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

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

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 (Credentialing 619)
- **Study VI: Training and Technical Assistance Survey of Part C & 619 Coordinators**
- Study VII: Confidence and Competence of 619/Part C Service Providers

The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

Questions

# Background: Study V I

## Training and Technical Assistance Survey of Part C & 619 Coordinators

- The status of state-level training and technical assistance (TA) systems for early intervention providers has not been systematically collected or organized.
- The purpose of this study was to identify and evaluate the current personnel preparation systems for EI/ECSE professionals in each state. Systems that provide and maintain effective and comprehensive personnel preparation and development will serve as models for national standards.



# Methodology

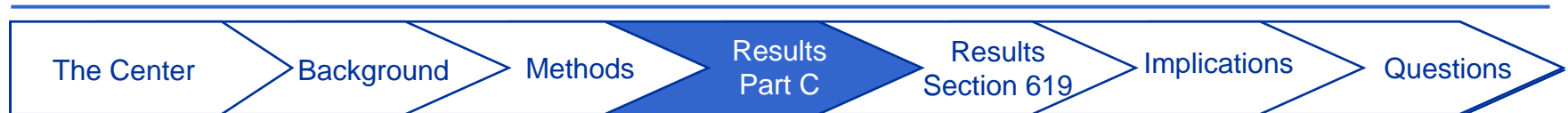
- Part C and 619 coordinators were contacted to complete the survey via phone with trained interviewers.
- Survey consists of 31 discrete and open-ended questions on:
  - funding,
  - delivery methods,
  - content,
  - needs assessment,
  - quality assurance,
  - and other areas pertaining to training and TA.
- Target sample was all 50 states, D.C., Virgin Islands & Puerto Rico
  - Part C n=51
  - 619 n=45



# Definition of a Training System

A systematic, sustainable approach to professional development that has:

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

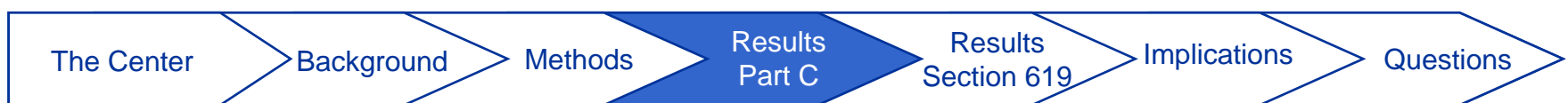




# Definition of Technical Assistance

A system of technical assistance includes all of following components:

- a) dedicated resources such as an agency budget line-item;
- b) staffing;
- c) a dedicated agency that is responsible for the provision of the TA;
- d) policies or procedures for determining professional development expectations;
- e) has TA content;
- f) quality assurance;
- g) identifies and measures outcomes;
- h) has work-place applicability;
- i) Provides ongoing TA;
- j) individualized professional development;
- k) problem-solving services;
- l) assists individuals, programs, and agencies in improving their services, management, policies, and/or outcomes.

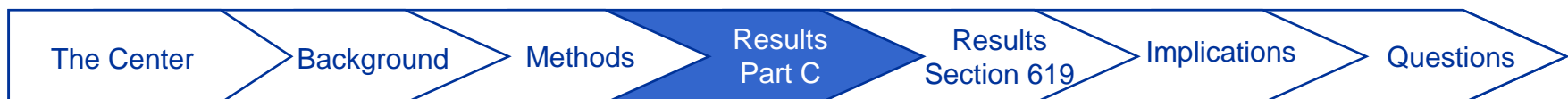


# Survey Participant Characteristics: Part C

Job Titles of Participants Who Completed Part C Survey (n=51)

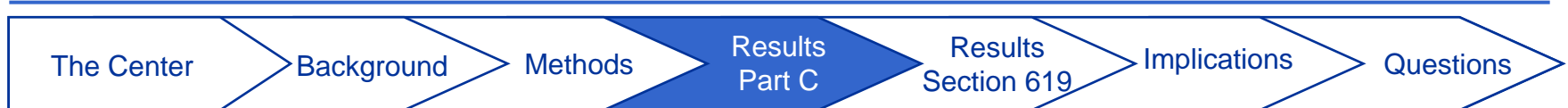
Survey Respondent	n	%
Part C coordinator only	26	51
CSPD coordinator only	9	18
Part C coordinator and CSPD coordinator	1	2
Part C coordinator and other Part C staff <sup>a</sup>	2	4
CSPD coordinator and other Part C staff	1	2
Other Part C staff	12	24
TOTAL	51	100

<sup>a</sup> Other staff included training directors, professional development directors, and staff from contracted training agencies who worked directly with the Part C or CSPD coordinators.

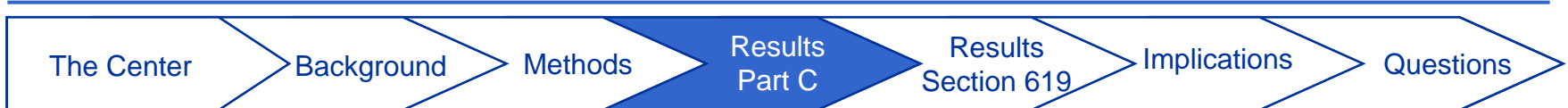
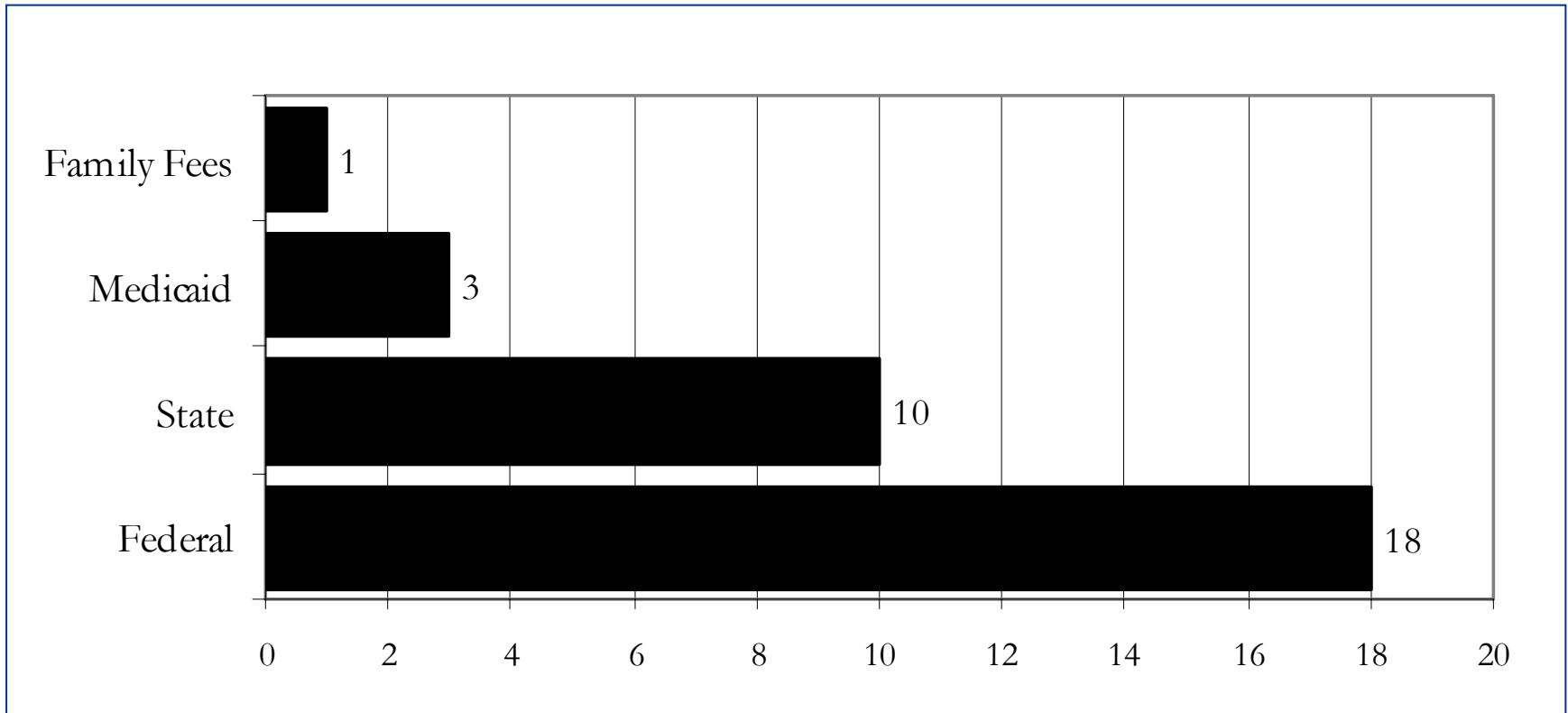


# Training and Technical Assistance by State: Part C

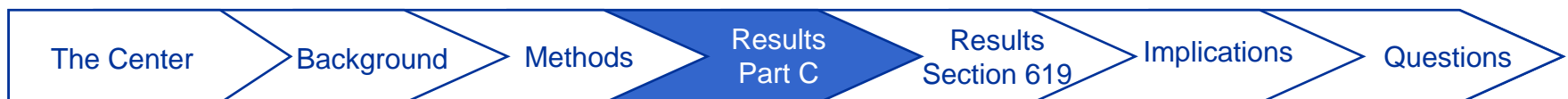
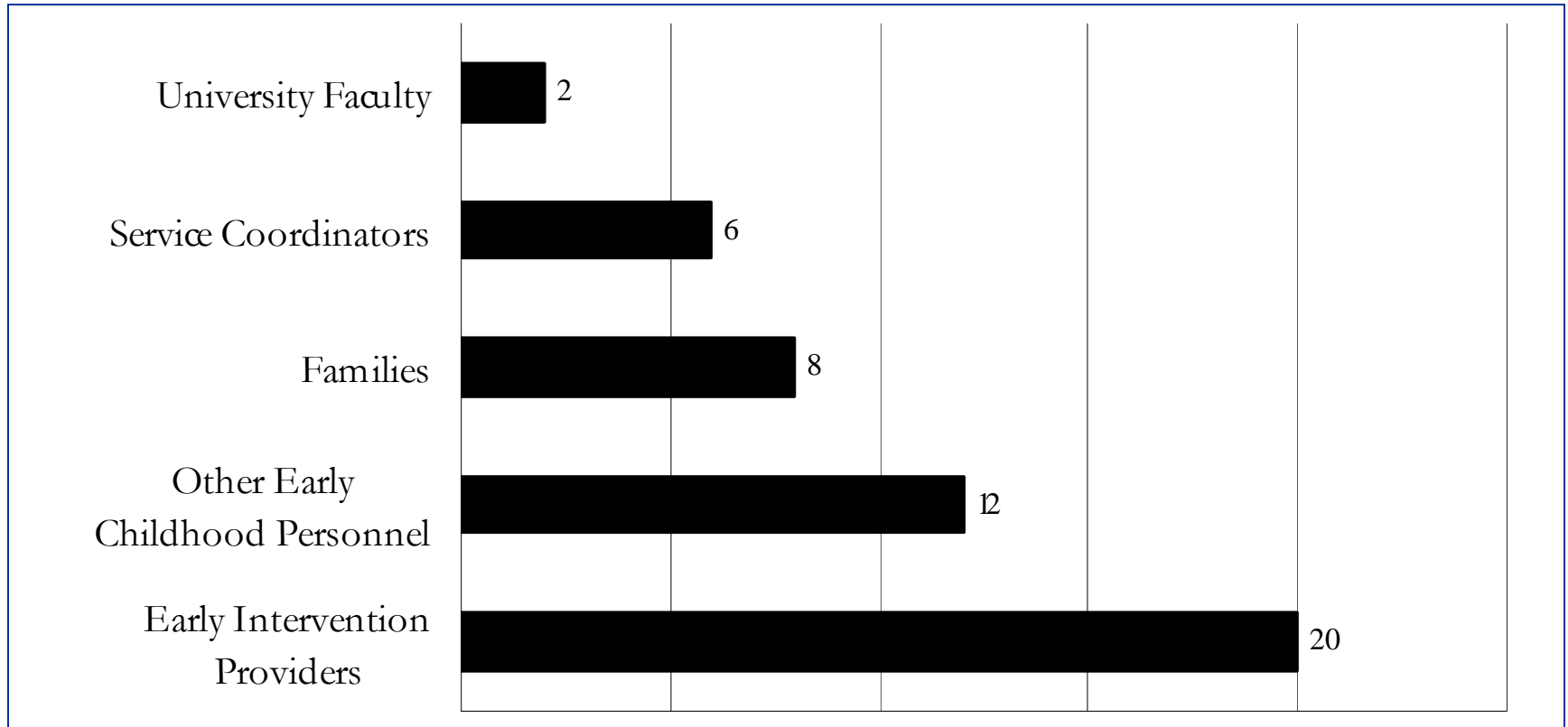
- When asked, 39 states reported having a training system
- Based on the definition of training applied by research staff to survey answers:
  - **20 states (39%) had a training system**
- When asked, 43 states reported having a technical assistance system
- Based on the definition of technical assistance applied by research staff to survey answers:
  - **12 states (23%) had a technical assistance system**



