The Center to Inform Personnel Preparation and Practice in Early Intervention and Preschool Education
Study X

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The Center

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is a five-year project established in January, 2003 and funded by the Office of Special Education Programs.

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.

The Center's Purpose

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.

The Center's Goals

- To compile a comprehensive database of current licensure and certification standards for all EI/ECSE personnel.
- To develop a comprehensive profile of current training programs for all types of personnel at the institutional, state, and national levels.
- To describe the current and projected supply and demand for personnel.
- To design and conduct a program of research to identify critical gaps in current knowledge regarding personnel preparation.
- To develop and disseminate recommendations regarding personnel preparation policy and practice based on research findings.

The Center's Projects

Study I:	The National Landscape of Early Intervention and Early Childhood Special Education
Study II:	The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation
Study III:	The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education
Study IV:	The Impact of Credentials on Early Intervention Personnel Preparation (Credentialing Part C)
Study V:	Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators (619)
Study VI:	Training and Technical Assistance Survey of Part C & 619 Coordinators
Study VII:	Confidence and Competence of 619/Part C Service Providers
Study VIII:	Alignment of ECSE Higher Education Curricula with National Personnel Standards
Study IX:	Parent Perceptions of Confidence and Competence of 619/Part C Service Providers
Study X:	**Case Studies Report: Training and TA Systems**

Background

Study X: Case Studies Report: Training and TA Systems

- Study X is a follow-up study to Study VI: Training and Technical Assistance (T/TA) Survey of Part C & 619 Coordinators.

- The purpose of this study was to highlight outstanding states who have effective and comprehensive T/TA systems. Results were used to identify critical components and possible strategies that could be used by states who wish to revamp or establish new T/TA systems.

Background Continued

- **Service Delivery Systems (Part C and 619)**

  - Birth to Three (Part C)
    - In-home and community-based services
    - Focus on reaching developmental milestones
    - Family-oriented services
    - Individualized Family Support Plans (IFSP)

  - Three to Five (619)
    - School-based services
    - Focus on education and learning
    - Child-oriented services
    - Individualized Education Plans (IEP)

Definition of a Training System

A training system includes:

- dedicated resources such as an agency budget line-item
- staffing
- a dedicated agency that is responsible for the provision of the training
- policies or procedures for determining professional development expectations
- has training content;
- quality assurance
- identifies and measures outcomes
- provides on-going, needs based professional development that is provided over-time
- a structure for the delivery of content (training modules, etc.)
- has work-place applicability

Definition of TA System

A TA system includes:

- dedicated resources such as an agency budget line-item
- staffing
- a dedicated agency that is responsible for the provision of the TA
- policies or procedures for determining professional development expectations
- has TA content
- quality assurance
- identifies and measures outcomes
- has work-place applicability
- Provides ongoing TA
- individualized professional development
- problem-solving services
- assists individuals, programs, and agencies in improving their services, management, policies, and/or outcomes

Methodology

- Participants
  - The sample for this study was chosen from an earlier assessment of the T/TA systems (see Study VI). States were identified by the Center as having a comprehensive T/TA system as defined by factors identified in Study VI. The following states met the criteria for either their Part C and/or 619 systems and agreed to participate:

  - California
  - Kansas
  - Minnesota
  - Nebraska

  - Pennsylvania
  - Wisconsin
  - Ohio
  - Illinois

Methodology Continued

- **Measure/Procedure**
  - The interview protocol consisted of 65 open-ended questions created by the Center regarding:

    - Contextual Information
    - Content
    - Delivery
    - Staffing
    - Data Collection
    - Funding

  - Several informants from each state were surveyed in a semi-structured telephone interview which lasted between 60 and 255 minutes (M = 124). Most interviews were audio-taped and later transcribed for analysis.

Methodology Continued

- Identifying Themes/Indicators

  - Each individual interview was summarized by a research staff person and used to create a comprehensive overview of the entire state. Salient themes were then identified across states (see Results: Themes).

  - After the themes were extracted, possible indicators/standards were suggested that could be used as guidelines to a comprehensive T/TA system (see Results: Indicators).

Results: Themes

Below are the themes found across states for six of the seven topic areas. Collaboration was collapsed and embedded throughout each focus area.

Contextual Information	CA	IL	KS	MN	NE	OH	PA	WI
Goal: to provide quality services for children and families	X	X	X	X	X	X	X	X
Goal: to comply with state and federal regulations	X	X	X	X		X		X
System has been in existence for at least 10 years	X	X	X	X	X		X	X
Part C and 619 collaborate together	X		X		X		X	X
Content								
Influence: state and federal requirements/priorities	X	X	X	X	X	X	X	X
Influence: evaluations from past trainings	X	X	X	X	X	X	X	X
Influence: evidence-based practice or research	X	X	X		X	X		X
Multiple agencies collaborate to determine content	X	X	X	X	X	X	X	X

Results Continued: Themes

Delivery	CA	IL	KS	MN	NE	OH	PA	WI
TA is given on-site or through phone consultation	X	X	X	X	X	X	X	X
Primary method of training delivery is large group events	X	X	X	X	X	X	X	X
Increased use of electronic or online formats for TTA	X	X	X	X	X	X	X	X
Influence: adult learning principles	X	X	X	X	X	X	X	X
Some trainings delivered through collaboration	X	X	X	X	X	X	X	X
Staffing								
Qualifications: advanced degrees/experience	X	X	X	X	X	X	X	X
Has some staff dedicated to TTA	X	X	X	X	X	X	X	X
On-going skill development for providers of TTA	X	X	X	X	X	X	X	X
Has low turnover of staff			X	X			X	X

Results Continued: Themes

Data Collection	CA	IL	KS	MN	NE	OH	PA	WI
Collects evaluation data from all training events	X	X	X	X	X	X	X	X
Data is used to improve future TTA	X	X	X	X	X	X	X	X
Maintains a database containing training event info.	X		X		X	X	X	
Funding								
Has consistent funding	X	X	X	X	X	X	X	X
Uses informal collaboration of funds for TTA events	X	X	X		X		X	X

Results: Indicators

From the themes previously listed, potential indicators or standards are proposed that could be used as guidelines for states who wish to revamp their TTA systems or for those who are planning to start a new system.

Contextual Information

1.) A clear, overarching mission or goal statement that frames the entire system is   present

2.) The purpose of the TTA efforts are clearly defined and distinct, yet complimentary

Content

1.) Content is clearly defined and communicated

2.) The state has the capacity to successfully balance and address multiple influences/priorities

3.) Content addresses both state and local priorities

4.) Collaboration with other agencies and programs help shape the TTA content

Results: Indicators

Delivery

    1.) Multiple methods of delivery is used to ensure access across the state

    2.) Delivery methods reflect best practices in adult learning

    3.) Delivery of TTA reflects and builds on strong collaborative efforts

Staffing

    1.) The state maintains highly qualified staff to carry out the design, delivery, and   evaluation of TTA

    2.) Ongoing staff development is provided for ensuring quality TTA

Results: Indicators

Data Collection

1.) Evaluation of all TTA events occurs and includes both process and outcome   measures

2.) Evaluation data is used to improve future TTA, measure the impact on services   and outcomes, and, when appropriate, inform ongoing licensure

3.) Periodic evaluation of the state's overall TTA system occurs

Funding

1.) Funding is dedicated, stable, and adequate

2.) Funding comes from multiple sources, including federal and state funds, as well   as, other agencies

Questions?

- For a copy of the full report go to:

  - http://www.uconnucedd.org/

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