P\ The Center to Inform
Personnel Preparation Policy and Practice
In Early Intervention & Preschool Education

UNIVERSITY OF CONNECTICUT HEALTH CENTER

Data Report

Study VI Data Report: Training and Technical Assistance Survey of State Section 619 Coordinators

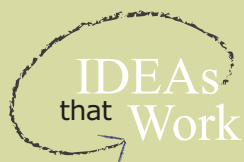The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education (referred to hereafter as the Center) was established in January, 2003 as a five-year project funded by the Office of Special Education Programs. The purpose of this Center is to collect, synthesize and analyze information related to: (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families, (b) the quality of training programs that prepare these professionals, and (c) the supply and demand of professionals representing all disciplines who provide both ECSE and EI services. Information gathered will be utilized to identify critical gaps in current knowledge and design and conduct a program of research at the national, state, institutional and direct provider level to address these gaps. This program of research and policy formulation will yield information vital to developing policies and practices at all levels of government, including institutions of higher education.

Purpose of the Report

One of the initiatives of the Center is to conduct research on the training and technical assistance systems for personnel working with infants and toddlers with special needs and their families. Information presented in this report is based on findings of an investigation of 619 training and technical assistance systems. Section 619 state representatives were contacted in the Fall of 2006 and Spring of 2007 and asked questions relative to their training and technical assistance programs. The results from the survey are presented in this report. Fifty states and the District of Columbia and the Virgin Islands were the target population for this survey of state section 619 coordinators and representatives. The 619 state systems (n=45) were analyzed with a focus on states judged to have a training system (n=23) and states with a technical assistance system (n=20). Results indicated that activities and organizational structures vary widely across states. Systems tend to be accessible throughout the states and target multiple disciplines. The most commonly offered training topics included: federal regulations and agency specific policies and procedures, transition, inclusion, child and family outcome measurements, and the Child Abuse Prevention and Treatment Act. The majority of training is provided through workshops and conferences; however, a growing number

of states are currently using or developing distance learning methods. Technical assistance is typically delivered via telephone, email or onsite.

METHODOLOGY

Participants

Coordinators of 619 programs from the 50 states, the District of Columbia, and the Virgin Islands were the targeted population for this survey. To recruit the sample, information about the survey and a request for participation was electronically mailed to coordinators through the National Early Childhood Technical Assistance Center (NECTAC) listserv.

A total of 45 619 coordinators and/or representatives agreed to participate. These individuals consisted of coordinators from the Comprehensive System of Personnel Development (CSPD), consultants, and training/educational specialists.

Procedure

Data for the survey were collected through the administration of a semi-structured telephone survey (see Appendix A). Additional information was gathered through web-based searches.

Web-based Searches. Websites of 619 programs, Comprehensive Systems of Professional Development (CSPD), the National Early Childhood Technical Assistance Center (NECTAC), and the states' education websites were examined to obtain information pertaining to training and technical assistance. Data gathered via web-based searches provided the researchers with background information. Web-based data was also used to clarify survey responses.

Telephone Surveys. 619 coordinators were contacted by telephone, provided with information about the purpose of the study, and asked if they were the most appropriate person to complete the survey.

Appropriate respondent(s), were asked to consent to having their responses audio taped for later transcription by project staff. Duration of the 619 telephone survey averaged 37 minutes and ranged from 25 to 60 minutes. On average, 19 call attempts or emails were made to contact a participant and complete an interview; the range was from 2 to 82. Ten state 619 coordinators requested that the survey be sent via electronic mail so that could be completed independently. States in which the coordinators completed the survey independently were CO, CT, GA, IA, ME, MD, MI, NC, OH, and PA. Follow-up telephone conversations were conducted when clarification was needed.

Following the telephone interview, the transcript of his or her responses was sent to each respondent for verification. Modifications to the transcript were made by respondents and returned to project staff via email. Qualitative information was coded by question by research staff members.

Telephone Survey Instrument

The Training and Technical Assistance in EI/ECSE survey consists of 27 open ended questions and 4 prompts asking for descriptions of programs pertaining to training needs and/or evaluations.

The first section (items 1-14) relates to training; the second set of items (15-28) included nearly identical questions to those included in the first section, but pertained to the technical assistance system. The last three items were global and pertained to the general state system. This survey was administered as a semi-structured interview to allow respondents to engage in a dialogue with project staff and to clarify information and answer participant's questions.

Fidelity Procedures

Web-based. To ensure reliability and consistency among project staff gathering the web-based information, a written protocol was designed to detail the procedures for collecting web-based information and recording supporting documents.

Telephone survey. Research staff members were trained on data collection procedures using a written protocol for obtaining consent and administering the survey. Interviewers piloted the survey with professionals in the field of EI/ECSE who were not part of the sample. The pilot group and project staff observing the administration of the telephone survey gave feedback.

Weekly meetings were held to discuss issues and address questions raised during the survey administration. Project staff reviewed each audiotape and provided feedback to the interviewers. Research staff examined all telephone survey tapes to ensure the accuracy of data entry and interpretation. Inter-rater reliability measures for more than 33% of the participating states resulted in an overall reliability of 95.8%.

Data Analysis

Research staff analyzed the qualitative responses to identify salient themes and to categorize data related to topics that emerged from the responses. Each response was then coded based on the themes.

RESULTS

Prior to this study, the status of state level training and technical assistance systems for early childhood special education providers had not been systematically examined. The purpose of Study VI: Training and Technical Assistance Systems in EI/ECSE was to identify and evaluate the current personnel preparation systems for early intervention/preschool education professionals in each state. Systems that provide and maintain effective and comprehensive personnel preparation and development may serve as models for national standards.

Training and Technical Assistance for 619 Providers

Coordinators of 619 programs from the 50 states, District of Columbia and the Virgin Islands were contacted. Six states and the Virgin Islands were not represented in the survey. Non-participants were Alaska, Mississippi, Missouri, Rhode Island, South Dakota, Virgin Islands and Wyoming. The overall response rate for the survey was 87%. Multiple respondents, such as CSPD coordinators and staff from contracted training agencies that worked directly with the 619 or CSPD coordinators, completed the remaining 13 surveys (see Table 1).

Table 1. *Job Titles of 619 Participants Who Completed Survey (n=45)*

Survey Respondent	n	%
619 coordinator only	32	71
Other 619 staff	6	13
619 coordinator and other 619 staff [a]	3	7
CSPD coordinator only	2	4
619 coordinator and CSPD coordinator	1	2
CSPD coordinator and other Part 619 staff	1	2
Total	45	100

[a] Other staff included other state department 619 staff members and staff from contracted training agencies who worked directly with the 619 or CSPD coordinators.

Definition of a Training System

State training systems were defined as state systems that contained each of ten components that demonstrated a systematic, sustainable approach to professional development. Defining components included: (a) dedicated resources such as an agency budget line-item; (b) staffing; (c) a dedicated agency responsible for the provision of the training; (d) policies or procedures for determining professional development expectations; (e) training content; (f) quality assurance systems; (g) process for identifying and measuring outcomes; (h) on-going, needs based professional development that is provided over-time; (i) a structure for the delivery of content (training modules, etc.), and (j) work-place applicability.

The definitions used to classify systems of training and technical assistance were team generated and influenced by the work of Winton, McCollum, and Catlett (1997). The research team used the worksheet provided in Table 2 to determine if states had a training system as defined above. Using this process, the researchers concluded that although 35 (78%) considered their state to have a training system, only 23 (58%) of the states had a training system in which all of the components delineated above were met. See Table 4 for the list of states that met the entire training systems definition.

A state was determined to have a training system if they met the following ten components of our definition. Technical assistance information found throughout the entire transcript was used to determine if the system met each required component. The key below indicates the general area, or question number, in which the information may be found on the survey.