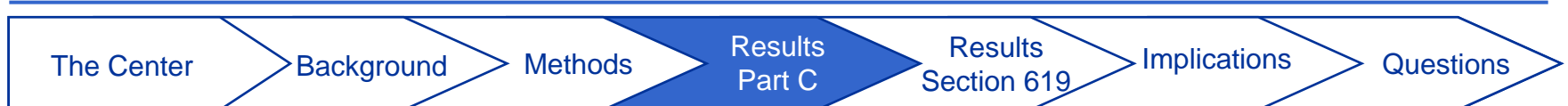
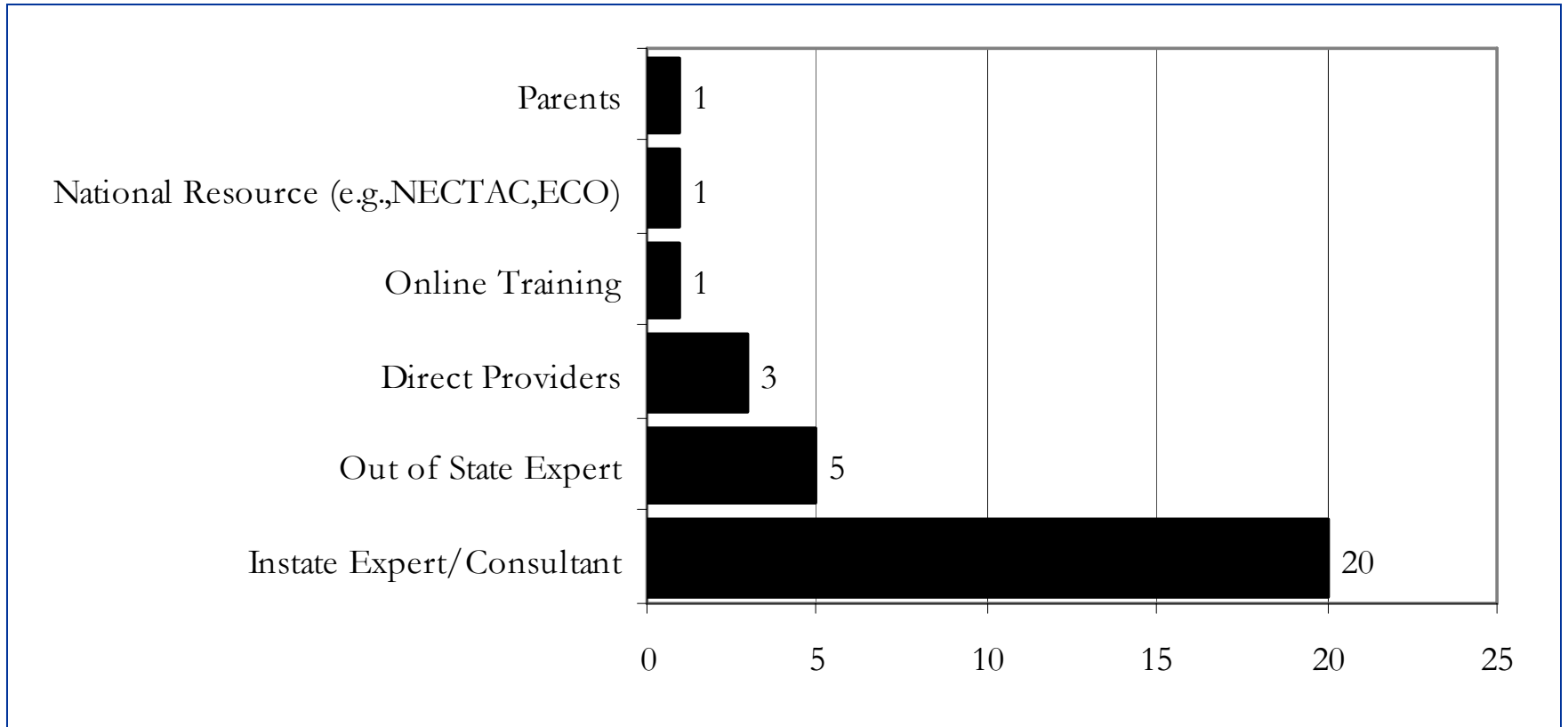
# Part C: Funding for Training



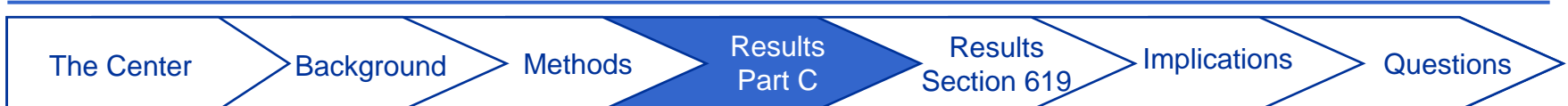
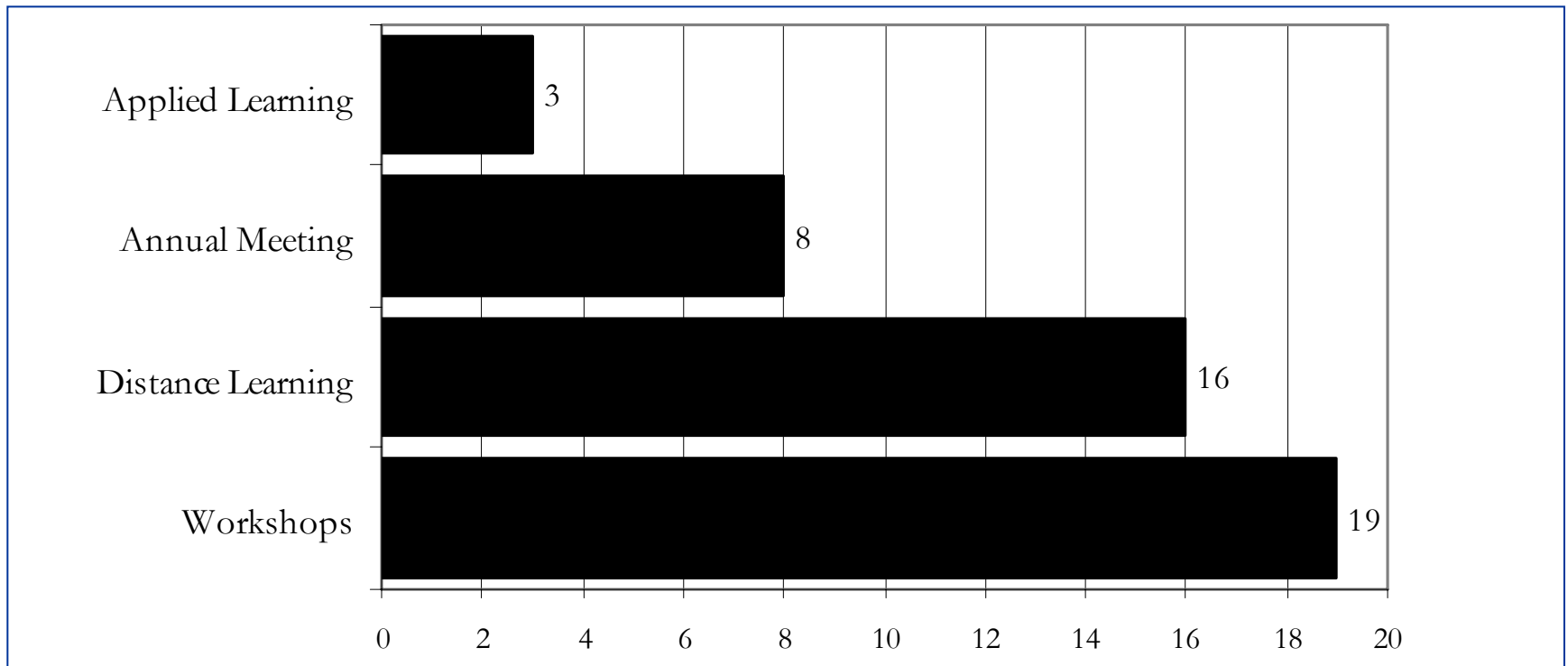
# Part C: Participation in Training



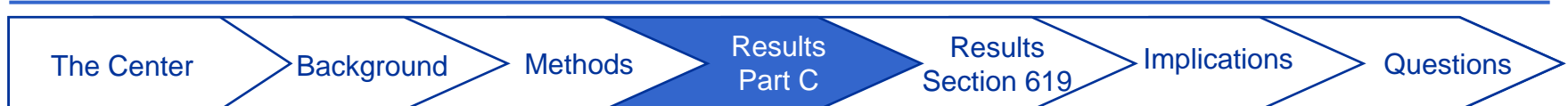
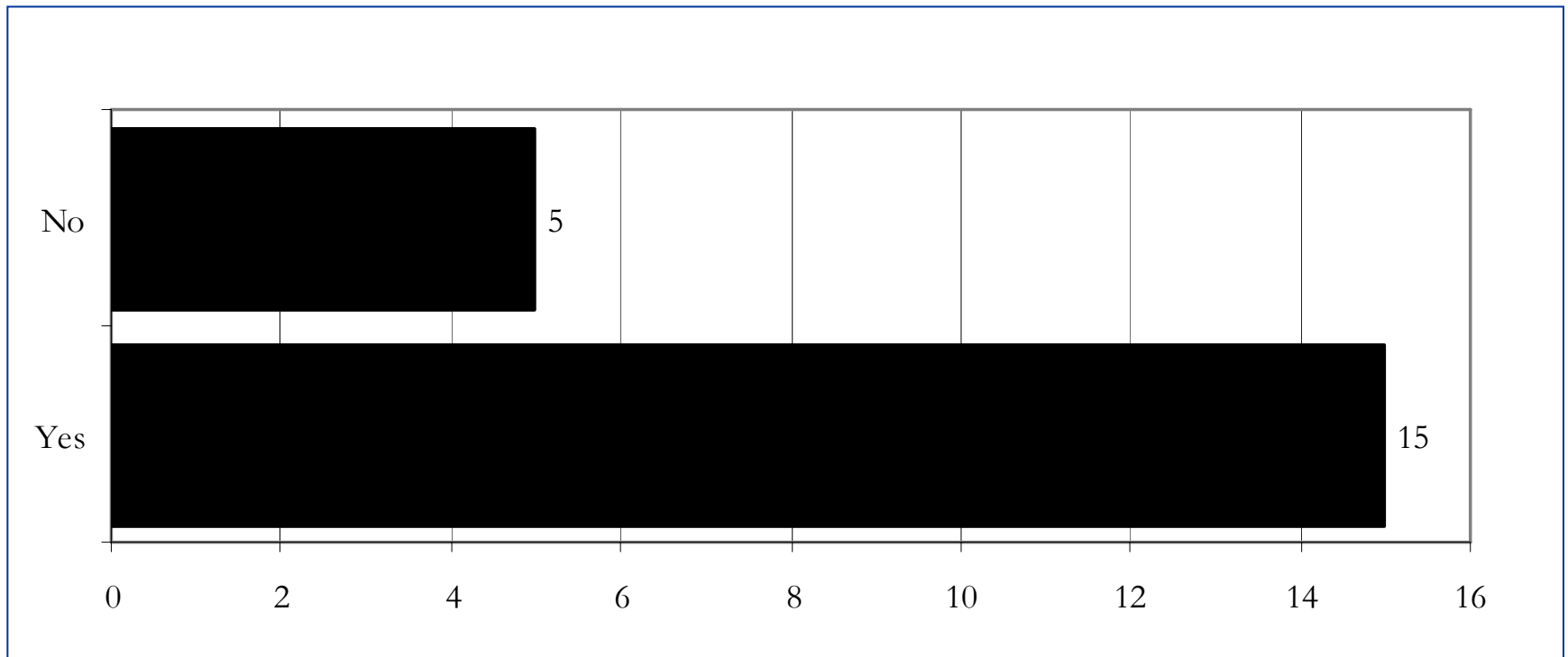
# Part C: Providers of Training



# Part C: Delivery Methods for Training

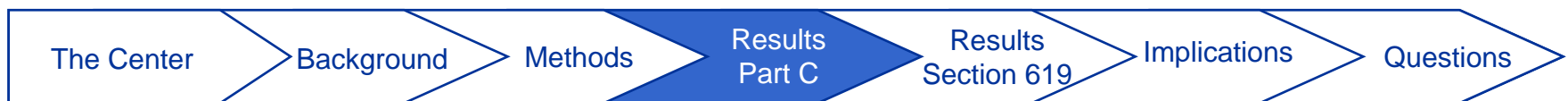
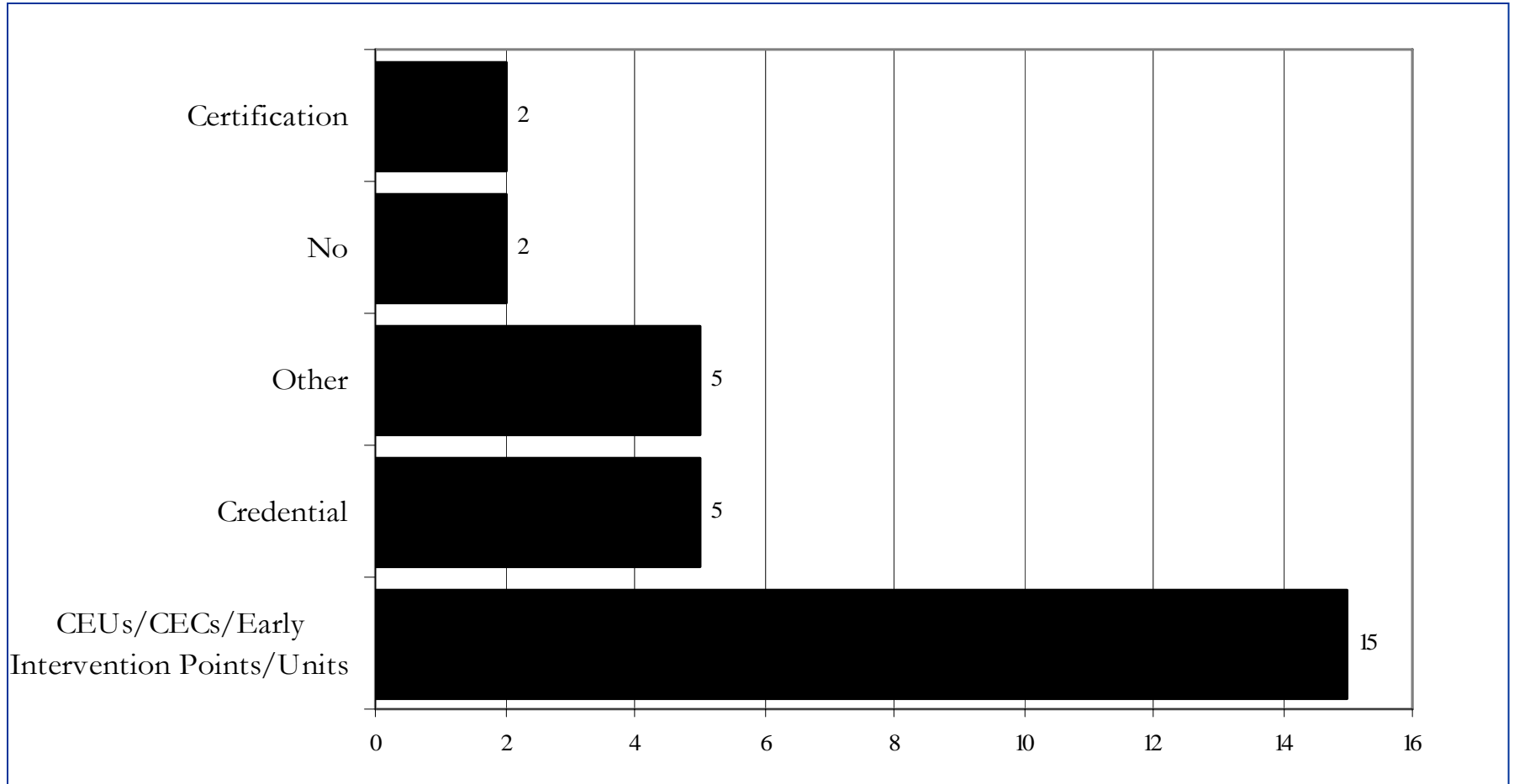


