



**Study VI
 State Technical
 Assistance Systems
 for Section 619
 Personnel**

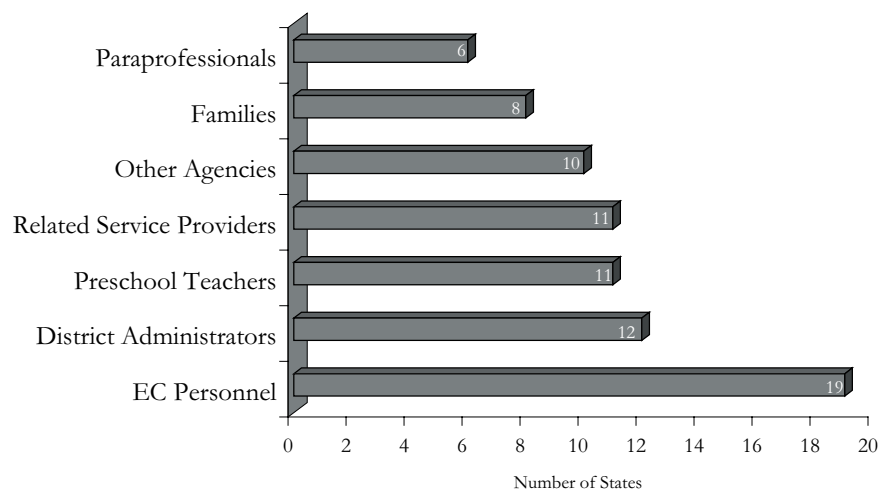
This study identifies and describes states that currently have well-developed processes and mechanisms for the delivery of training under section 619 of IDEA 2004. These findings are based on information provided by 45 state-level 619 coordinators. The interviews examined how training systems were funded, 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 Technical Assistance Systems

A TA system was defined as having all of the following elements: (1) dedicated funding, (2) staffing, (3) oversight by a dedicated agency, (4) a procedure to determine professional development expectations, (5) technical assistance content, (6) quality assurance, (7) identifies and measures outcomes, (8) has work-place applicability, (9) provides individual professional development, and (10) problem-solving services. Of the 45 states included in this study, 20 met this criteria. The following reports trends within the sample of 20 states with a TA system.

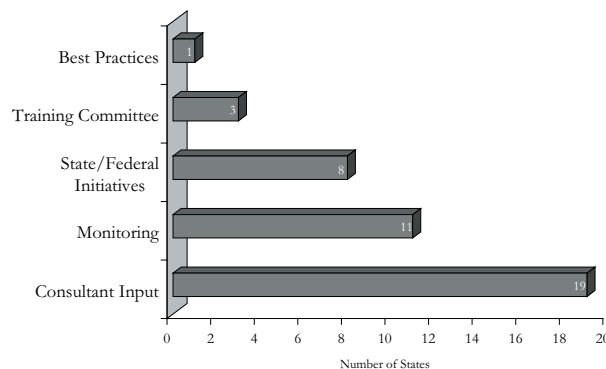
Participants

The graph below displays the TA participants across the 20 states:



Identification of Training Needs

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





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



At a Glance...

Volume 6, No. 4 October 2007

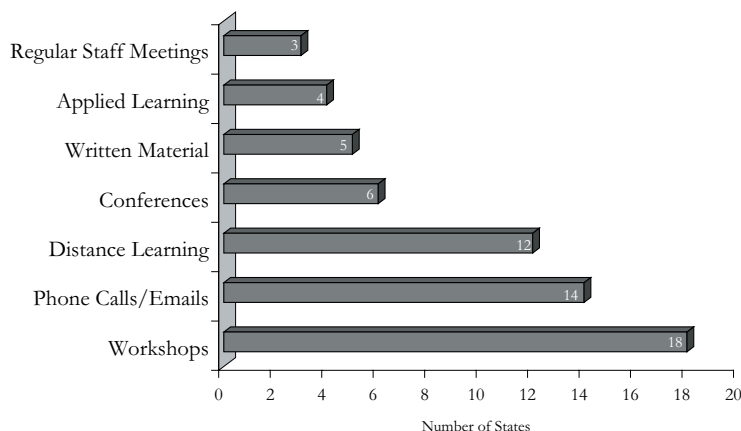
Content

As displayed below, 619 Coordinators listed the following TA topics:



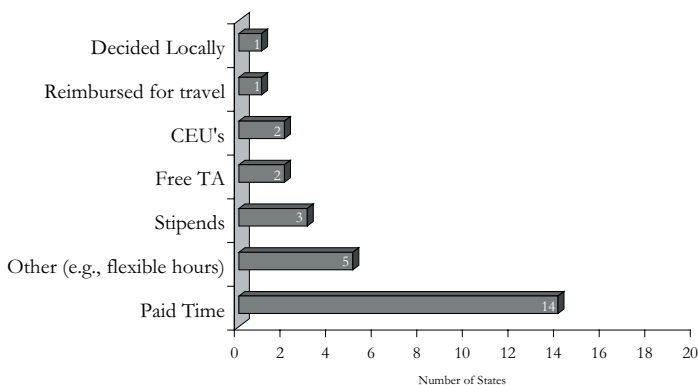
Delivery of Training

TA was delivered using the following methods:



Incentive for Trainees

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



Evaluation of TA

Eleven states used a trainee evaluation form or survey as the primary method of evaluating the quality of TA opportunities. Seven states ensured the impact of TA through monitoring, three states had supervisors observe TA sessions/classrooms, two states utilized trainee exams, and two states considered the verbal feedback of TA recipients.

For a copy of the full report go to: http://www.uconnucedd.org/projects/early_childhood/publications.html

Prepared by: A. J. Pappanikou Center for Excellence in Developmental Disabilities
263 Farmington Avenue Farmington, CT 06030 uconnucedd.org

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

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



U.S. Office of Special Education Programs