Table 2. *Training System Worksheet*

Definition Components for Training Systems	Survey Item
A. Dedicated resources such as an agency budget line-item	1
B. Staffing	2-3
C. A dedicated agency(s) responsible for the provision of the training	1
D. Policies and procedures for determining professional development expectations	5-6
E. Has training content	9
F. Quality assurance	10-12
G. Identifying and measures outcomes	10-11
H. Provides on-going, needs-based professional development that is provided over-time	4
I. A structure for the delivery of content (training modules, etc.)	4
J. Has work-place applicability	2-14

Definition of a Technical Assistance System

Of the 45 respondents, 37 (82%) indicated that they had a technical assistance system. Information gleaned from interviews with state coordinators pertaining to their technical assistance systems was used against the following definition: (a) dedicated resources such as an agency budget line-item; (b) staffing; (c) a dedicated agency responsible for the provision of the training; (d) policies or procedures for determining professional development expectations; (e) training content; (f) quality assurance systems; (g) process for identifying and measuring outcomes; (h) work-place applicability; (i) provides ongoing TA; (j)individualized professional development; (k) problem solving services, and (l) assists individuals, programs and agencies in improving their services, management, policies, or outcomes. Table 3 contains the worksheet used to determine if states had a technical assistance system. Based on these definition components, 20 states (42%) had a technical assistance system where all the above-mentioned components were met (see Table 4).

A state was determined to have a technical assistance system if they met the following components of our definition. Technical assistance information found throughout the entire transcript was used to determine if the system met each required component. The key below indicates the general area, or question number, in which the information may be found on the survey.

Table 3. *Technical Assistance System Worksheet*

Definition Components for Technical Assistance Systems	Survey Item
A. Dedicated resources such as an agency budget line-item	15
B. Staffing	16-17
C. A dedicated agency(s) responsible for the provision of the training	15
D. Policies and procedures for determining professional development expectations	19-20
E. Has training content	23
F. Quality assurance	24-26
G. Has a process to identify and measure outcomes	24-25
H. Has work-place applicability	15-28
I. Provides ongoing TA	18
J. Has individualized professional development	16;18
K. Has problem-solving services	16-28
L. Assists individuals, program, and agencies in improving their services or management or policies or outcomes	16-28

Table 4. *States with a Training System and/or a Technical Assistance System (n=45)*

State	Training	TA	State	Training	TA
Alabama	X	X	Nevada	X	
Arizona	X	X	New Hampshire		
Arkansas		X	New Jersey		X
California	X	X	New Mexico		
Colorado	X		New York		
Connecticut	X		North Carolina		X
Delaware			North Dakota	X	X
DC			Ohio		
Florida	X		Oklahoma		X
Georgia			Oregon		
Hawaii	X		Pennsylvania	X	X
Idaho			South Carolina		
Illinois	X	X	Tennessee	X	
Indiana			Texas		
Iowa	X	X	Utah	X	X
Kansas	X	X	Vermont	X	
Kentucky	X	X	Virginia	X	X
Louisiana			Washington		
Maine			West Virginia		
Maryland		X	Wisconsin	X	X
Massachusetts	X	X			
Michigan					
Minnesota	X	X			
Montana	X				
Nebraska	X	X			

States without a 619 Training System

States missing one or more of the definition components were not considered to have a training system for 619 personnel (n=22). Table 5 indicates which definitional components the 22 states/ territories were determined to have or not have.

Table 5. *States without a Training System (n=22)*

State	Dedicated Resources	Staffing	Dedicated Agency	Policies to Determine Professional Development Needs	Content of Training	Quality Assurance	Process to Identify and Measure Outcomes	On-going, Needs Based, Over-time	Structure for Delivery	Work-place Applicability
AR	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
DE	Y	Y	Y	Y	N	Y	Y	N	Y	Y
DC	Y	Y	Y	Y	Y	N	N	Y	Y	Y
GA	N	N	N	Y	Y	Y	Y	Y	Y	Y
ID	Y	Y	Y	Y	Y	N	N	Y	Y	Y
IN	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
LA	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
ME	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
MD	N	N	N	N	N	N	N	N	Y	N
MI	N	N	N	N	N	N	N	N	N	N
NH	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
NJ	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
NM	Y	Y	Y	Y	N	Y	N	Y	Y	Y
NY	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
NC	N	N	N	N	N	N	N	N	N	N
OH	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
OK	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
OR	Y	N	Y	N	N	N	N	N	N	N
SC	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
TX	Y	Y	Y	Y	Y	N	Y	N	Y	Y
WA	Y	Y	Y	Y	Y	N	N	Y	Y	Y
WV	Y	N	Y	Y	Y	N	Y	Y	Y	Y

States with a Training System for 619 Personnel

The following information was gathered from states with a training system (n=23) according to the definition provided. Appendix B includes the survey, the frequency of responses, and responses by state.

Funding. Most frequently, state coordinators indicated that state and federal funds were used for 619 training (see Table 6).

Table 6*. Funding of Training Systems (n=23)*

Funding Source	Frequency
State	15
Federal	14
Grants	7
Medicaid	1

Participants. All respondents from states with a training system (n=23) indicated that early childhood special education teachers attended trainings (see Table 7).

Table 7*. Participants in Training (n=23)*

Participants	Frequency
Early Childhood Special Education Teachers	23
Related Service Providers	17
Regular Education Preschool Teachers	13
District Administrators	13
Families	9
Paraprofessionals	8
Other Agency Staff	6

Providers of Training. In-state experts or consultants provided the training in 22 states (see Table 8).

Table 8*. Providers of the Trainings (n=23)*

Providers of the Training	Frequency
Instate Expert/Consultant	22
Out of State Expert	8
Service Provider	1
Online Training Provider	1

Delivery of Training. Training was provided through workshops in 21 of the states with a training system (see Table 9).

Table 9*. Training Methods (n=23)*

Training Methods	Frequency
Workshops	21
Annual meetings/conferences	18
Distance/web-based learning	13
Applied learning	4
Regular staff meetings	3
Written materials	1

Required Training Specific to 619. Eleven of the state representatives indicated that they did not have trainings specific to 619 that were required of personnel (see Table 10).

Table 10*. Required Training Specific to 619 (n=23)*

Required Training Specific to 619	Frequency
No	11
Yes	10
Does not answer question	2

Training linked to certification, credits and/or other. Sixteen of the states linked training to continuing education credits (CEUs) (see Table 11).

Table 11*. Training Linked to Certification, Credits and/or Other (n=23)*

Training Linked to Certification, Credits and/or Other	Frequency
CEUs/CECs/early intervention points/units	16
Certification/certificate of attendance	11
Credential/endorsement	3
Training is not linked	2

Supports Provided. State representatives indicated that there were supports provided to trainees in a variety of different ways. Most frequently, CEUs were offered (see Table 12).

Table 12. *Supports or Incentives Provided to Attend Training (n=23)*

Supports or Incentives Provided to Attend Training	Frequency
CEUs offered	12
Stipend/scholarship provided to trainee	9
Paid time	7
Other incentives	4
Free training	4
Decided only at local level	3
Reimbursed for travel expenses	3
No supports or incentives	1

Identifying Training Needs. All 23 of the states identified as having a training system had a way to identify their training needs. Fourteen states mentioned that they used provider, administrator, or consultant input through surveys or interviews to determine training needs (see Table 13).

Table 13. *Identifying Training Needs (n=23)*

Identifying Training Needs	Frequency
Used provider, administrator or consultant input	14
Used compliance/performance monitoring	13
Used federal and/or state initiatives to identify training needs	9
Used personal preparation training committee	8
Used evidence based research to identify training needs	3

Training Content. When asked about their states current training content many state coordinators reported only a sample of their trainings offered because of the large number of trainings available throughout the year. Of the 23 states identified as having a training system, 17 said that they have training specific to early language and literacy while six states responded that they do not. The table below delineates more specific findings relative to having training specific to service delivery (see Table 14).

Table 14*. Training Content (n=23)*

Training Content	Frequency
Service Delivery	21
Data Management/Outcomes	16
Policies and Procedures	15
Disability Information	10
Working with Families	4
Child Development	2
Early Childhood Risk Factors	2

Evaluation. All 23 states identified as having a training system had a procedure in place to evaluate their training opportunities. Processes reportedly used are delineated below (see Table 15).

Table 15*. Evaluation of Training (n=23)*

Evaluation Method	Frequency
Trainee evaluation/survey forms	18
Compliance/monitoring/outcome data used	7
Verbal feedback	3
Classroom observation	2

Quality Assurance. When asked how the quality of their training on practice was evaluated, 15 state representatives indicated that they used monitoring procedures (see Table 16).

Table 16*. Quality Assurance (n=23)*

Quality Assurance	Frequency
Monitoring/annual performance plan data	15
Using feedback mechanism	8
Survey/evaluation	7

Ongoing Professional Development for Those Who Provide the Training. Of the 23 states with a training system, all indicated that they had one or more types of ongoing professional development (see Table 17).