# Part C: Training Requirement

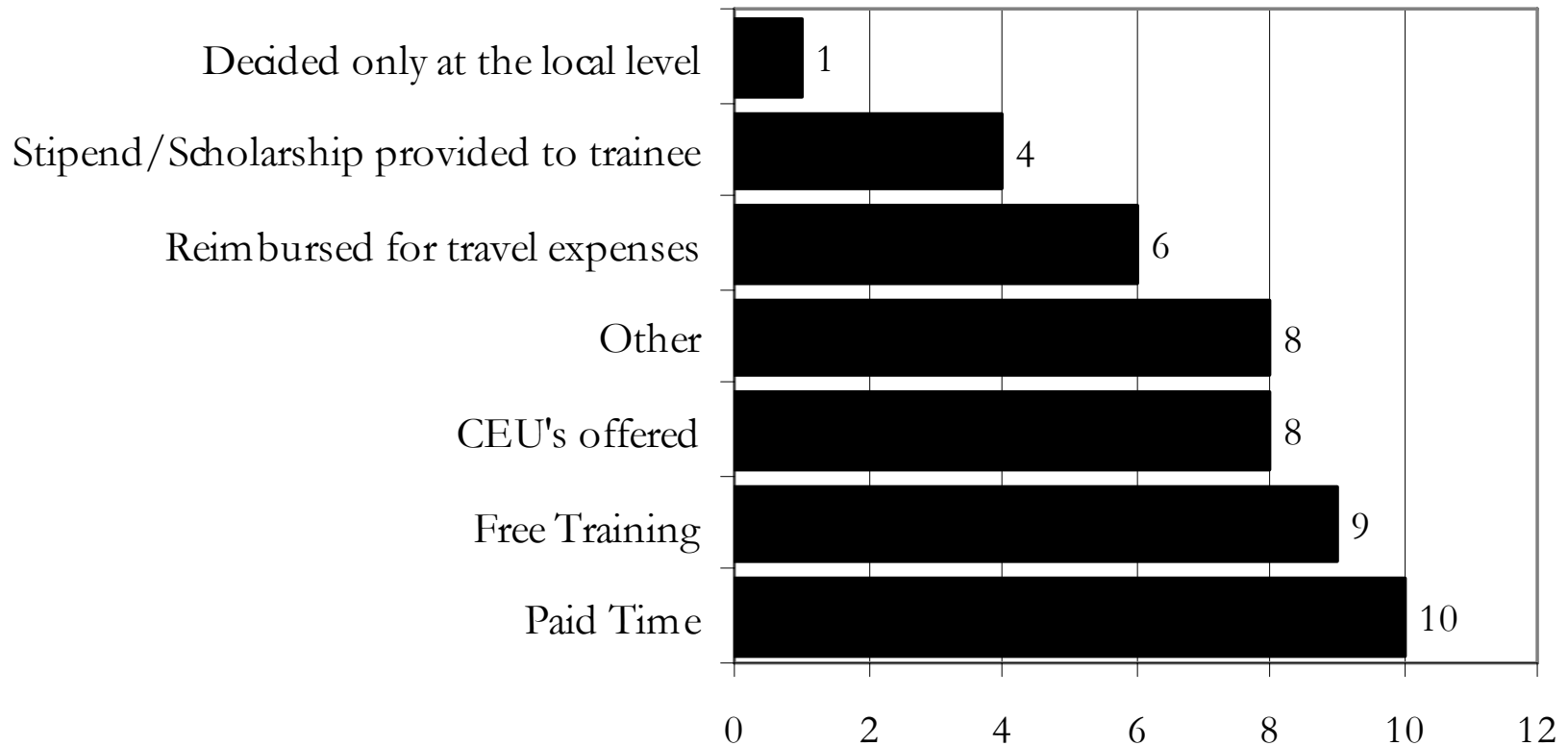




# Part C: Link to Certification



# Part C: Support or Incentives for Training



The Center

Background

Methods

Results  
Part C

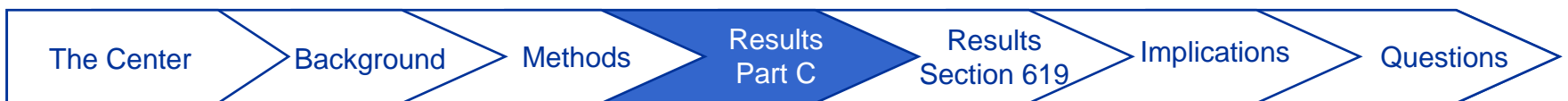
Results  
Section 619

Implications

Questions

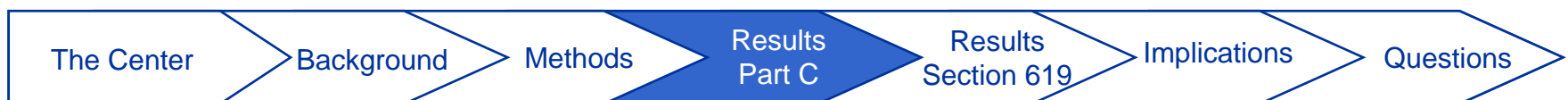
# Part C: Identification of Training Needs

Provider/Administrator/TA Consultant Input	18
Personnel Preparation Training Committee	12
Compliance/ Performance/Monitoring	12
Evidence-based/ Best Practice/Research	11
Federal and/or State Initiatives	7
State Credential/Competencies	6

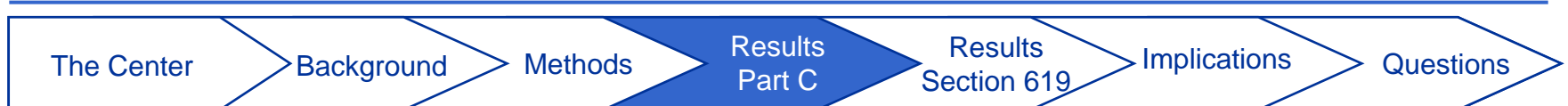
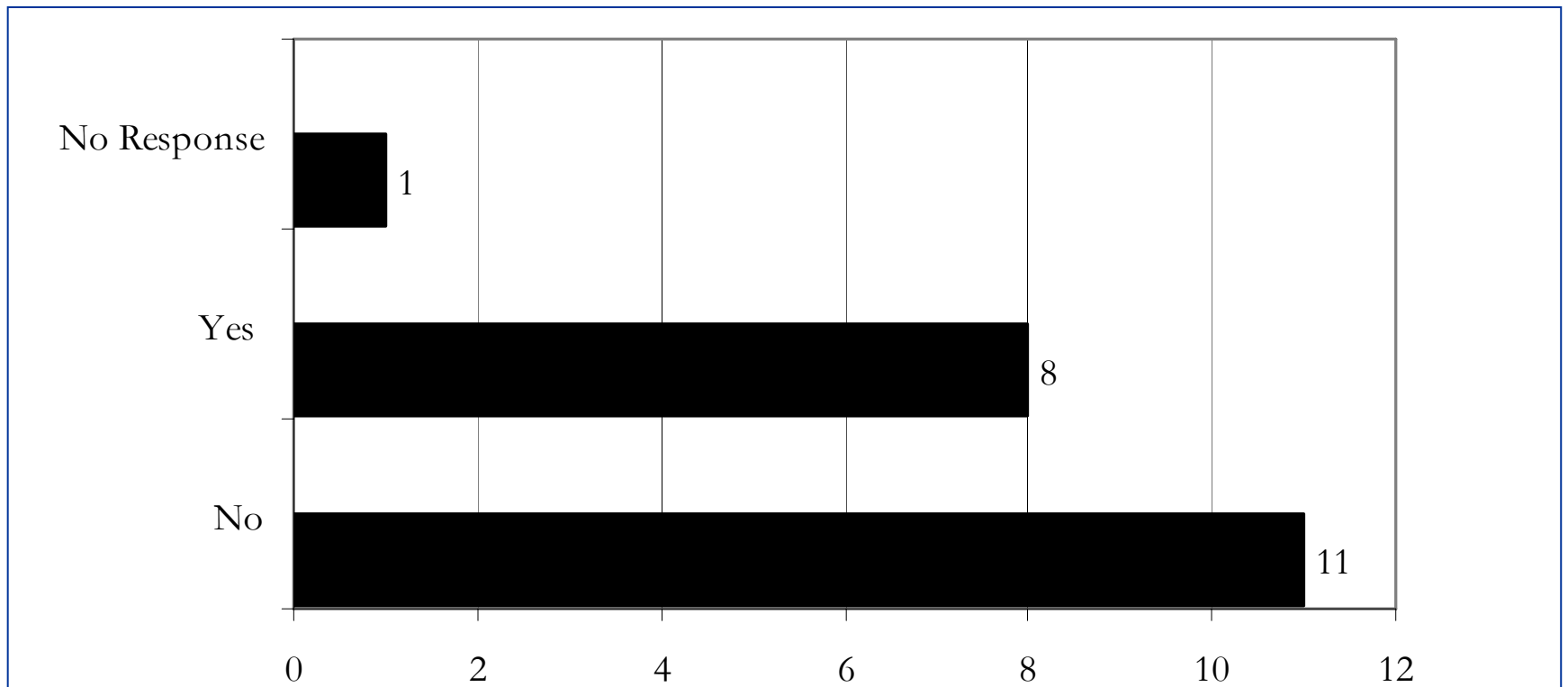


# Part C: Training Content

Service Delivery	19
Policies and Procedures	18
Working with Families	11
Disability Information	10
Child Development	7
Early Childhood Risk Factors	3
Data Management/Outcomes	3

