



**Study VI  
 State Training Systems  
 for Section 619  
 Personnel**

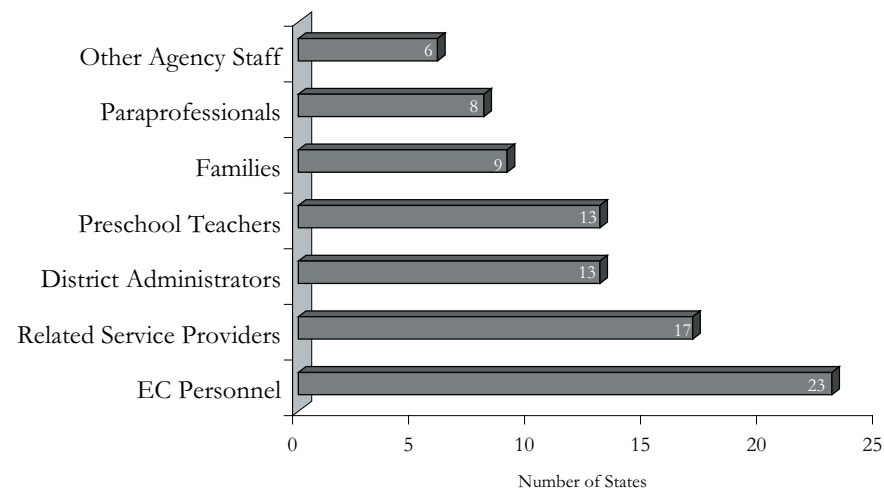
*This study identifies and describes states that currently have well-developed processes and mechanisms for the delivery of training under section 619 of IDEA 2004. These findings are based on information provided by 45 state-level 619 coordinators. The interviews examined how training systems were funded, who participated, who provided the training, how it was delivered, how training needs were assessed, the content of training, and how outcomes are assessed and quality assured.*

**Definition of Training Systems**

A training system was defined as having all of the following elements: (1) dedicated funding, (2) staffing, (3) oversight by a dedicated agency, (4) determines professional development expectations, (5) training content, (6) quality assurance, (7) identifies and measures outcomes, (8) is ongoing, (9) has a structure for delivery, (10) has work-place applicability. Of the 45 states included in this study, approximately half met these criteria (23 states). The following reports trends within the sample of 23 states with a training system.

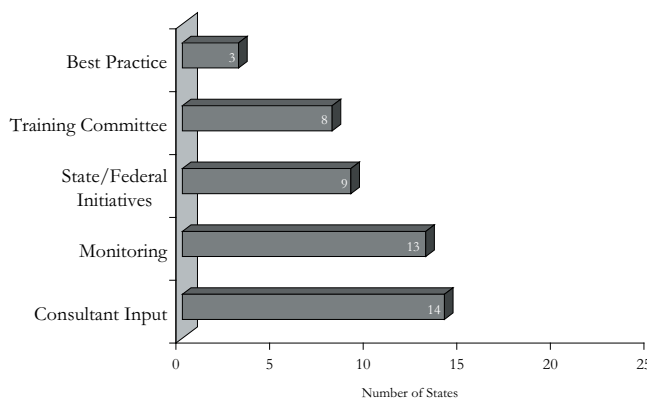
**Participants**

The graph below displays the training participants across the 23 states:



**Identification of Training Needs**

The graph below displays methods used by states to determine training needs:





# The Center To Inform *Personnel Preparation Policy And Practice* In Early Intervention & Preschool Education

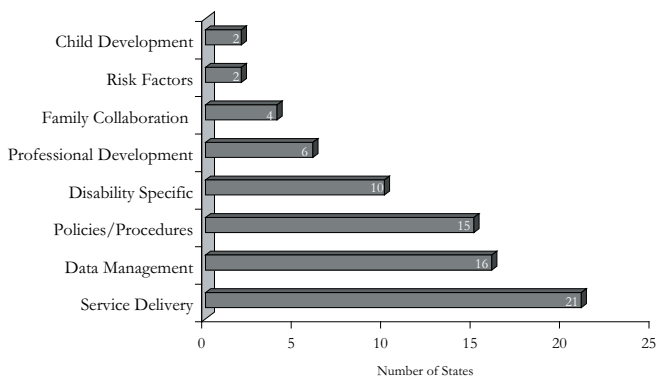


At a Glance...

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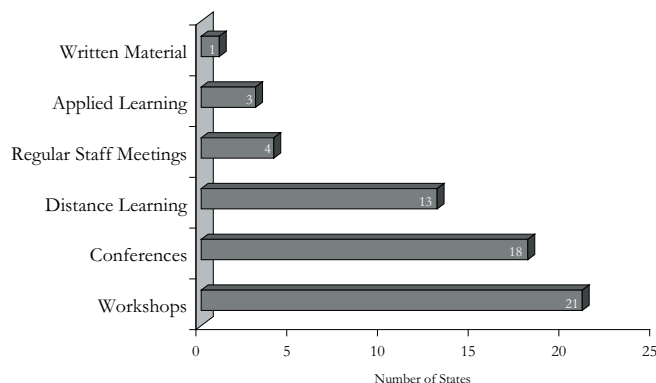
## Content

As displayed below, state coordinators listed the following training topics:



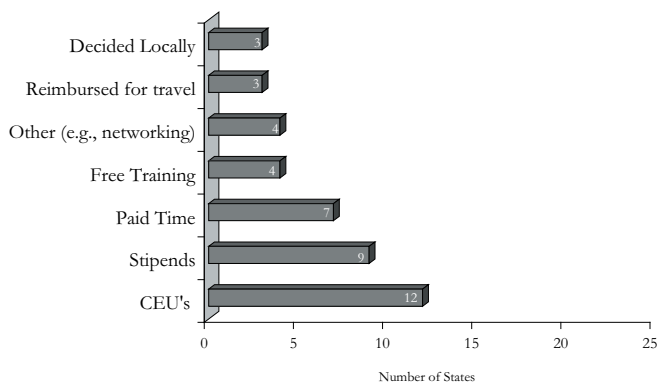
## Delivery of Training

Training was delivered using the following methods:



## Incentive for Trainees

Several types of incentives were provided for trainees, as displayed below:



## Evaluation of Training

Nine states utilized a feedback form or survey as the primary method of evaluating the quality of training opportunities. Eight states assured the impact of training through monitoring, five states used a follow-up evaluation form, and five linked it to another type of feedback mechanism.

For a copy of the full report go to: [http://www.uconnuccdd.org/projects/early\\_childhood/publications.html](http://www.uconnuccdd.org/projects/early_childhood/publications.html)

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*Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.*



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