Table 17*. Ongoing Professional Development (n=23)*

Ongoing Professional Development	Frequency
Conferences	12
Training support (Train the Trainer)	5
Informational meetings (regional meetings/monthly meetings of trainers)	4
Written materials (listserv/journals/ NECTAC information)	3
National organizations (webcasts/resource centers)	3
No formal procedures in place	3
State professional organizations	1

Training Across Disciplines. Thirteen states had some discipline specific trainings at least some of the time (see Table 18).

Table 18*. Training Across Discipline*

Training Across Disciplines	Frequency
Have at least some discipline specific trainings	13
No differences across disciplines	10

Networking. Networking processes and individual/agencies with which states networked varied (see Table 19).

Table 19. *List of Agencies/Organizations Used for Networking*

List of Agencies/Organizations Used for Networking	Frequency
Other State Agencies: Interagency Coordinating Councils / State T&TA Committees / Early Childhood Training Collaborative (Department of Health; Medical Quality Assurance Licensing Board; Child Protective Services; Healthy Families; Department of Health and Human Services; Department of Mental Health; Office of Child Care; Foster Care; Drug & Alcohol Office; Department of Mental Retardation; Department of Social Services; Medicaid; Headstart & Child Care)	17
Office of Special Education Programs / Department of Education	11
Disability Organizations / Advocacy Associations (UCEDD, Easter Seals, Autism Programs, Sensory Disabilities Project, Schools for the Deaf & Blind, Association for Special Education; Nemours Children Foundation)	8
Parent Groups / Parent Training Institutes	7
Universities (Higher Education)	6
Contracted Training & TA Agencies / Provider Agencies	6
Childcare Resource & Referral Agencies / Special Education Resource Center	3
Other State Offices & Programs (agencies share documents)	2
National Experts	2
National Early Childhood Technical Assistance Center / National Association for the Education of Young Children	1
Professional Therapy Organizations	1
Yes (but no examples provided)	2
No networking	1

States without a Technical Assistance System

Those states that did not meet criteria for having a technical assistance system (n=25) are listed in table below, along with specific information on which part of the definition was not met (see Table 20).

State	Dedicated Resources	Staffing	Dedicated Agency	Policies to Determine Professional Development Needs	Content of Training	Quality Assurance	Process to Identify and Measure Outcomes	Work-place Applicability	On-going TA	Individualized Professional Development	Problem-solving Services	Assist Individuals, Management, Policies or Outcomes
Colorado	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Connecticut	N	N	N	N	N	N	N	N	N	N	N	N
Delaware	N	Y	N	N	Y	N	N	Y	Y	Y	Y	Y
DC	Y	Y	Y	Y	Y	N	N	Y	N	N	N	N
Florida	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Georgia	N	N	Y	Y	Y	N	N	N	Y	Y	Y	Y
Hawaii	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y
Idaho	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Indiana	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Louisiana	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Maine	Y	Y	Y	N	Y	Y	N	Y	Y	N	N	N
Michigan	N	N	N	N	N	N	N	N	N	N	N	N
Montana	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Nevada	N	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y
New Hampshire	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
New Mexico	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
New York	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Ohio	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y
Oregon	Y	N	Y	N	N	N	N	N	N	N	N	N
South Carolina	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y
Tennessee	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y

Table 20. States without a Technical Assistance System (n=25)

Table 20. *States without a Technical Assistance System (n=25)*

State	Dedicated Resources	Staffing	Dedicated Agency	Policies to Determine Professional Development Needs	Content of Training	Quality Assurance	Process to Identify and Measure Outcomes	Work-place Applicability	On-going TA	Individualized Professional Development	Problem-solving Services	Assist Individuals, Management, Policies or Outcomes
Texas	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Vermont	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Washington	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y
West Virginia	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
West Virginia	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y

States with a 619 Technical Assistance System (n=20)

There were twenty states that met the definition of a technical assistance system.

Funding. Funding for the TA systems is primarily provided by federal and state funds. Five states indicated that other grants supported their TA. For example, Arkansas' TA system used funds from the Research to Practice Grant. Two states, Arkansas and Nebraska, mentioned that early childhood education agencies (e.g., Head Start, Even Start, etc.) partially funded the TA system (see Table 21).

Table 21*. Funding of Technical Assistance Systems*

Funding of Technical Assistance Systems	Frequency
State	13
Federal	12
Other grants	5
Early childhood education funds (e.g., HeadStart, EvenStart, etc.)	2
TANF	1
No answer	1
Not applicable	1

Participants. Most frequently, state coordinators reported that early childhood special education teachers participated in the TA (see Table 22).

Table 22*. Participants in Technical Assistance*

Participants in Technical Assistance	Frequency
Early childhood special education teachers	19
District administrators/coordinators	12
Regular education preschool teachers	11
Related service providers (PT, OT, SLP)	11
Other EC agencies (HeadStart, Child Care, etc.)	10
Families	8
Paraprofessionals	6
Not applicable to question	1

Providers of Technical Assistance. All 20 states with a TA system had an instate expert provide TA, while one of those also mentioned that direct providers also provided the TA (see Table 23).

Table 23*. Providers of Technical Assistance*

Providers of Technical Assistance	Frequency
Instate expert/consultant	20
Out of state expert	1
National resource (e.g. NECTAC, ECO)	1
Direct providers	1

Delivery of Training. Most frequently, states with a TA system delivered TA via workshops or within a classroom/lecture setting (see Table 24).

Table 24*. Technical Assistance Methods*

Technical Assistance Methods	Frequency
Workshops (e.g., classroom/lecture, small group/onsite/ in person/face to face)	18
Phone calls/emails based on individual requests	14
Distance learning	12
Annual meeting/symposium/conference	6
Written material (e.g., memos/listserv)	5
Applied learning (e.g., hands-on/vignettes/case studies/mentorship/ shadowing)	4
Regular staff meetings	3
Not applicable	1

Training Linked to Certification, Credits or Other. Technical assistance in half of the states with a TA system was not linked to certification, credentialing, or credits (e.g., CEUs). The other ten states indicated that TA was linked to a CEU/CEC, credential, or certificates of attendance (see Table 25).

Table 25*. Technical Assistance Linked to Certification, Credits or Other*

Technical Assistance Linked to Certification, Credits or Other	Frequency
Not linked	10
CEUs/CECs/early intervention points/units	7
Credential	2
Other (e.g., study group offers certificates)	1

Supports of Incentives Provided. Each of the 20 states reported having supports provided to personnel to assist them in their participation in TA (see Table 26).

Table 26. *Supports or Incentives Provided for Technical Assistance*

Supports or Incentives Provided for Technical Assistance	Frequency
Paid time	14
Stipend/scholarship provided to trainee or district	3
Decided only at the local level	3
Free training	2
CEU's offered	2
Reimbursed for travel expenses	1
Other (e.g., flexible times when TA is accessible)	5

Identification of Technical Assistance Needs. Nineteen states mentioned that input from providers, administrators, and TA consultants was used to identify the TA needs (see Table 27).

Table 27. *Identification of Technical Assistance Needs*

Identification of Technical Assistance Needs	Frequency
Provider/administrator/TA consultant input (surveys, training needs interview, self-assessments, phone calls, requests)	19
Compliance/performance/monitoring/complaints	11
Federal and/or state initiatives	8
Personnel Preparation Training Committee (may include supervisors, parents, providers, stakeholders, etc.)	3
Evidence-based/best practice/research	1

Technical Assistance Content. TA content focused mostly on service delivery and early intervention policies and procedures (see Table 28).

Table 28. *Technical Assistance Content*

Technical Assistance Content	Frequency
Service delivery	17
Early intervention policies and procedures	11
Data management system/outcome data	8
Disability-specific information	5
Working with families	5
Providing/accessing professional development	5

Evaluation of Technical Assistance. All of the states with a TA system had a method to evaluate the quality of TA experiences (see Table 29).

Table 29*. Evaluation of Technical Assistance*

Evaluation of Technical Assistance	Frequency
Trainee evaluation/survey forms	11
Compliance/monitoring/outcome data used	7
Observation in classrooms	3
Verbal feedback	2
Trainee exams	2
No answer	1

Quality Assurance. Most frequently, state representatives indicated that monitoring procedures and data reports were used to assure the quality of TA (see Table 30).