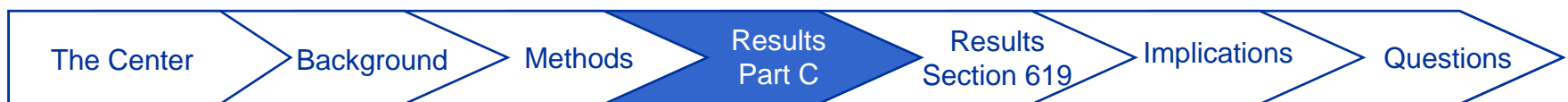


# Part C: Training in Early Language and Literacy

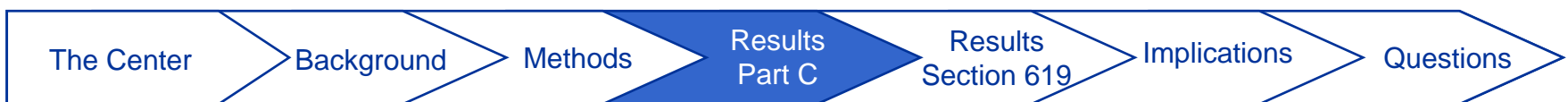
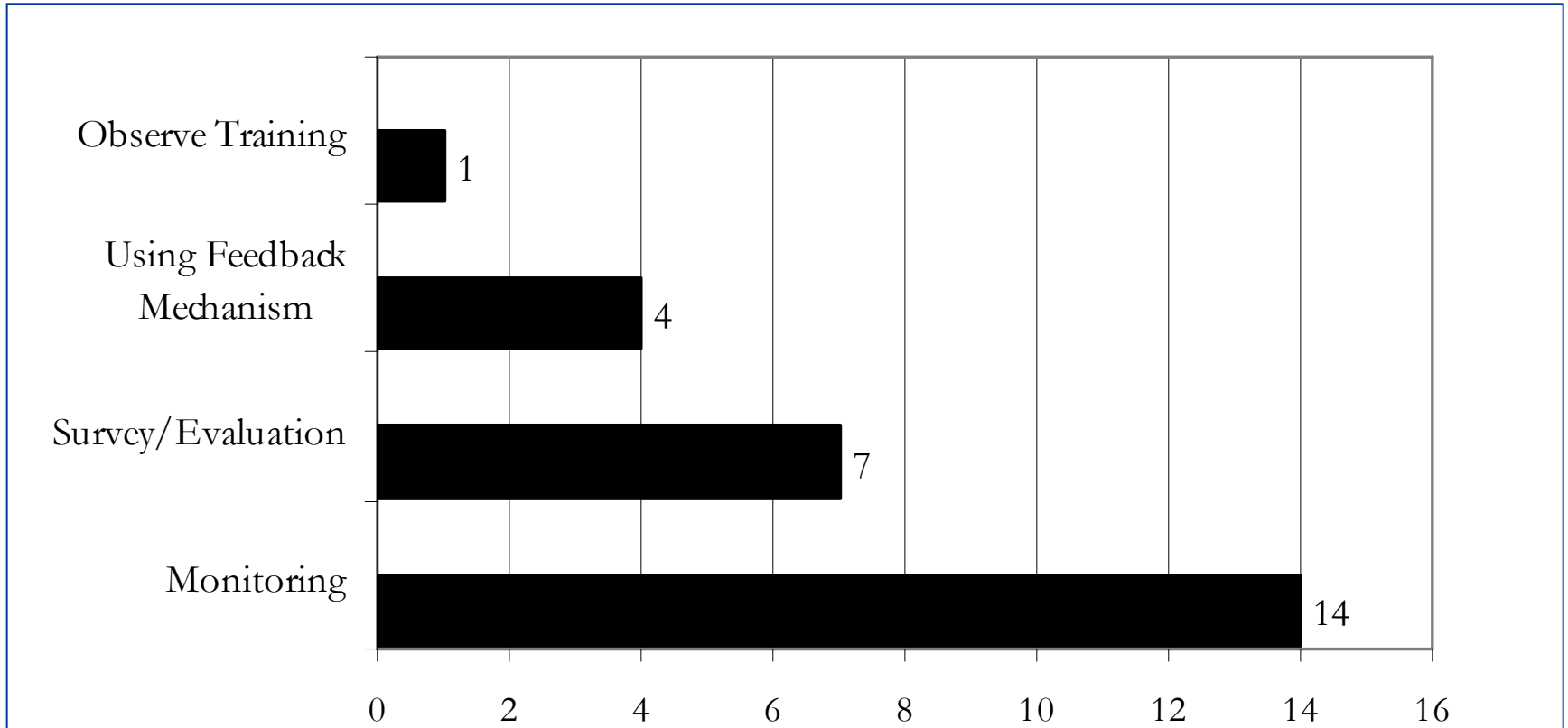


# Part C: Evaluation of Training

Trainee Evaluation/Survey Forms	18
Compliance/Monitoring/outcome data used	5
Trainee Exams	3
Verbal Feedback	3

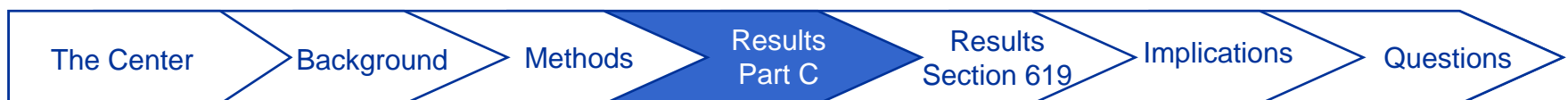


# Part C: Training Quality Assurance



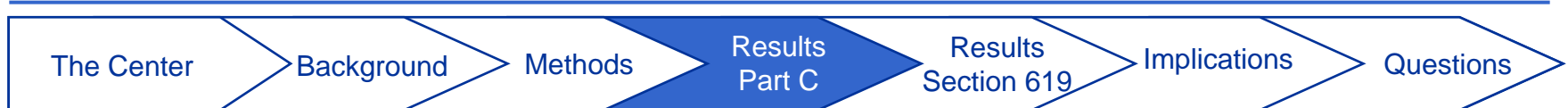
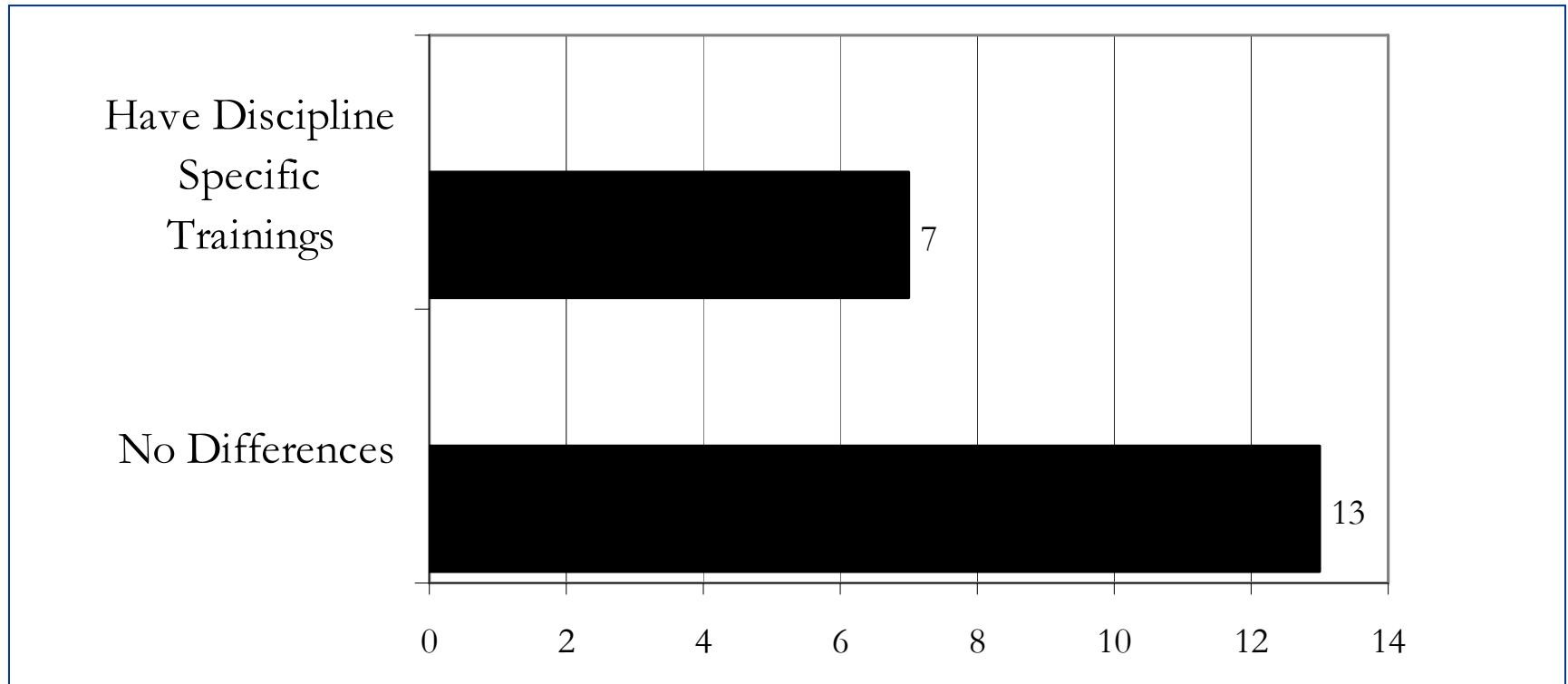
# Part C: Procedures for Training Providers

Written Materials	6
Informational Meetings	6
Conferences	5
National Organizations	5
No Procedure in Place	5
Training Support	3
Yes	1



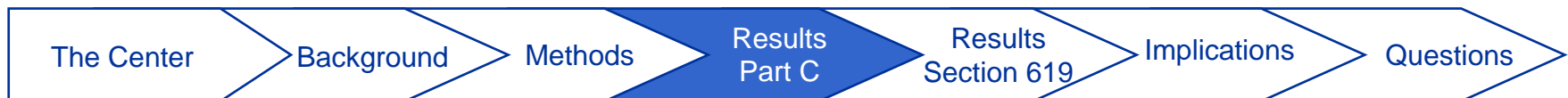


# Part C: Differences in Training Across Disciplines



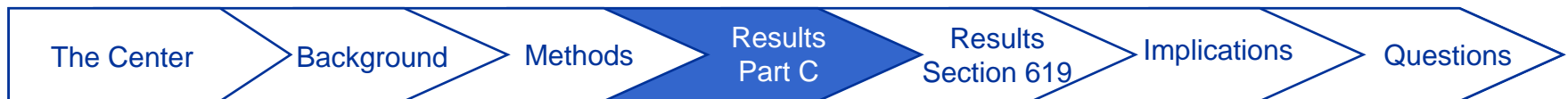
# Part C: Networking for Training

Other State Agencies	17
Universities (Higher Ed)	11
OSEP/Department of Education	6
Parent Groups/Parent Training Institutes	5
Contracted Training & TA Agencies/Provider	5
Professional Therapy Organizations	4
Childcare Resource & Referral Agencies/Special Education Resource Center	4
Disability Organizations. Advocacy Associations	4
NECTAC	2
Other State Part C offices and programs	1



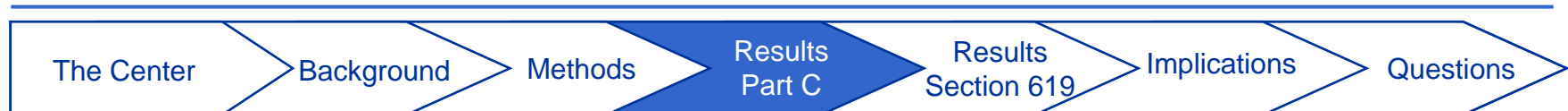
# Part C: States with No Training System

- **31 states did not have a training system** based on the definition
  - 23 states did not have **quality assurance measures**
  - 21 states did not **identify and measure outcomes** of the training
  - 8 did not have **policies to identify professional development needs**

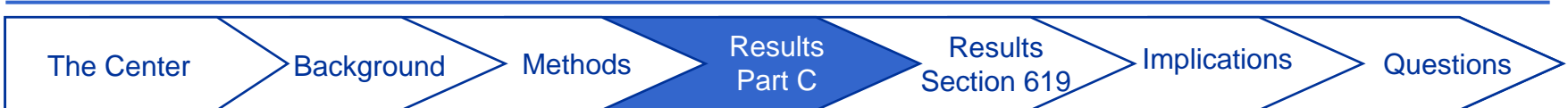
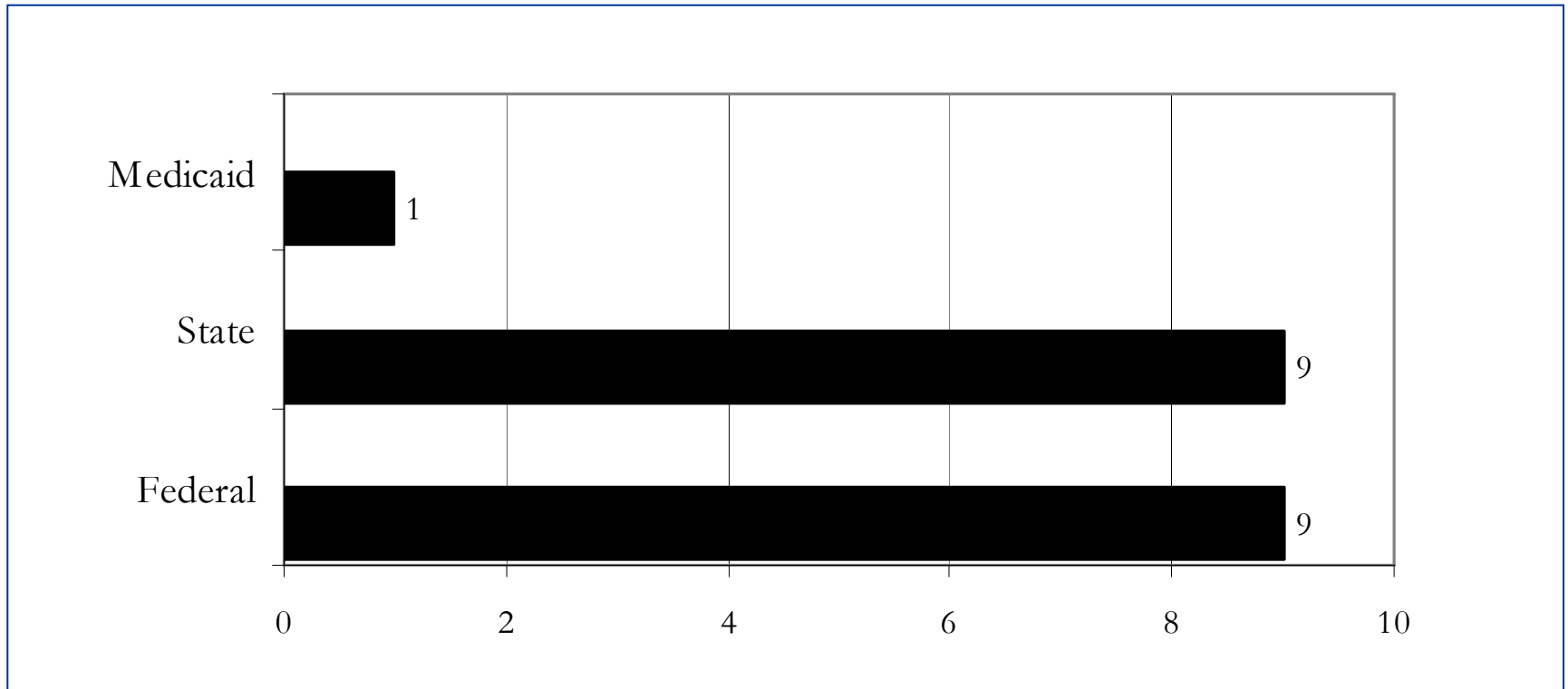


