24/2007	Next Review Date: 07/01/2008

Subject: Intellectual Property Rights

References: s.286.021, F.S.

Purpose: Applies to trainers presenting learning programs eligible for Continuing Education Units (CEU)

Policy:

Any ideas, concepts, know-how, data processing techniques, software, documentation, diagrams, schematics or blueprints developed exclusively by the Coalition or any trainer's personnel in connection with the services provided to the Coalition shall be the exclusive property of the State of Florida.

Patents, Copyrights and Royalties:

Pursuant to s.286.021, F.S., if any discovery or invention arises or is developed in the course or as a result of work or services performed with funds from a contract with the Early Learning Coalition of Pinellas County, Inc., the trainer shall refer the discovery or invention to the Director of Professional Development who will refer the appropriate governing agency to determine whether patent protection will be sought in the name of the State of Florida.

Any and all patent rights accruing under or in connection with the performance of any contracts are reserved to the State of Florida.

In the event any books, manuals, films or other copyrightable materials are produced the contractor shall notify the Director of Professional Development. Any and all copyrights accruing under or in connection with the performance funded by a contract are reserved to the State of Florida.

Early Learning Coalition



of Pinellas County, Inc.

Policy	<i>Title: Record Retention and Confidentiality of Data for IACET Continuing Education Units Program</i>	
	Review Date: 09/24/2007	Next Review Date: 07/01/2008

References: IACET Regulations and Criteria
 s. 1002.72, F.S.
 s. 411.011, F.S.
 Chapter 119, F.S.

Purpose: Policy and Procedure for Operating IACET CEU Program

Policy:

- The Coalition shall comply with the confidentiality provisions and the record retention requirements of Sections 119.021 and 411.011, and 1002.72, Florida Statutes, where applicable. The Coalition shall abide by data security measures imposed as necessary or applicable to comply with the Health Insurance Portability and Accountability Act (HIPAA).
- All Coalition records, classified as public records, must be open and available for inspection by any person. It is the responsibility of the Coalition to maintain records in a location that is accessible to the public. The individual record of children enrolled in School Readiness programs provided under section 411.01, Florida Statutes, when held in the possession of the Coalition, are confidential and exempt from the provisions of Section 119.07, Florida Statutes.
- The Coalition shall ensure that records of participants requesting Continuing Education Units (CEUs) are stored in a manner consistent with IACET (International Association for Continuing Education Training) standards and prevailing state and federal laws regarding such records. This includes, but is not limited to: retention of records for 7 years, retention of records in a password-protected database, back-up of said records nightly along with all other Coalition documents. Official transcripts may only be obtained upon receipt of a Transcript Request Form completed and signed by the participant. Requests for transcripts from third parties must be accompanied by the Transcript Request form completed and signed by the participant.

Early Learning Coalition



of Pinellas County, Inc.

Policy	<i>Title: Maintenance and Confidentiality of Data</i>	
	Review Date: 5/3/2007	Next Review Date: 07/01/2008

References: s. 1002.72, F.S.
s. 411.011, F.S.
Chapter 119, Florida Statute
AWI Policy Number 5.02

Purpose: To ensure confidential Coalition data is maintained and transmitted securely.

Policy:

All Coalition staff share the responsibility of protecting the Coalition's information resources and adhering to the policy regarding their usage.

Maintenance of Confidential Data

- The Coalition and its partnering agencies who receive early learning records in order to carry out official functions protects the data in a manner that may not permit the personal identification of children or their parents by persons other than those authorized to receive the records;
- Subcontractors of the Coalition must have documented procedures to maintain confidentiality of early childhood records consistent with this policy;
- Requests for review of public documents must be submitted in writing to the Executive Director. Copies may be furnished at \$1 per page to cover copying and labor costs. The Executive Director will review any documents before release to ensure no client data or other confidential data is disclosed.

Transmission of Confidential Data

The Coalition and its contractors must safeguard confidential data such as names and addresses, social security numbers, and federal employment identification numbers. Unencrypted transfer of confidential information by e-mail is prohibited as e-mail transmission of data is not secure. This prohibition applies to submissions to AWI as well as transmissions among contractors.