Table 30*. Quality Assurance of Technical Assistance*

Quality Assurance of Technical Assistance	Frequency
Monitoring/data reports	15
Using feedback mechanism	5
Survey/evaluation	4
Observe training	1

Ongoing Professional Development. Seventeen of the states had ways to address the on-going professional development of those who provide the TA. Twelve states used conferences to maintain the TA providers' expertise (see Table 31).

Table 31*. Ongoing Professional Development*

Ongoing Professional Development	Frequency
Conferences	12
Training support (Train the Trainer)	5
Informational meetings (regional meetings/monthly meetings of trainers)	4
National organizations (webcasts/resource centers)	3
No formal procedures in place	3
Written materials (listserv/journals/ NECTAC information)	3
State professional organizations	1

Networking. Thirteen of the states mentioned that they networked with other state agencies specific to TA (see Table 32).

Table 32*. Networking*

Networking	Frequency
Other State Agencies: Interagency Coordinating Councils / State T&TA Committees / Early Childhood Training Collaborative (Department of Health; Medical Quality Assurance Licensing Board; Child Protective Services; Healthy Families; Department of Health and Human Services; Department of Mental Health; Office of Child Care; Foster Care; Drug & Alcohol Office; Department of Mental Retardation; Department of Social Services; Medicaid; HeadStart & Child Care)	13
Universities (Higher Education)	5
Office of Special Education Programs / Department of Education	5
Disability Organizations / Advocacy Associations (UCEDD, Easter Seals, Autism Programs, Sensory Disabilities Project, Schools for the Deaf & Blind Association for the Education of Young Children; Association for Special Education; Nemours Children Foundation)	5
Parent Groups / Parent Training Institutes	4
Contracted Training & TA Agencies / Provider Agencies	4
Professional Therapy Organizations	3
Childcare Resource & Referral Agencies / Special Education Resource Center	3
No networking	3
NECTAC/NAEYC	2
Other State Offices & Programs (share documents)	2
Yes (but no examples provided)	1

Broad Based Questions Related to State 619 Training and TA Systems

CSPD. Most states (n=30) did not have a combined Comprehensive System for Personnel Development (CSPD) or training plan for Part C and 619. Thirteen states indicated that they did have a combined CSPD. One respondent was unsure.

Training Plan. Table 33 depicts the aspects of personnel preparation addressed in the state training plan.

Table 33. *Aspects of Professional Preparation Addressed in Training Plan*

Aspects of Professional Preparation Addressed in Training Plan	Frequency
Inservice education/TA system	18
Qualified personnel	15
Preservice system	13
Recruitment and retention/supply and demand	12
No formal plan	12
Dissemination	11
Missing information	7
Not applicable to question	6

Broad-based Professional Development System. Fourteen state representatives indicated that they had a broad-based professional development system for all of early childhood. These states had a professional development system for childcare, Head Start, education, preschool, Part C and 619 personnel.

Copy of Telephone Survey

Date _____   State: _____   Interviewer: _____

Participant: _____   Title: _____   Circle one: Part C/619

Study VI: Training And Technical Assistance Survey

Hello, this is _____ from the A.J. Pappanikou Center at the University of Connecticut Health Center. As part of the Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, we are calling to ask you a few questions about your training and technical assistance (T/TA) in your state for personnel serving infants and toddlers under Part C of IDEA (or preschoolers under Part B, Section 619 of IDEA). We are trying to identify states that have systems of ongoing T/TA in place for which we might be able to do a more in-depth case study as we look at what works in regard to continuing education.

We would like to spend about 30 minutes with you while we ask you some questions about the type of training and TA that is available in your state (across disciplines) for those working with these populations. We have looked at your website and we have gotten some information in order to make this interview as short as possible. Is this a good time for you?

[IF YES, CONTINUE. IF NO, SCHEDULE A CONVENIENT TIME TO CALL BACK IN THE BOX BELOW.]

Your participation is voluntary and if you wish not to answer any of the questions, I will respect your decision. You will not be paid for completing this survey.

Questions about this study may be directed to the Principal Investigator, Dr. Mary Beth Bruder, or IRB Representative at 860-679-8729 or 860-679-3054.

Do you agree to participate in this survey?

❑ Yes   ❑ No

I would like to record our conversation to verify that the notes I take are accurate, do you agree to this?

❑ Yes   ❑ No

Fill out the information below to schedule a more convenient time for telephone interview:

Name: _____

Phone number: _____

Date or day of week: _____

Time: _____

First, we want to start with explaining what we are defining as systems of training and technical assistance. By *system*, we mean a systematic, sustainable approach to professional development that has dedicated resources such as an agency budget line-item, staffing and a dedicated agency that is responsible for the provision of the T/TA. A system has policies or procedures for determining professional development expectations, the content of the T/TA, for quality assurance and for measuring outcomes.

The system of *training* provides on-going, needs-based professional development that is provided over-time, has identified outcomes, a structure for the delivery of content (training modules, etc.) and has work-place applicability. A *technical assistance* system provides on-going, individualized professional development and problem-solving services to assist individuals, programs, and agencies in improving their services, management, policies, and/or outcomes.

A. Based on this definition, do you have a training system in place in your state? (If yes, complete 1-14).

❑ Yes   ❑ No

B. Based on this definition, do you have a technical assistance system in place in your state? (If yes, complete 15-32).

❑ Yes   ❑ No

{Regardless of responses to A and B, all participants answer 29-31.}

Based on your above response for training, please respond to the following questions.

1. Who funds the training?

(How do you determine how much money is allocated for training?—how much spent on training per year OR how what percentage of total budget is spent on training? If contracting out, how do you determine how much goes to each contracted agency? Is it a set amount, a percentage, and a certain amount per person?)

2. Who participates in the training?

3. Who provides the training? *(Probe: Tell me more about that… What trainings do they provide? Who attends those trainings? Are they regional or statewide trainings? If not statewide: how do people in other areas access similar training opportunities?)*

4. How is the training delivered, such as types of modalities (instructional methods)?

(Examples: workshops – how long are the workshops?, on-line trainings, traditional classrooms lectures, conferences, etc.)

5. Is there training specific to Part C/619 that is required of personnel?

6. Is the training linked to a certification, credential or continuing education credit?

7. Are there supports or incentives provided to personnel to encourage their participation in professional development, such as days off of work, funding, continuing education credits, etc.?

8. Please describe the procedures for identifying training needs. *(Probe: Tell me more about… competencies/ standards/best practices/evidence-based research, What are your best practices? Where do you get the best practices, If using evidence based practices, where does the evidence come from? etc.)*

9. What has your current training content been this past year? *(Probe: What was the content during past years?) Is there training specific to early language and literacy?*   ❑ Yes   ❑ No

10. Please describe how the training is evaluated and outcomes assessed. *(Probe: Do you collect data? Are reports compiled from that data? Would be willing to send as a copy of those reports?)*

11. How is quality of the training assured? *(Clarification: How do you know the training is making a difference?)*

12. Are there procedures for addressing the re-tooling or on-going professional development of those who provide the training? *(Clarification: How do your trainers stay up to date on changes in the field?)*

13. What are similarities and/or differences in the training across disciplines serving this population? *(Clarification: Does every discipline take the same trainings?) (Probe: Are there differences in training requirements for part-time vs. full-time staff?)*

14. What networking with state professional organizations and other agencies specific to training occurs?

Based on your above response for technical assistance, please respond to the following questions.

15. Who funds the technical assistance? (How do you determine how much money is allocated for TA?—how much spent on TA per year OR how what percentage of total budget is spent on TA? If contracting out, how do you determine how much goes to each contracted agency? Is it a set amount, a percentage, and a certain amount per person?)

16. Who participates in the technical assistance?

17. Who provides the technical assistance? *(Probe: Tell me more about that… What types of technical assistance do they provide?)*

18. How is technical assistance delivered, such types of modalities (instructional methods)? (Examples: workshops – how long are the workshops?, on-line trainings, traditional classrooms lectures, conferences, etc.)

19. Is the technical assistance required of personnel? If not, are there other incentives for personnel to participate in professional development?