# Part C: Technical Assistance (TA) System

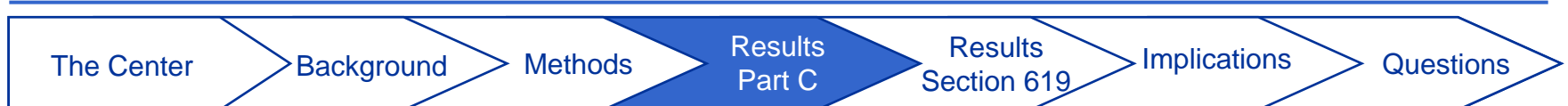
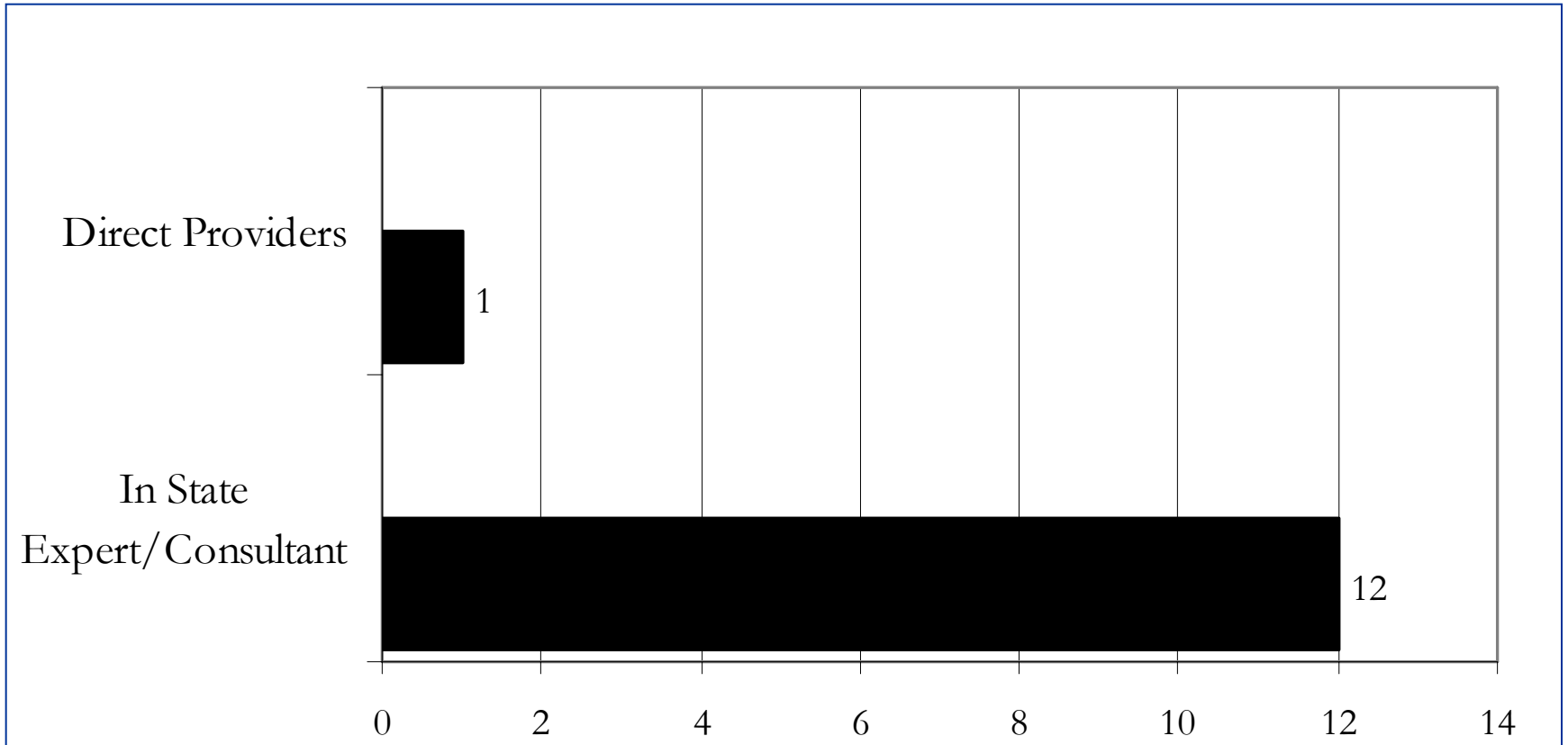
- **12 states met the definition of having a technical assistance system**
- The following series of graphs and tables summarizes the information gathered about their technical assistance systems.



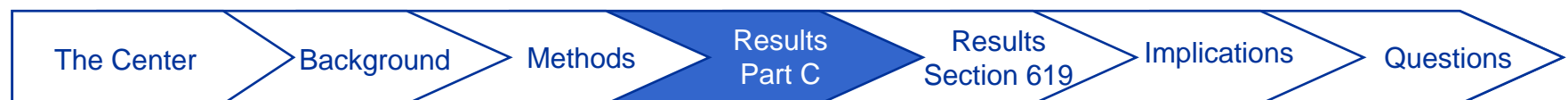
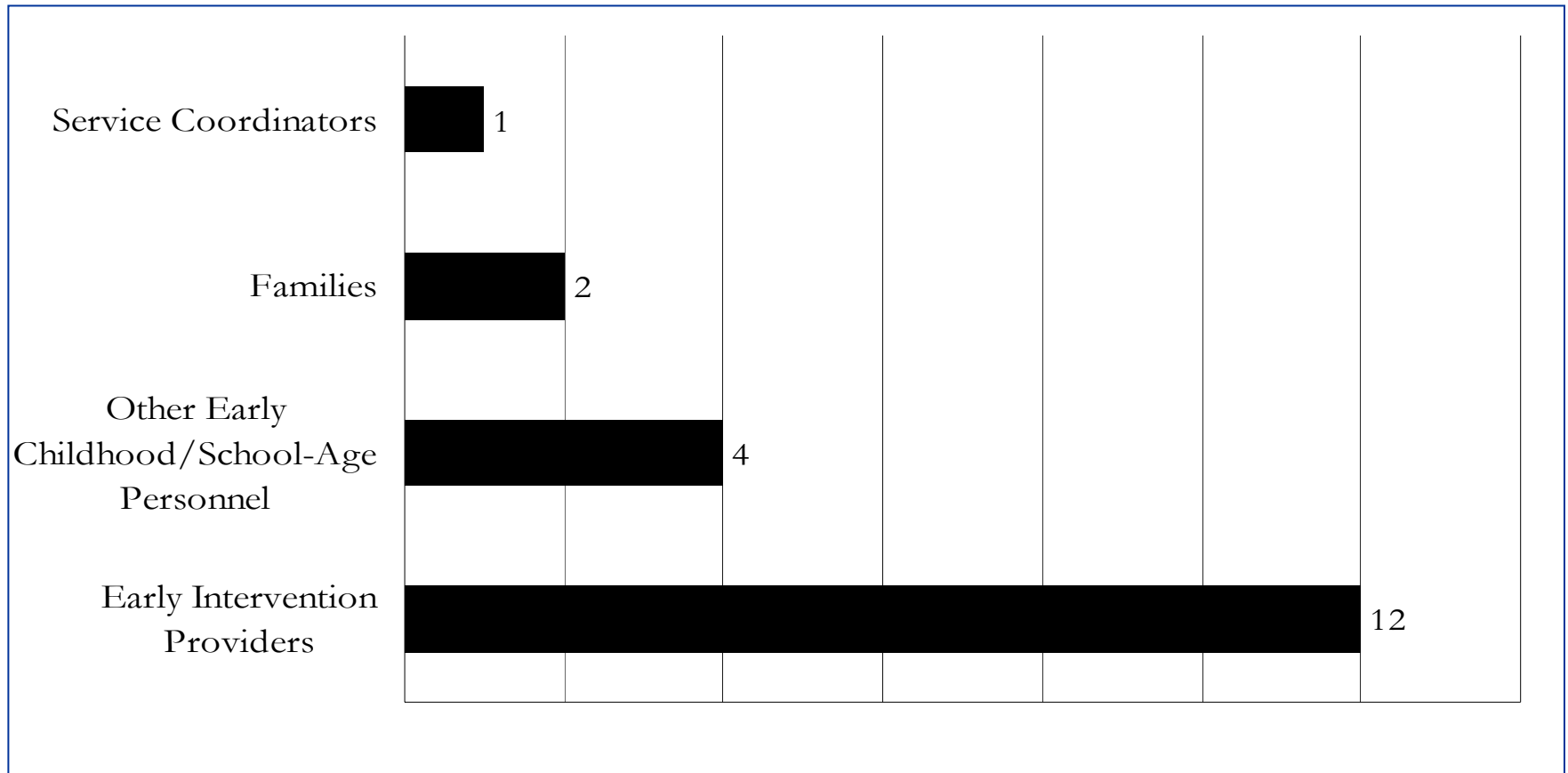
# Part C: Funding for TA



# Part C: Providers of TA

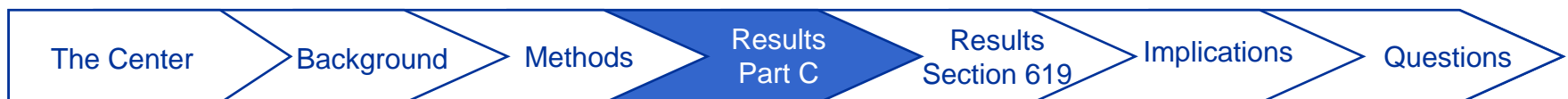


# Part C: Participants in TA



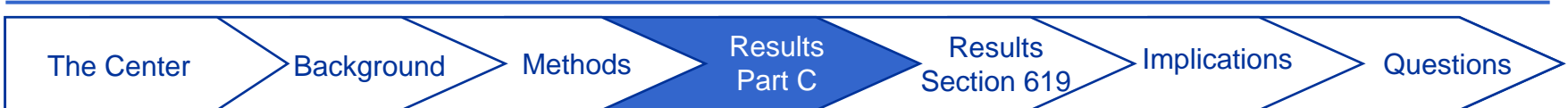
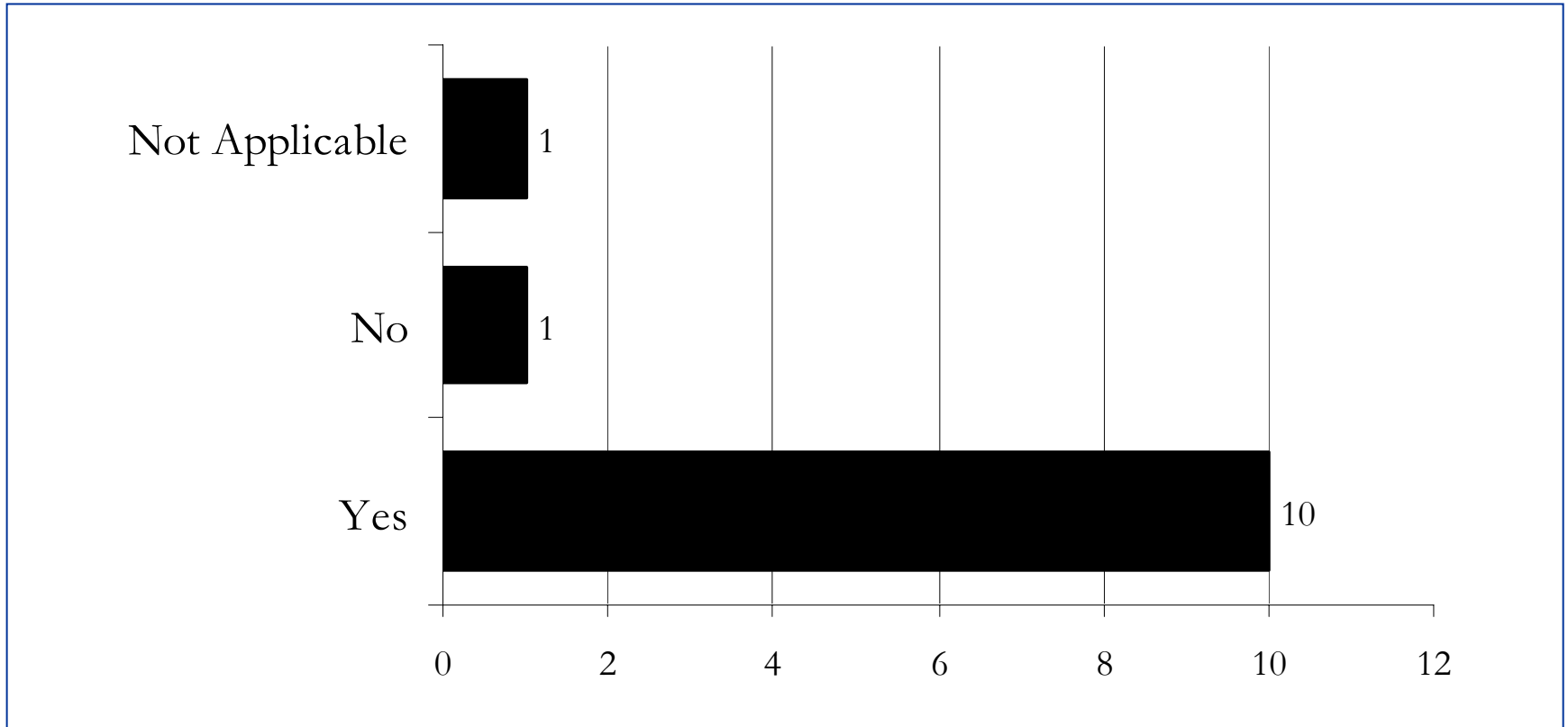
# Part C: Delivery of TA

Workshops (e.g., classroom/lecture, small group/onsite/in person/face to face)	12
Phone Calls/Emails based on Individual Requests	8
Distance Learning	3
Annual Meeting/Symposium/Conference	1
Written Material (e.g., memos/listserv)	1
Regular Staff Meetings	1