Examples of secure transfer of confidential data include but are not limited to the following:

- Encrypt file with a program such as PGP or My Secret.
- Use last names plus the last four digits of social security numbers.
- Fax only if the transmission is to a secure location and picked up immediately.
- Ensure that sensitive paperwork is secured.
- Transmit data behind a firewall.

Protocols:

Acceptable Use of Information Resources

Individuals using information resources belonging to the Government must act in a legal, responsible, and secure manner, with respect for the rights of others.

Information Resources Classification

All information resources (including data and systems) must be identified, categorized and protected according to their level of confidentiality and business “need to know”. All files should be stored and filed appropriately on the Share drive (S:\) of the Coalition server.

Security Training & Awareness

The Coalition’s information security policies, procedures and protocols shall be communicated to all employees, and shall be available for reference. Changes will be discussed at Coalition staff meetings.

Incident Reporting

Coalition personnel and contractors are required to report any suspected security incidents. Incident reports should be submitted to the system administrator.

Incident Response

The Coalition must be able to respond to computer security-related incidents in a manner that protects its own information and helps to protect the information of others that might be affected by the incident.

Security System Plans

The Coalition must maintain a firewall.

Contingency Planning

Alternate modes of operation exist to ensure continuity of critical services in the event of a natural disaster, fire, act of terror, or other catastrophic event as outlined in the Continuing Offsite Operations Plan.

Access Control

Access to Coalition information resources shall be limited to those that need them to perform their job duties. The principle of least privilege shall be applied to the allocation of access rights.

Identification and Authentication

Access to Coalition information systems shall only be granted to identified and authenticated users.

Antivirus

Standard software and procedures must be implemented to minimize the impact of computer viruses on the Coalition's information resources.

Physical and Environmental Security

Automated information systems and facilities require physical security measures to ensure proper and timely operation, to protect value, to safeguard the integrity of information, and to ensure the safety of personnel. Computer systems, facilities, and tape storage areas shall be protected from theft alteration, damage by fire, dust, water, power loss and other contaminants and unauthorized disruption of operation.

Change Control

All changes made to the Coalition's information systems shall be made in a controlled and coordinated fashion to preserve the confidentiality, integrity and availability of the system.

Backup and Recovery

Recoverable backups must be maintained for Coalition resources.

Patch Management and System Updates

Systems are to be maintained with updated security patches.

Server Security

Servers shall be made secure before placing them into the Coalition operational environment and security shall be maintained throughout their lifecycle.

Mobile Computing

Security controls shall be implemented to mitigate the increased risks posed by the use of laptops and other mobile devices outside of the Coalition office.

Network Security

Network devices and connectivity components shall be made secure before placing them into the Coalition operational informational technology environment, and security shall be maintained throughout their lifecycle.

Remote Access

Security controls shall be implemented to mitigate increased risks posed by allowing remote connectivity into the Coalition network.

Electronic Mail

Electronic mail must be protected from the threats and vulnerabilities that can cause system damage, data compromise and business disruption.

Database Security

Information must remain consistent, complete and accurate.

Media Management

Media must be handled, stored and disposed of properly in order to protect the confidential Coalition data stored on it.

Password Management

The Coalition shall protect access to its information resources by ensuring that any passwords used for authentication are properly assigned and protected.

Information Asset Management

All information assets must be tracked and managed to ensure that they are not lost or misused.

Community Resources - Pinellas County

During the training session, these community resources can be shared with the learners.

- Mary K. Bennett Infant/Toddler Library:
 - Coordinated Child Care 6500 102nd Avenue North, Pinellas Park, FL 33781
Call 727-547-5700 for hours of operation.
- Coordinated Child Care Resource Room:
 - Coordinated Child Care
(same address as above)
- Juvenile Welfare Board Grants and Resource Center:
 - JWB 14155 58th Street North, Clearwater, FL
Call 727-547-5600 for hours of operation.