20. Is the technical assistance linked to a certification, credential or continuing education credit?

21. Are there supports provided to personnel to assist in their participation (days off of work, funding, etc.)?

22. Please describe the procedures for identifying technical assistance needs. *(Probe: Tell me more about… competencies/standards/best practices/evidence-based research, What are your best practices? Where do you get the best practices, If using evidence based practices, where does the evidence come from? etc.)*

23. What has your current training content this past year? *(Probe: What was the content during past years?)* Is there TA specific to early language and literacy? Yes / No

24. Please describe how the technical assistance is evaluated and outcomes assessed.

25. How is quality of the technical assistance assured? *(Clarification: How do you know the technical assistance is making a difference?)*

26. Are there procedures for addressing the re-tooling or on-going professional development of those who provide the technical assistance? *(Clarification: How do your trainers stay up to date on changes in the field?)*

27. What are similarities and/or differences in the technical assistance across disciplines serving this population? *(Clarification: Does every discipline receive the same technical assistance?) (Probe: Are there differences in technical assistance requirements for part-time vs. full-time staff?)*

28. What networking with state professional organizations and other agencies specific to technical assistance occurs?

All participants: please respond to the following questions.

29. Do you have a combined CSPD (Comprehensive System for Personnel Development) or training plan for Part C and 619? *(Probe if appropriate: If you are no longer referring to your training plan as a CSPD, what are you calling it?)*

30. What aspects of personnel preparation are addressed in your Part C or combined Part C and 619 CSPD/ training plan? *(Probe as needed: Does your training plan include the following components: qualified personnel, inservice education and technical assistance system, preservice system, dissemination, recruitment & retention/ supply & demand?)*

31. Does your state have a broad based professional development system for all of early childhood? (e.g., a professional development system for child care, Head Start, education, state preschool, Part C and 619 personnel, etc.). If so, where is it housed, what agency is responsible for it? Please describe it. Does it meet the needs for Part C and 619? If yes, please explain.

619 SURVEY WITH FREQUENCIES AND STATES WITH A TRAINING/TA SYSTEM

Date _____ State: _____ Interviewer: _____

Participant: _____ Title: _____ Circle one: Part C/619

Study VI: Training And Technical Assistance Survey

Hello, this is _____ from the A.J. Pappanikou Center at the University of Connecticut Health Center. As part of the Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education, we are calling to ask you a few questions about your training and technical assistance (T/TA) in your state for personnel serving infants and toddlers under Part C of IDEA (or preschoolers under Part B, Section 619 of IDEA). We are trying to identify states that have systems of ongoing T/TA in place for which we might be able to do a more in-depth case study as we look at what works in regard to continuing education.

We would like to spend about 30 minutes with you while we ask you some questions about the type of training and TA that is available in your state (across disciplines) for those working with these populations. We have looked at your website and we have gotten some information in order to make this interview as short as possible. Is this a good time for you?

[IF YES, CONTINUE. IF NO, SCHEDULE A CONVENIENT TIME TO CALL BACK IN THE BOX BELOW.]

Your participation is voluntary and if you wish not to answer any of the questions, I will respect your decision. You will not be paid for completing this survey.

Questions about this study may be directed to the Principal Investigator, Dr. Mary Beth Bruder, at 860-679-1500. Questions regarding the rights of research subjects should be directed to an IRB Representative at 860-679-8729 or 860-679-3054.

Do you agree to participate in this survey?

☐ Yes ☐ No

I would like to record our conversation to verify that the notes I take are accurate, do you agree to this?

☐ Yes ☐ No

Fill out the information below to schedule a more convenient time for telephone interview:

Name: _____

Phone number: _____

Date or day of week: _____

Time: _____

First, we want to start with explaining what we are defining as systems of training and technical assistance. By system, we mean a systematic, sustainable approach to professional development that has dedicated resources such as an agency budget line-item, staffing and a dedicated agency that is responsible for the provision of the T/TA. A system has policies or procedures for determining professional development expectations, the content of the T/TA, for quality assurance and for measuring outcomes.

The system of training provides on-going, needs-based professional development that is provided over-time, has identified outcomes, a structure for the delivery of content (training modules, etc.) and has work-place applicability. A technical assistance system provides on-going, individualized professional development and problem-solving services to assist individuals, programs, and agencies in improving their services, management, policies, and/or outcomes.

A.   Based on this definition, do you have a training system in place in your state? (If yes, complete 1-14).

State coordinators' responses:

Code	Title	Number of Cases	Frequency	States
1	Yes	35	78%	AL, AZ, CA, CO, CT, DE, FL, GA, HI, IL, IN, IA, KS, KY, ME, MD, MA, MN, MT, NE, NH, NJ, NM, NY, ND, OH, OK, PA, SC, TN, TX, UT, VT, VA, WA,
2	No	9	20%	AR, DC, ID, IA, LA, MI, NV, NC, OR
3	No response/not applicable	1	2%	WV

B.   Based on this definition, do you have a technical assistance system in place in your state? (If yes, complete 15-32).

State coordinators' responses:

Code	Title	Number of Cases	Frequency	States
1	Yes	37	82%	AL, AX, CA, CO, FL, GA, HI, ID, IL, IN, IA, KS, KY, ME, MD, MA, MN, MT, NE, NH, NJ, NM, NY, NC, ND, OH, OK, PA, SC, TN, TX, UT, TN, VT, VA, WA, WI
2	No	7	16%	AR, CT, DE, DC, MI, NV, OR
3	No response/not applicable	1	2%	WV

Based on team decision:

State- 619	Training		TA	
	Yes	No	Yes	No
Alabama	X		X	
Alaska				
Arizona	X		X	
Arkansas		X	X	
California	X		X	
Colorado	X			X
Connecticut	X			X
Delaware		X		X
DC		X		X
Florida	X			X
Georgia		X		X
Hawaii	X			X
Idaho		X		X
Illinois	X		X	
Indiana		X		X
Iowa	X		X	
Kansas	X		X	
Kentucky	X		X	
Louisiana		X		X
Maine		X		X
Maryland		X	X	
Massachusetts	X		X	
Michigan		X		X
Minnesota	X		X	
Mississippi				
Missouri				
Montana	X			X
Nebraska	X		X	

State- 619	Training		TA	
	Yes	No	Yes	No
Nevada	X			X
New Hampshire		X		X
New Jersey		X	X	
New Mexico		X		X
New York		X		X
North Carolina		X	X	
North Dakota	X		X	
Ohio		X		X
Oklahoma		X	X	
Oregon		X		X
Pennsylvania	X		X	
Rhode Island				
South Carolina		X		X
South Dakota				
Tennessee	X			X
Texas		X		X
Utah	X		X	
Vermont	X			X
Virginia	X		X	
Virgin Islands				
Washington		X		X
West Virginia		X		X
Wisconsin	X		X	
Wyoming				
Totals	23	22	20	25

The following codes and frequencies are provided for states that DO have a training system

1. Who funds the training?

Code	Title	Number of Cases	Frequency	Response by state:
1	Federal	14	60.9%	AL, CO, CT, FL, HI, IL, IA, KY, NV, PA, UT, VT, VA, WI
2	State	15	65.2%	AL, AZ, CA, CT, FL, MN, MT, NE, NV, PA, TN, UT, VT, VA, WI
3	Medicaid	1	4.3%	NE
4	Third party reimbursement	0		
5	Family fees	0		
6	Grants	7	30.4%	IA, KS, MA, NE, ND, PA, WI

2. Who participates in the training?

Code	Title	Number of Cases	Frequency	Response by state:
1	Early Childhood Special Education Teachers	23	100.0%	AL, AZ, CA, CO, CT, FL, HI, IA, IL, KS, KY, MA, MN, MT, NE, NV, ND, PA, TN, UT, VT, VA, WI
2	Regular Education Preschool Teachers	13	56.5%	AL, AZ, CA, CT, FL, IA, KS, KY, MT, TN, UT, VT, WI
3	Paraprofessionals	8	34.8%	AZ, CT, FL, IA, KS, TN, UT, VT
4	Related Service Providers (PT, OT, SLP)	17	73.9%	AL, AZ, CA, CO, CT, FL, HI, IL, IA, KS, MA, MT, NE, PA, TN, VA, VT
5	District Administrators/ coordinators	13	56.5%	AZ, CA, CO, CT, FL, HI, IA, KY, MA, NV, ND, TN, VA
6	Families	9	39.1%	AL, CT, FL, MT, NE, ND, PA, TN, UT
7	Other EC Agencies (Headstart, Child Care, etc.)	6	26.1%	FL, IL, MA, ND, UT, WI