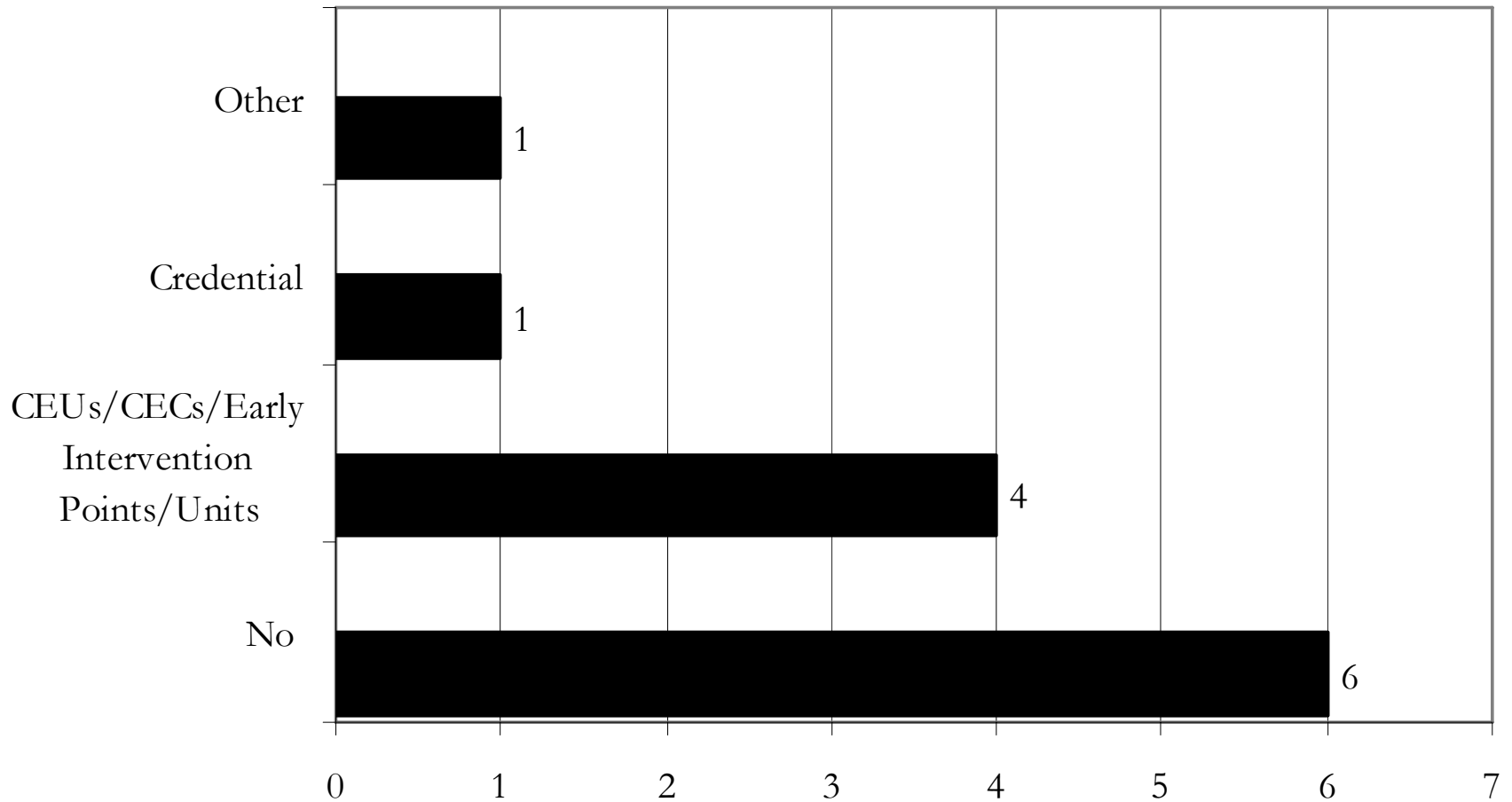




# Part C: TA Requirements



# Part C: TA Link to Certification



The Center

Background

Methods

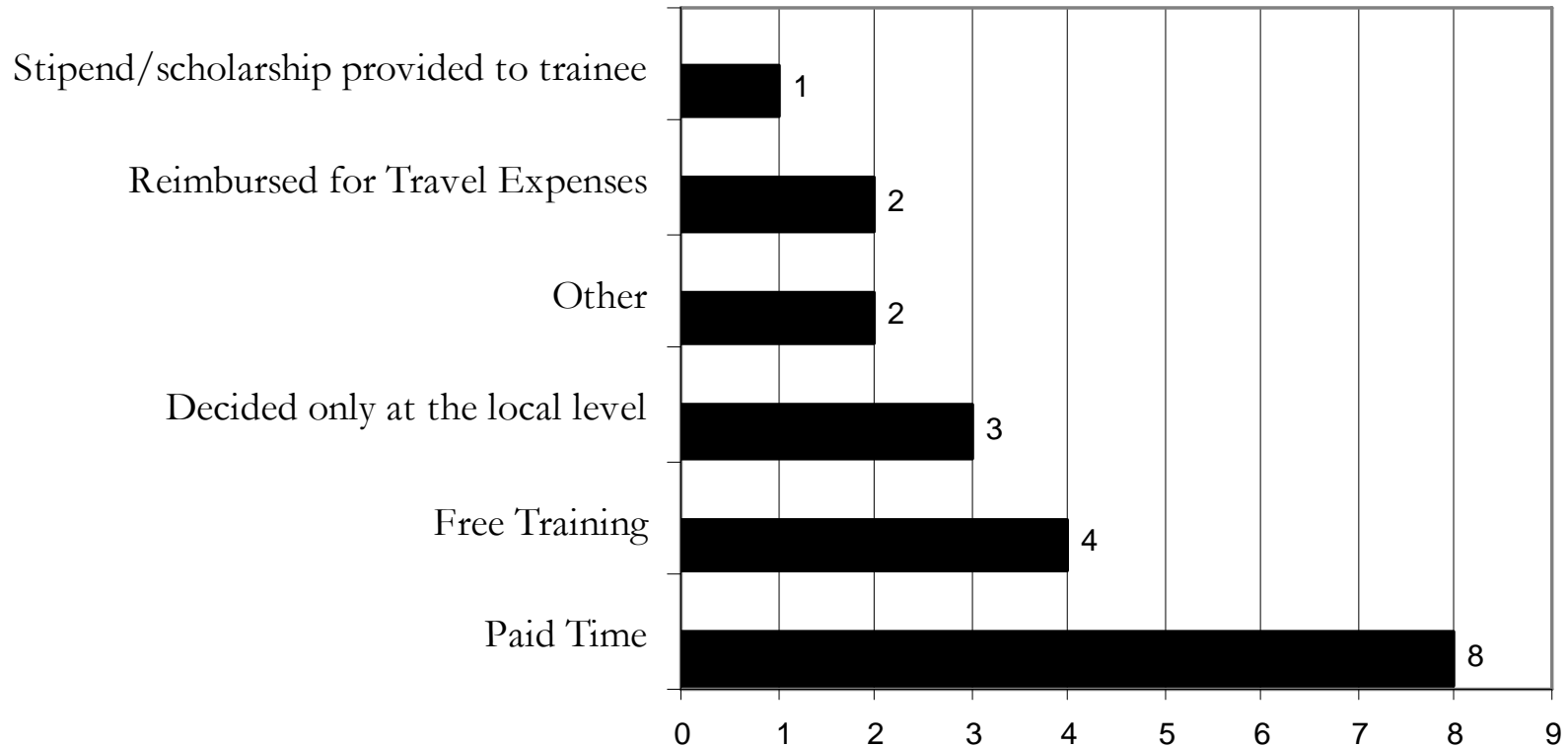
Results  
Part C

Results  
Section 619

Implications

Questions

# Part C: Supports for TA Participation



The Center

Background

Methods

Results  
Part C

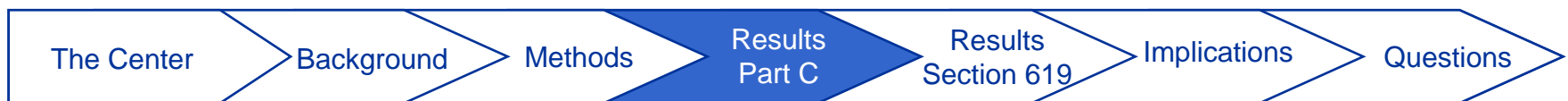
Results  
Section 619

Implications

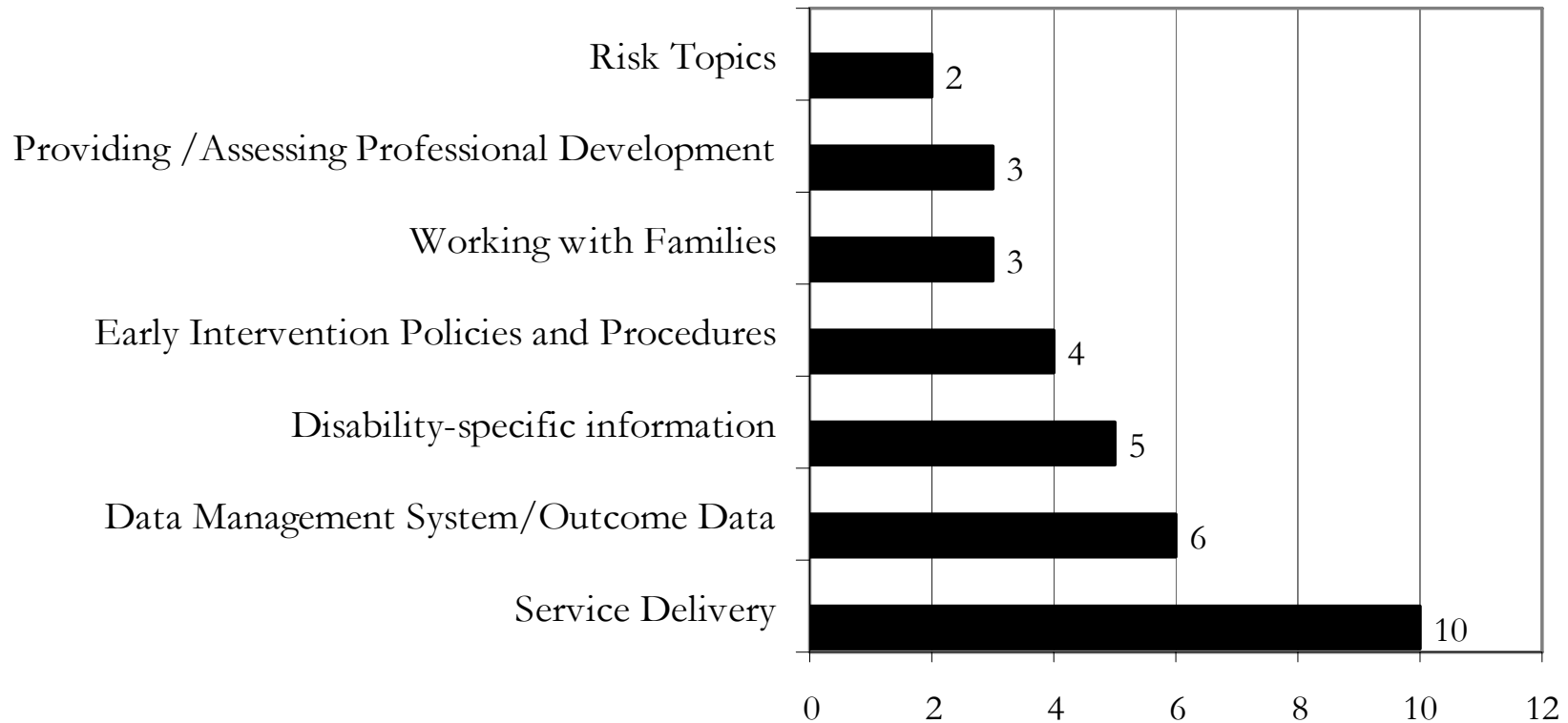
Questions

# Part C: Identification of TA Needs

Compliance/Performance/Monitoring	10
Provider/Administrator/TA Consultant Input (surveys, training needs interview, self-assessments)	9
Federal and/or State Initiatives	5
Personnel Preparation Training Committee (may include supervisors, parents, providers, stakeholders, etc.)	3
State Credential/Competencies	1
Evidence-based/Best Practice/Research	1



# Part C: TA Content



The Center

Background

Methods

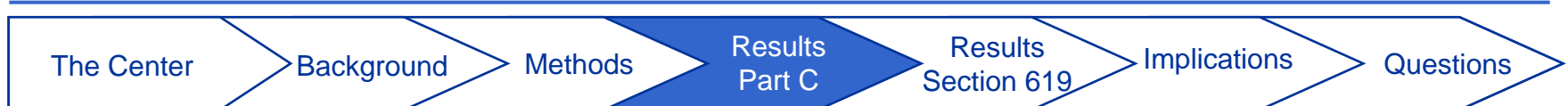
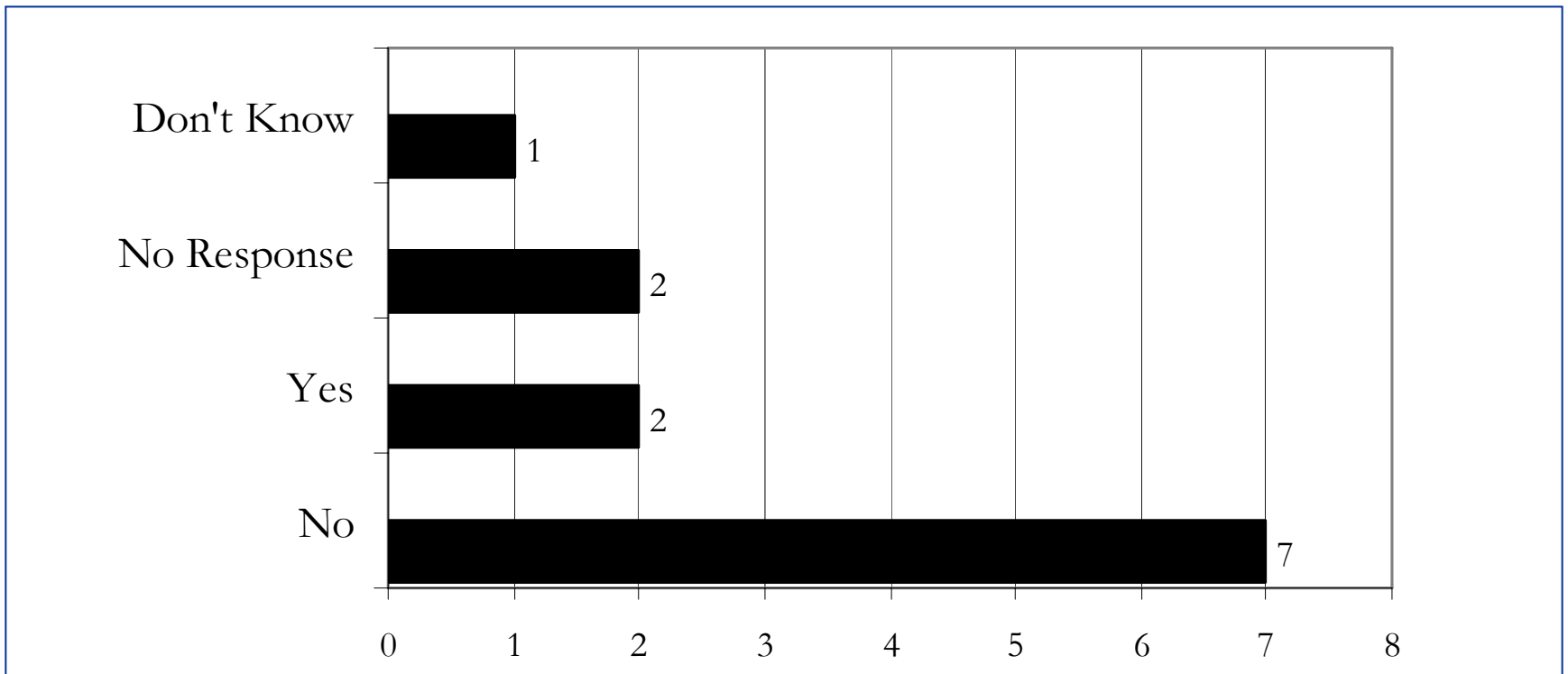
Results  
Part C

Results  
Section 619

Implications

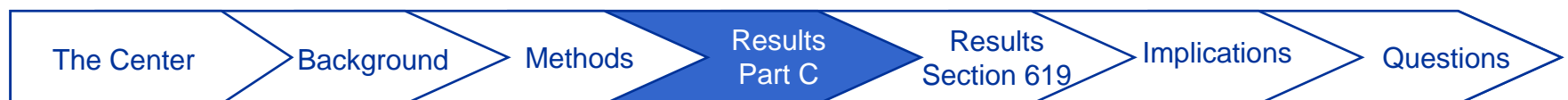
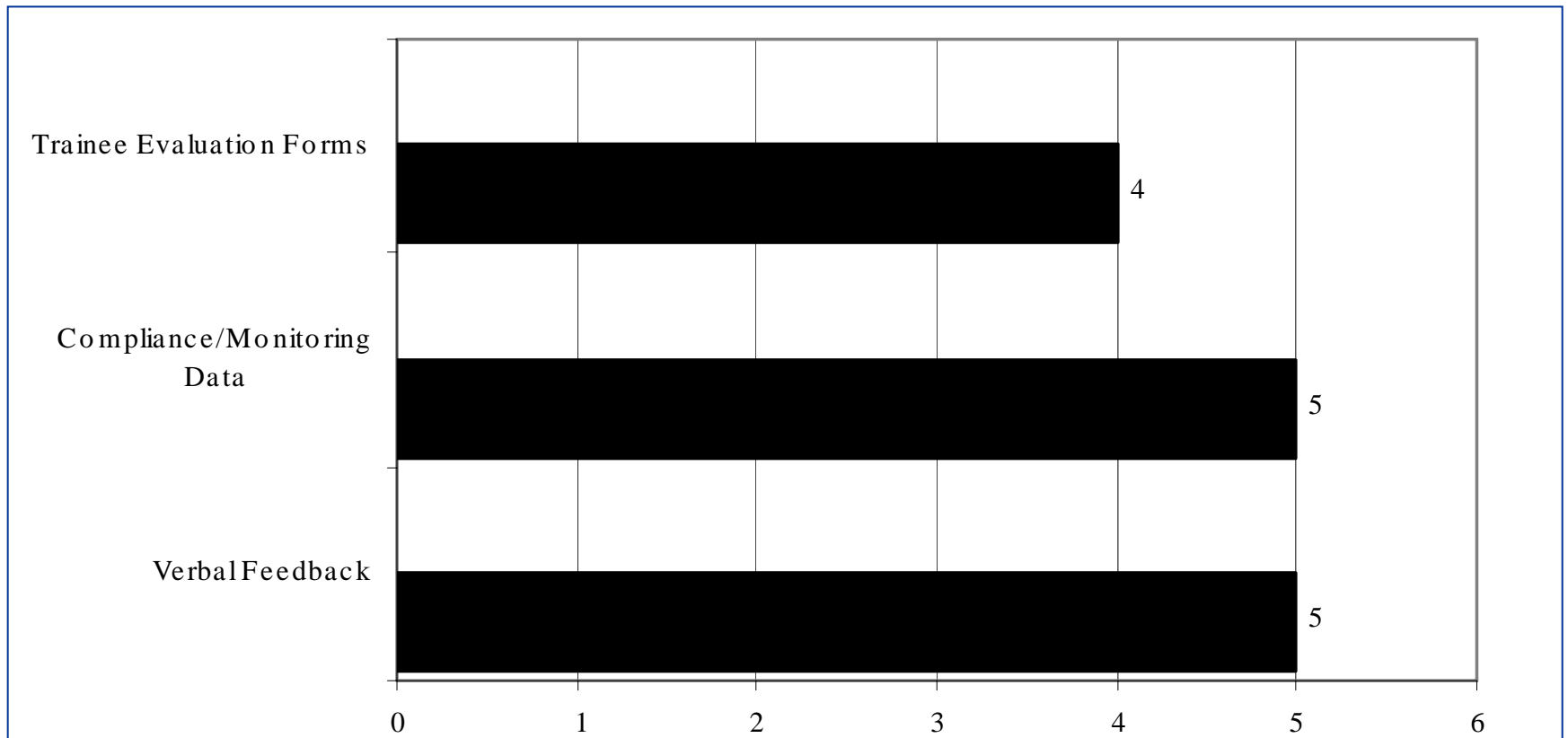
Questions

# Part C: TA in Early Language and Literacy

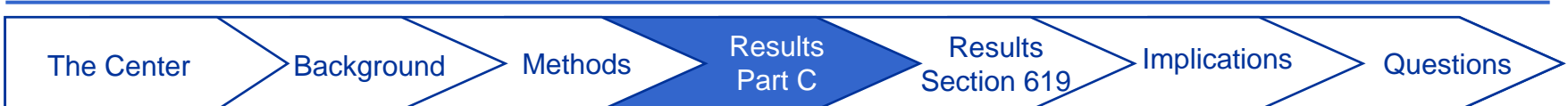
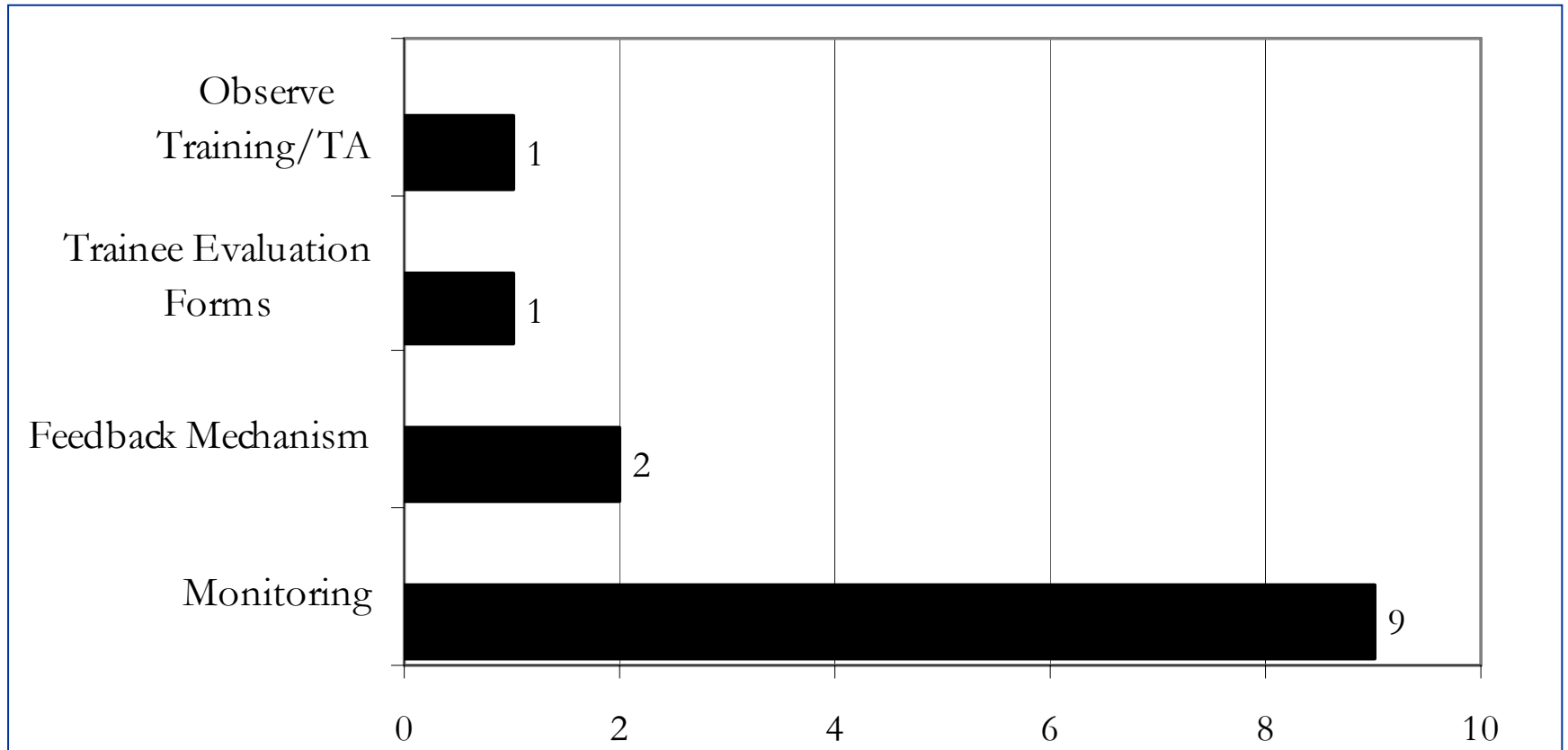


# Part C: Evaluation of TA

All of the states with a TA system had a way to evaluate the quality of TA.



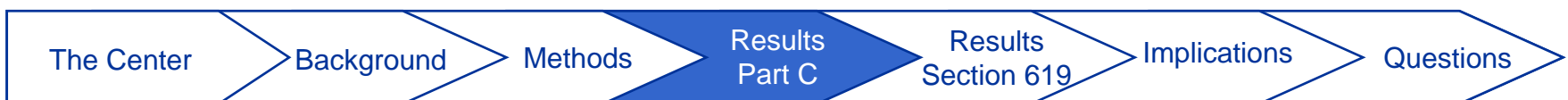
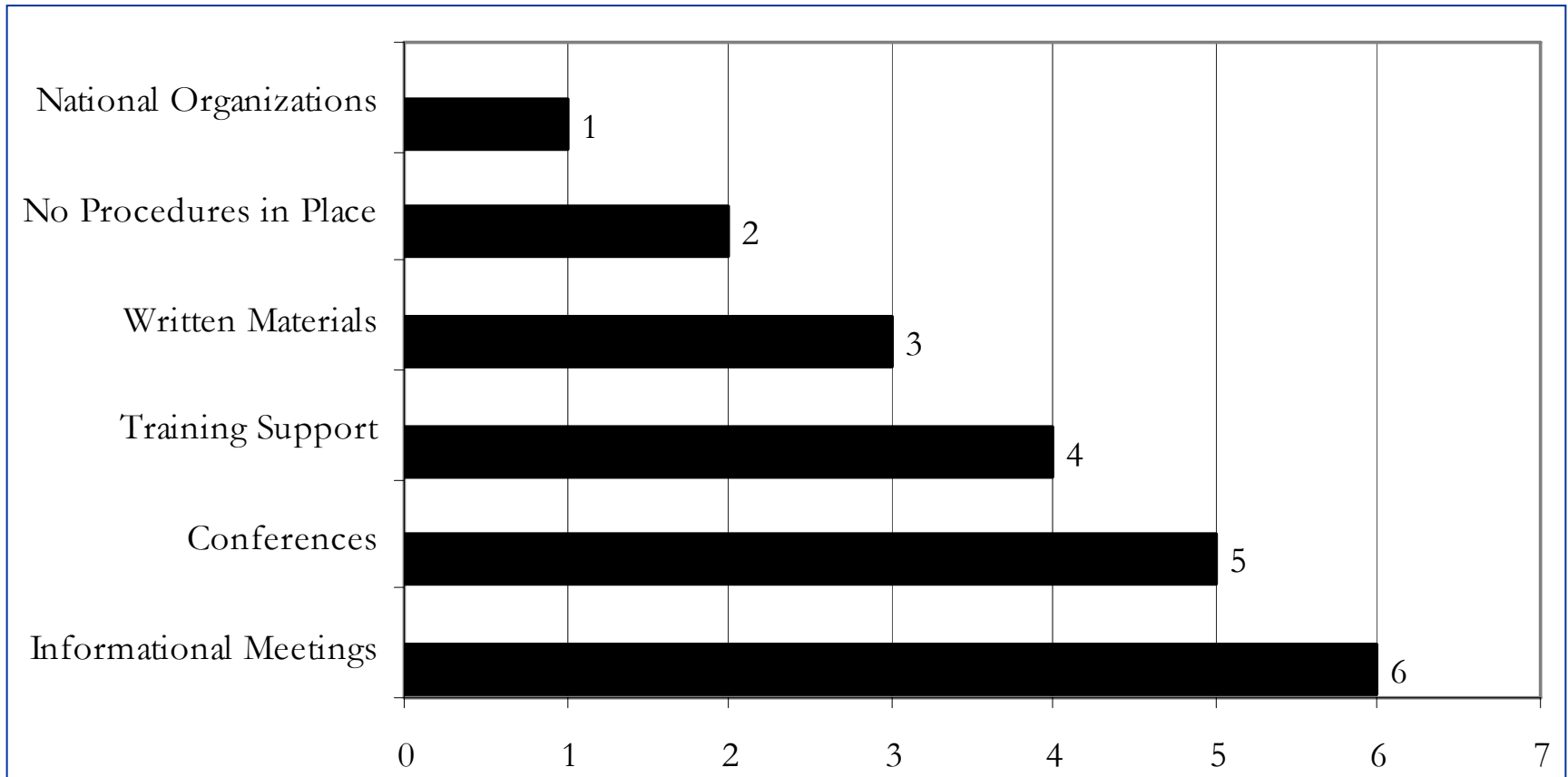
# Part C: TA Quality Assurance