3. Who provides the training?

Code	Title	Number of Cases	Frequency	Response by state:
1	Online Training	1	4.3%	VA
2	Out of State Expert	8	34.8%	CA, CO, CT, FL, MN, PA, UT, VT
3	National Resource (e.g., NECTAC, ECO)	0	0	
4	Instate Expert/Consultant	22	95.6%	AL, AZ, CA, CO, CT, FL, HI, IL, KS, KY, MA, MN, MT, NE, NV, ND, PA, TN, UT, VA, VT, WI
5	Early Intervention Providers	1	4.3%	NE
6	Parents	0	0	
88	Not applicable	1	4.3%	IA

4. How is the training delivered, such as types of modalities (instructional methods)?

Code	Title	Number of Cases	Frequency	Response by state:
1	Annual Meeting/ Symposium/Conference	18	78.3%	AL, AZ, CA, CO, CT, FL, IL, KS, KY, MN, MT, NE, PA, TN, UT, VT, VA, WI
2	Distance Learning	13	56.5%	CA, AL, CT, HI, IA, MN, MT, NE, ND, PA, VT VA, WI
3	Workshops (e.g., classroom/lecture, small group)	21	91.3%	AL, CA, CO, CT, FL, HI, IL, IA, KS, KY, MA, MN, MT, NE, NV, ND, TN, UT, VT, VA, WI
4	Written Material (e.g., memos/email/listserv)	1	4.3%	VA
5	Regular Staff Meetings	3	13.0%	CA, CO, UT
6	Applied Learning (e.g., hands-on/vignettes/ case studies/mentorship/ shadowing)	4	17.4%	CT, IA, KS.,MT

5. Is there training specific to Part C/619 that is required of personnel?

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	10	43.5%	AL, AZ, CA, CO, HI, KY, MA, MN, NE, VT
2	No	11	47.8%	CT, FL, IL, IA, KS, NV, ND, PA, TN, VA, WI
88	Does not answer question	2	8.7%	MT, UT

6. Is the training linked to a certification, credential or continuing education credit?

Code	Title	Number of Cases	Frequency	Response by state:
1	No	2	8.7%	AL, HI
2	Yes			
2.1	Certification/Certificate of Attendance	11	47.8%	CO, FL, IL, KS, KY, MA, MT, NE, ND, PA, VT
2.2	Credential/Endorsement	3	13.0%	CA, MT, VA
2.3	CEUs/CECs/Early Intervention Points/Units	16	69.6%	AZ, CT, FL, IL, IA, KS, KY, MN, MT, NE, NV, ND, TN, UT, VT, WI
2.4	Other (e.g., linked to enrollment in billing system)	0	0	

7. Are there supports or incentives provided to personnel to encourage their participation in professional development, such as days off of work, funding, continuing education credits, etc.?

Code	Title	Number of Cases	Frequency	Response by state:
1	No supports or incentives provided	1	4.3%	NV
2	Yes			
2.1	Free training	4	17.4%	CT, MN, NE, TN
2.2	Paid time	7	30.4%	AL, AZ, CA, KY, MA, PA, TN
2.3	Stipend/scholarship provided to Trainee or district	9	39.1%	CT, IL, IA, KY, MA, MN, NE, VA, WI
2.4	CEU's/certificate/credit hours offered	12	52.2%	AZ, CA, CO, CT, FL, IA, KS, KY, NE, UT, VT, VA,
2.5	Reimbursed for travel expenses	3	13.0%	HI, MN, ND
2.6	Other: meets training requirements, intrinsic reward, networking, etc.	4	17.4%	HI, MT, NE, UT
2.7	Decided only at the local level	3	13.0%	FL, IL, WI

8. Please describe the procedures for identifying training needs.

Code	Title	Number of Cases	Frequency	Response by state:
1	No procedure in place			
2	Personnel Preparation Training Committee (may include supervisors, parents, providers, stakeholders, etc.)	8	34.8%	CA, IL,KS, MN, NE, ND, UT, VT
3	Provider/Administrator/TA Consultant Input (surveys, training needs interview, self-assessments)	14	60.9%	AL, AZ, CO, CT, FL, KS, KY, MN, MT, NE, PA, TN, UT, VA
4	Federal and/or State Initiatives	9	39.1%	CO, CT, FL, HI, IA, NE, ND, VT, WI
5	Compliance/Performance/ Monitoring	13	56.5%	AZ, CA, CO, CT, HI, IA, KS, MA, MN, NE, NV, PA, WI
6	State Credential/ Competencies	0	0	
7	Evidence-based/Best Practice/Research	3	13.0%	CO, KS, PA

9. What has your current training content been this past year?

Code	Title	Number of Cases	Frequency	Response by state:
1	Policies and Procedures	15	65.2%	AL, AZ, CA, CO, CT, FL, IL, KS, MT, NE, NV, UT, VA, VT WI
2	Service Delivery	21	91.3%	AL, CA, CO, CT, FL, HI, IA, IL, KS, KY, MA, MN, ND, NE, NV, PA, TN, UT, VA, VT, WI
3	Working with Families	4	17.4%	HI, MA, NE, PA
4	Early Childhood Risk Factors	2	8.7%	CT, IL
5	Child Development	2	8.7%	IL, NE
6	Disability Information	10	43.5%	CT, IL, KY, KS, NE, PA, TN, UT, VA, WI
7	Professional Development	6	26.1%	CA, CT, MN, PA, VT, WI
8	Data management/ Outcomes	16	69.6%	AL, CA, CO, HI, IA, IL, KS, MN, ND, NE, NV, PA, TN, UT, VT, WI

* Many state coordinators reported only a sample of the trainings offered due to the large number of trainings available throughout the year

10. Is there training specific to early language and literacy? Yes / No

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	17	73.9%	AL, CA, CT, FL, HI, IA, IL, KY, MA, MT, NE, NV, PA, TN, UT, VA, WI
2	No	6	26.1%	AZ, CO, KS, MN, ND, VT

11. Please describe how the training is evaluated and outcomes assessed.

Code	Title	Number of Cases	Frequency	Response by state:
1	No procedure			
2	Has a procedure			
2.1	Verbal Feedback	3	13.0%	AL, KY, WI
2.2	Trainee Exams			
2.3	Trainee Evaluation/survey Forms	18	78.3%	AL, AZ, CA, CO, CT, FL, HI, IL, KS, KY, MN, ND, NE, PA, TN, UT, VT, VA
2.4	NECTAC Evaluation Procedure Used			
2.5	Compliance/monitoring/ outcome data used	7	30.4%	AZ, CO, HI, KS, MA, MT, NV
2.6	Observation in classroom	2	8.7%	CO, IA

12. How is quality of the training assured?

Code	Title	Number of Cases	Frequency	Response by state:
1	Monitoring / Annual Performance Plan Data	15	65.2%	AL, AZ, CA, CT, HI, IA, KS, MA, MN, ND, PA, TN, UT, VA, WI
2	Survey/evaluation	7	30.4%	AZ, CO, FL, MA, MT, NE, NV
3	Observe Training			
4	Using feedback mechanism	8	34.8%	CO, IL, KS, KY, PA, TN, VT, VA

13. Are there procedures for addressing the re-tooling or on-going professional development of those who provide the training?

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes			
1.1	Conferences	12	52.2%	FL, HI, IL, KS, KY, ND, NV, PA, UT, VA, VT, WI
1.2	National Organizations (webcasts/resource centers)	5	21.7%	KS, KY, MN, NE, WI
1.3	Informational Meetings (regional meetings/monthly meetings of trainers)	7	30.4%	AZ, IA, IL, KS, MN, NE, VA
1.4	Training Support (Train the Trainer)	6	26.1%	AL, IA, ND, NE, TN, WI
1.5	Written Materials (listserv/ journals/ NECTAC information)	4	17.4%	KY, MN, VA, VT
2	No formal procedures in place	4	17.4%	CA, CO, CT, MA
77	No Response	1	4.3%	MT

14. What are similarities and/or differences in the training across disciplines serving this population?

Code	Title	Number of Cases	Frequency	Response by state:
1	No differences across disciplines	10	43.5%	AL, AZ, CO, FL, IL, KS, UT, VT, VA, WI
2	Have Discipline Specific Trainings (at least sometimes)	13	56.5%	CA, CT, HI, IA, KY, MA, MN, MT, ND, NE, NV, PA, TN

15. What networking with state professional organizations and other agencies specific to training occurs?

Code	Title	Number of Cases	Frequency	Response by state:
1	No networking	1	4.3%	CO
2	Yes (but no examples provided)	2	8.7%	HI, MT
3	Universities (Higher Ed.)	6	26.1%	IA, IL, MN, TN, VA, WI
4	NECTAC / NAEYC	1	4.3%	WI
5	OSEP / Department of Education / Part C	11	47.8%	CA, CT, FL, IL, KS, KY, MA, ND, NE, VA, VT
6	Professional Therapy Organizations (PT, OT, SLP, Medicine/Health)	1	4.3%	NE
7	Other State Agencies: Interagency Coordinating Councils / State T&TA Committees / Early Childhood Training Collaborative (Department of Health; Medical Quality Assurance Licensing Board; CPS; Healthy Families; DHHS; Dept. of Mental Health; Office of Child Care; Foster Care; Drug & Alcohol Office; DMR; DSS; Medicaid; Headstart & Child Care)	17	73.9%	AL, AZ, CA, CT, FL, IL, KS, KY, MA, MN, ND, NE, PA, TN, UT, VT, WI
8	Childcare Resource & Referral Agencies / Special Education Resource Center (SERC)	3	13.0%	IA, KY, NE
9	Disability Organizations / Advocacy Associations (UCEDD, Easter Seals, Autism Programs, Sensory Disabilities Project, Schools for the Deaf & Blind, Association for Special Education; Nemours Children Foundation;)	8	34.8%	FL, IL, KY, MN, NE, NV, PA, TN
10	Parent Groups / Parent Training Institutes	7	30.4%	AZ, KS, MN, ND, NE, PA, UT
11	Contracted Training & TA Agencies / Provider Agencies	6	26.1%	FL, IL, KS, KY, MA, NE
12	Other State Part C Offices & Programs (share documents)	2	8.7%	MA, UT
13	National Experts	2	8.7%	CT, VA

Technical Assistance

The following codes and frequencies are provided for states that DO have a TA system

16. Who funds the technical assistance?

Code	Title	Number of Cases	Frequency	Response by state:
1	Federal	12	60%	AL, IL, IA, KY, MD, MA, NC, OK, PA, UT, VA, WI
2	State	13	65%	AL, AZ, AR, CA, KS, MA, MN, NE, NC, PA, UT, VA, WI
3	Medicaid	0	0%	
4	Early Childhood Education Funds (e.g, HeadStart, EvenStart, etc.)	2	10%	AR, NE
5	TANF	1	5%	MA
6	Other Grants	5	25%	AR, IA, KS, MA, NE
77	No answer	1	5%	NJ
88	Not applicable	1	5%	ND

17. Who participates in the technical assistance?

Code	Title	Number of Cases	Frequency	Response by state:
1	Early Childhood Special Education Teachers	19	95%	AZ, AL, AR, IL, IA, KY, KS, MA, MD, MN, NC, NJ, NE, ND, OK, PA, UT, VA, WI
2	Regular Education Preschool Teachers	11	55%	AZ, AL, AR, KY, IA, OK, MD, NC, NJ, NE, ND
3	Paraprofessionals	6	30%	AZ, AR, IA, KY, NE, ND
4	Related Service Providers (PT, OT, SLP)	11	55%	AZ, AL, AR, IL, KY, MD, MN, NE, NC, ND, UT
5	District Administrators/ coordinators	12	60%	AZ, FL, IA, KS, MA, MD, MN, NJ, NC, ND, UT, WI
6	Families	8	40%	AL, AR, IL, MD, MA, NE, PA, VA
7	Other EC Agencies (Headstart, Child Care, etc.)	10	50%	IL, IA, KS, KY, MD, MA, MN, NC, NE, PA
88	Not applicable to question	1	5%	CA

18. Who provides the technical assistance?

Code	Title	Number of Cases	Frequency	Response by state:
1	Online Training			
2	Out of State Expert	1	5%	PA
3	National Resource (e.g., NECTAC, ECO)	1	5%	ND
4	Instate Expert/Consultant	20	100%	AZ, AL, AR, CA, IL, IA, KS, KY, MD, MA, MN, NE, ND, NJ, NC, OK, PA, ,UT, VA, WI
5	Direct Providers	1	5%	NE
6	Parents			

19. How is technical assistance delivered, such types of modalities (instructional methods)?

Code	Title	Number of Cases	Frequency	Response by state:
1	Annual Meeting/ Symposium/Conference	6	30%	AL, CA, MD., NE, NC, VA
2	Distance Learning	12	60%	AL, AR, CA, KS, KY, MA, MD, NE, NC, UT, VA,WI
3	Workshops (e.g., classroom/lecture, small group/onsite/in person/face to face)	18	90%	AL, AZ, AR, CA, IL, KS, KY, MD, MA, MN, NE, NJ, NC, ND, OK,PA, UT, VA
4	Written Material (e.g., memos/listserv)	5	25%	CA, MA, NC, OK, WI
5	Regular Staff Meetings	3	15%	MD, NC, VA
6	Applied Learning (e.g., hands-on/vignettes/ case studies/mentorship/ shadowing)	4	20%	MA, NC, UT, VA
7	Phone Calls/Emails based on Individual Requests	14	70%	AL, AZ, AR, CA, IL, KS, KY, MD, MA, MN, ND, OK, VA, WI
88	Not applicable	1	5%	IA

20. Is the technical assistance required of personnel? If not, are there other incentives for personnel to participate in professional development?

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	15	75%	AL, AZ, AR, CA, KS, KY, MA, NE, NJ, ND, OK, PA, UT, VA, WI
2	No	4	20%	IL, IA, MD, NC
88	Not Applicable	1	5%	MN

21. Is the technical assistance linked to a certification, credential or continuing education credit?

Code	Title	Number of Cases	Frequency	Response by state:
1	No	10	50%	AL, AZ, CA, MA, MN, NJ, NE, OK, PA, WI
2	Yes	10	50%	
2.1	Certification			
2.2	Credential	2	10%	MD, VA
2.3	CEUs/CECs/Early Intervention Points/Units	7	35%	AR, IA, KS, KY, NC, ND, UT
2.4	Other (e.g., study group offers certificates)	1	5%	IL

22. Are there supports provided to personnel to assist in their participation (days off of work, funding, etc.)?

Code	Title	Number of Cases	Frequency	Response by state:
1	No supports or incentives provided		0%	
2	Yes	16	80%	
2.1	Free training	2	10%	NE, NC
2.2	Paid time	14	70%	AL, AZ, AR, IL, IA, KS, KY, NE, NJ, ND, OK, PA, UT, WI
2.3	Stipend/scholarship provided to Trainee or district	3	3%	IA, NE, VA
2.4	CEU's offered	2	10%	NC, UT
2.5	Reimbursed for travel expenses	1	5%	VA
2.6	Other: (e.g., flexible times when TA is accessible)	5	24%	IA, KY, MA, OK, VA
2.7	Decided only at the local level	3	15%	MD, NC, CA
88	Response Not Applicable	1	5%	MN

23. Please describe the procedures for identifying technical assistance needs.

Code	Title	Number of Cases	Frequency	Response by state:
1	No procedure in place			
2	Personnel Preparation Training Committee (may include supervisors, parents, providers, stakeholders, etc.)	3	15%	IL, KS, NE
3	Provider/Administrator/TA Consultant Input (surveys, training needs interview, self-assessments, phone calls, requests)	19	95%	AL, AZ, AR, CA, IL, KS, KY, MA, MD, MN, NE, NJ, NC, ND, OK, PA, VA, UT, WI
4	Federal and/or State Initiatives	8	40%	IA, KS, MD, NE, ND, VA, UT, WI
5	Compliance/Performance/ Monitoring/Complaints	11	55%	AL, AZ, AR, CA, MD, MN, NE, ND, PA, OK, UT
6	State Credential/ Competencies	0%	0%	
7	Evidence-based/Best Practice/Research	1	5%	CA

24. What has your current training content this past year? (Probe: What was the content during past years?)

Code	Title	Number of Cases	Frequency	Response by state:
1	Early Intervention Policies and Procedures	11	55%	AL, AR, AZ, IA, IL, MA, MD, MN, NC, ND, NE
2	Service Delivery	17	85%	AL, AZ, CA, IA, KS, KY, MA, MN, NC, ND, NE, NJ, OK, PA, UT, VA, WI
3	Data management system/ Outcome Data	8	40%	KS, MA, MD, NC, ND, OK, PA, WI
4	Disability-specific information	5	25%	AR, MD, MN, NE, OK
5	Working with Families	5	25%	KS, MD, NE, PA, WI
6	Risk topics (e.g., environmental risk/infant mental health)			
7	Providing/Accessing Professional Development	5	25%	CA, KS, MN, VA, WI

25. Is there TA specific to early language and literacy? Yes / No

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	11	55%	AL, AR, CA, IA, KY, MA, NC, NE, PA, UT, VA
2	No	7	35%	AZ, IL, KS, MN, NJ, ND, OK
3	No response	2	10%	MD, WI

26. Please describe how the technical assistance is evaluated and outcomes assessed.

Code	Title	Number of Cases	Frequency	Response by state:
1	No procedure	0	0	
2	Has a procedure	19	95%	
2.1	Verbal Feedback	2	10%	MA, MN
2.2	Trainee Exams	2	10%	AR, UT
2.3	Trainee Evaluation/survey Forms	11	55%	AL, AR, IL, KS, KY, ND, NE, NC, PA, UT, VA
2.4	NECTAC Evaluation Procedure Used	0	0	
2.5	Compliance/monitoring/ outcome data used	7	35%	AZ, KS, MD, NJ, OK, VA, WI
2.6	Observation in classrooms	3	15%	IA, KY, NC
99	Missing information (follow-up attempted)	1	5%	CA

27. How is quality of the technical assistance assured?

Code	Title	Number of Cases	Frequency	Response by state:
1	Monitoring / Data Reports	15	75%	AL, AZ, CA, IA, KS, KY, MD, MN, ND, NJ, OK, PA, UT, VA, WI
2	Survey/evaluation	4	20%	KY, NE, NC, ND
3	Observe Training	1	5%	NC
4	Using feedback mechanism	5	25%	IL, KY, MD, MA, VA

28. Are there procedures for addressing the re-tooling or on-going professional development of those who provide the technical assistance?

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	17	85%	
1.1	Conferences	12	60%	AZ, IL, KS, KY, MD, NJ, ND, OK, PA, UT, VA, WI
1.2	National Organizations (webcasts/resource centers)	3	15%	KY, NE, WI
1.3	Informational Meetings (regional meetings/monthly meetings of trainers)	4	20%	CA, IL, NE, VA
1.4	Training Support (Train the Trainer)	5	25%	AL, IA, MA, NE, UT
1.5	Written Materials (listserv/ journals/ NECTAC information)	3	15%	KY, MD, VA
1.6	State professional organizations	1	5%	KS
2	No formal procedures in place	3	15%	AR, MN NC
77	No Response			
88	Does not answer question			

29. What are similarities and/or differences in the technical assistance across disciplines serving this population?

Code	Title	Number of Cases	Frequency	Response by state:
1	No differences across disciplines	8	40%	AL, AZ, AK, CA, IL, KS, MA, UT
2	Have Discipline Specific Trainings (at least sometimes)	10	50%	KY, MD, MN, NE, NC, PA, VA, WI, OK, IA
88	Response not applicable to question	1	5%	NJ
99	Missing/no response	1	5%	ND

30. What networking with state professional organizations and other agencies specific to technical assistance occurs?

Code	Title	Number of Cases	Frequency	Response by state:
1	No networking	3	15%	KS, OK, UT
2	Yes (but no examples provided)	1	5%	MD
3	Universities (Higher Ed.)	5	25%	AR, IA, IL, MN, WI
4	NECTAC/NAEYC	2	10%	ND, WI
5	OSEP / Department of Education / Part 619 / Part B	5	25%	AR , IL, KY, MA, NE
6	Professional Therapy Organizations (PT, OT, SLP, Medicine/Health)	3	15%	AR , NE, VA
7	Other State Agencies: Interagency Coordinating Councils / State T&TA Committees / Early Childhood Training Collaborative (Department of Health; Medical Quality Assurance Licensing Board; CPS; Healthy Families; DHHS; Dept. of Mental Health; Office of Child Care; Foster Care; Drug & Alcohol Office; DMR; DSS; Medicaid; Headstart & Child Care)	13	65%	AR , AL, AZ, IA, IL, KY, MA, MN, NC, ND, NE, PA, WI
8	Childcare Resource & Referral Agencies / Special Education Resource Center (SERC)	3	15%	IA, KY, NE
9	Disability Organizations / Advocacy Associations (UCEDD, Easter Seals, Autism Programs, Sensory Disabilities Project, Schools for the Deaf & Blind Association for the Education of Young Children; Association for Special Education; Nemours Children Foundation;)	5	25%	IL, KY, MN, NE, PA

Code	Title	Number of Cases	Frequency	Response by state:
10	Parent Groups / Parent Training Institutes	4	4%	AZ, MN, NE, PA
11	Contracted Training & TA Agencies / Provider Agencies	4	4%	IL, MA, NE, PA
12	Other State Part C Offices & Programs (share documents)	2	2%	MA, NJ
88	Not Applicable	1	5%	CA

All participants: please respond to the following questions.

30. Do you have a combined CSPD(Comprehensive System for Personnel Development) or training plan for Part C and 619? (Probe if appropriate: If you are no longer referring to your training plan as a CSPD, what are you calling it?)

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes	13	29%	AL, AR, CT, DE, KS, LA, ME, MN, NE, OH, OR, PA, TX
2	No	31	69%	AZ, CA, CO, DC, FL, GA, HI, ID, IN, IA, KY, MD, MA, MI, MT, NM, NV, NH, NJ, NY, NC, ND, OK, SC, TN, UT, VA, VT, WA, WV, WI
3	Not sure	1	2%	IL

31. What aspects of personnel preparation are addressed in your Part C or combined Part C and 619 CSPD/ training plan? Probe as needed: Does your training plan include the following components: qualified personnel, inservice education and technical assistance system, preservice system, dissemination, recruitment & retention/ supply & demand?)

Code	Title	Number of Cases	Frequency	Response by state:
1	Qualified Personnel	15	33%	CA, CO, HI, LA, MD, MN, MT, NE, NJ, SC, TN, UT, WA, WV, WI
2	Inservice education/TA system	18	40%	CA, HI, IA, LA, MA, MD, MN, MT, NE, NH, NJ, NY, OR, SC, TN, UT, WV, WI
3	Preservice system	13	29%	CA, HI, LA, MN, NE, NJ, NY, SC, TN, UT, WA, WV, WI
4	Dissemination	11	24%	CA, HI, LA, MN, MT, NJ, SC, UT, TN, WV, WI
5	Recruitment & Retention/ Supply & Demand	12	27%	CA, HI, LA, MN, MT, NH, NJ, SC, TN, UT, WV, WI
6	Other: Paraprofessional plan			
7	No formal plan	12	27%	AZ, DC, FL, ID, IL, ID, ME, MI, NE, ND, NM, UT
88	Not applicable to question	6	13%	CT, DE, GA, KY, TX, VA
99	Missing information	7	16%	AL, AR, KS, NC, OH, OK, OR

32. Does your state have a broad based professional development system for all of early childhood? (e.g., a professional development system for child care, Head Start, education, state preschool, Part C and 619 personnel, etc.). If so, where is it housed, what agency is responsible for it? Please describe it. Does it meet the needs for Part C and 619? If yes, please explain.

Code	Title	Number of Cases	Frequency	Response by state:
1	Yes (entire definition met)	14	31%	AR, DE, FL, IL, KS, KY, NE, NJ, OH, PA, TN, VA, WV, WI
2	No (some or all of definition not met)	30	67%	AL, AZ, CA, CO, DC, GA, HI, ID, IN, IA, LA, ME, MA, MD, MI, MN, MT, NM, NV, NH, NC, NY, ND, OK, OR, SC, TX, WA, UT, VT
88	Not applicable	1	2%	CT