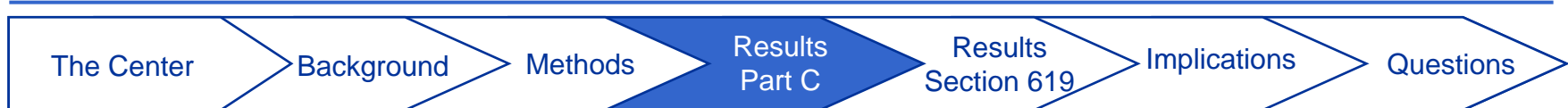
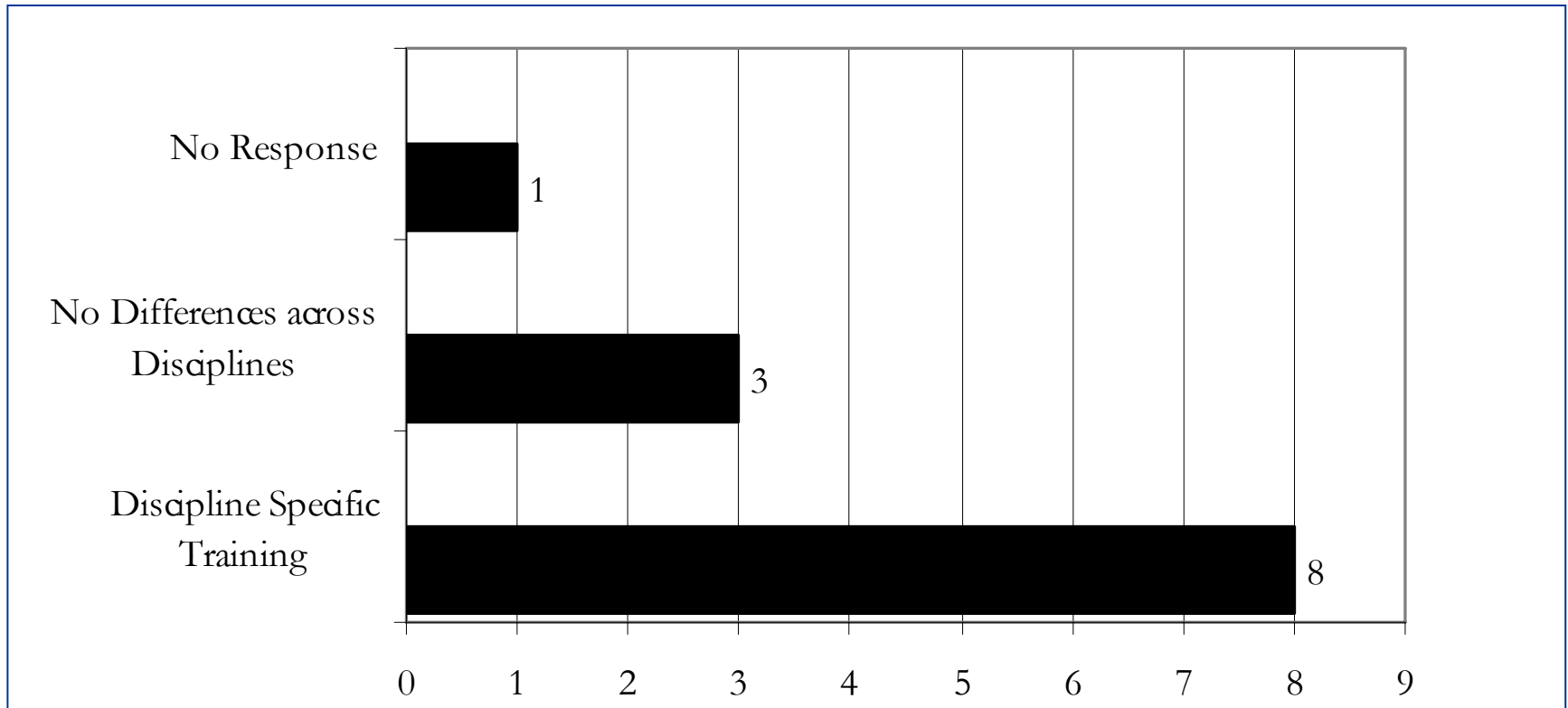


# Part C: Procedures of Training Providers

States are collaborating with the following organizations to provide trainings.



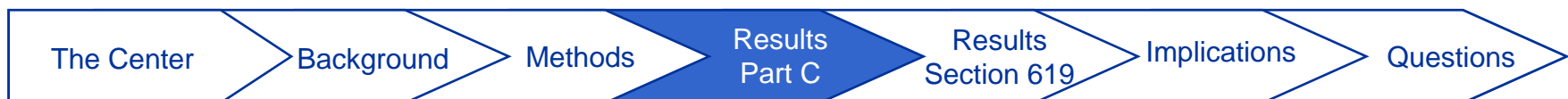
# Part C: Differences in TA Across Disciplines



# Part C: Networking for TA

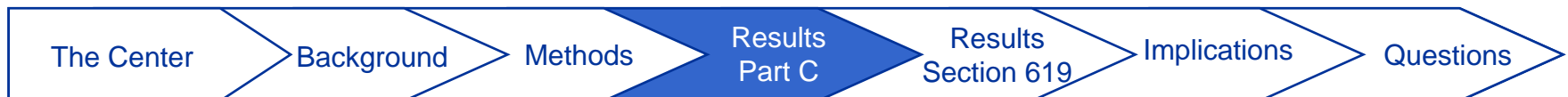
- All states relied on some degree of networking with other state professional organization and other agencies to provide technical assistance.

Other State Agencies: Interagency Coordinating Councils / State T&TA Committees / Early Childhood Training Collaborative	12
Universities (Higher Ed.)	4
OSEP / Department of Education / Part 619 / Part B	4
Contracted Training & TA Agencies / Provider Agencies	4
Professional Therapy Organizations (PT, OT, SLP, Medicine/Health)	3
Disability Organizations / Advocacy Associations	3
Parent Groups / Parent Training Institutes	3
Childcare Resource & Referral Agencies / Special Education Resource Center (SERC)	2
NECTAC	1



# Part C: States with No TA System

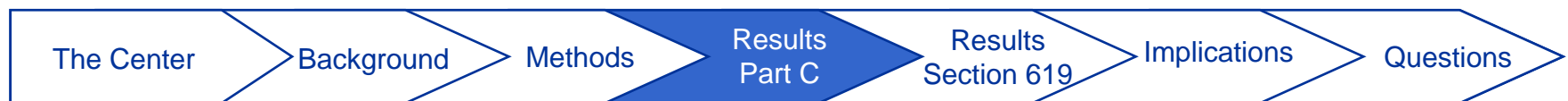
- **39 states did not have a technical assistance system** based on the definition
  - 30 states did not have procedures for identifying and measuring technical assistance outcomes
  - 23 states did not have quality assurance measures in place to monitor their technical assistance systems



# Part C: CSPD

All states were asked if they had a Comprehensive System for Personnel Development (CSPD) or training plan for Part C.

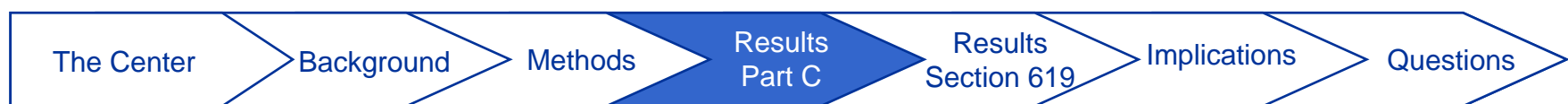
- Forty-two did not have a CSPD.
- Seven states indicated that they had a broad based professional development system for all of early childhood, and one included paraprofessionals in their plan.



# Part C: Personnel Preparation

When asked what aspects of personnel preparation are addressed in their training plan:

- 29 states (57%) indicated in-service education/TA system
- 28 states (55%) indicated qualified personnel, and a pre-service system.
- Twenty-six states (51%) reported having recruitment and retention or supply and demand addressed in their training plan.
- Twenty-four states indicated having dissemination in their training plan.
- One state indicated that they also had a paraprofessional plan included in their training plan.



# Survey Participation Characteristics: Section 619

Job Titles of Participants Who Completed Part C Survey (n=51)

619 coordinator only	32	71%
Other 619 staff	6	13%
619 coordinator and other 619 staff <sup>a</sup>	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%

<sup>a</sup> Other staff included other state department 619 staff members and staff from contracted training agencies who worked directly with the 619 or CSPD coordinators.



# Training and Technical Assistance by State: Section 619

- When asked 35 reported having a training system
- Based on the training system definition applied by research staff to survey questions

**23 states (58%) had a training system**

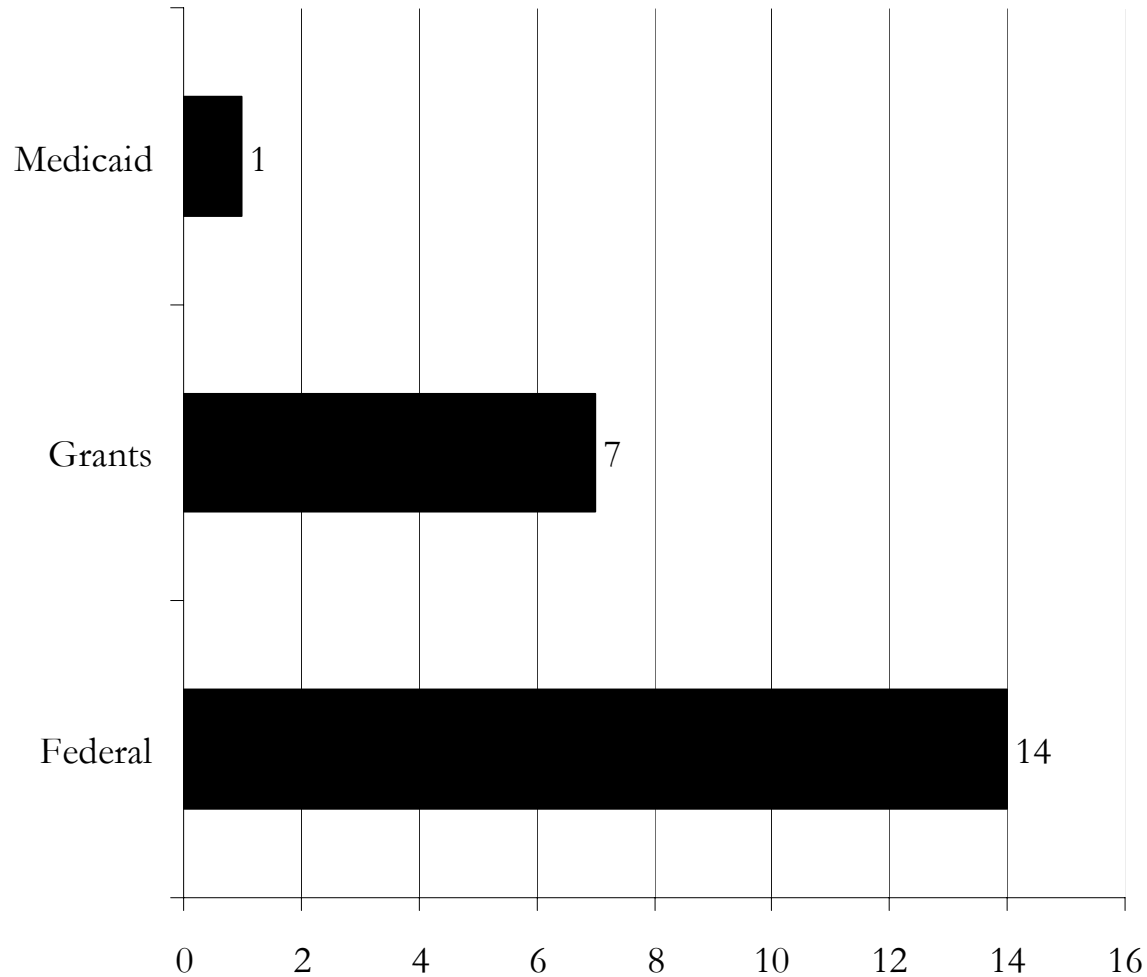
- When asked, 23 reported having a technical assistance system
- Based on the technical assistance system definition applied by research staff to survey questions

**20 states (42%) had a technical assistance system**





# Section 619: Funding for Training



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

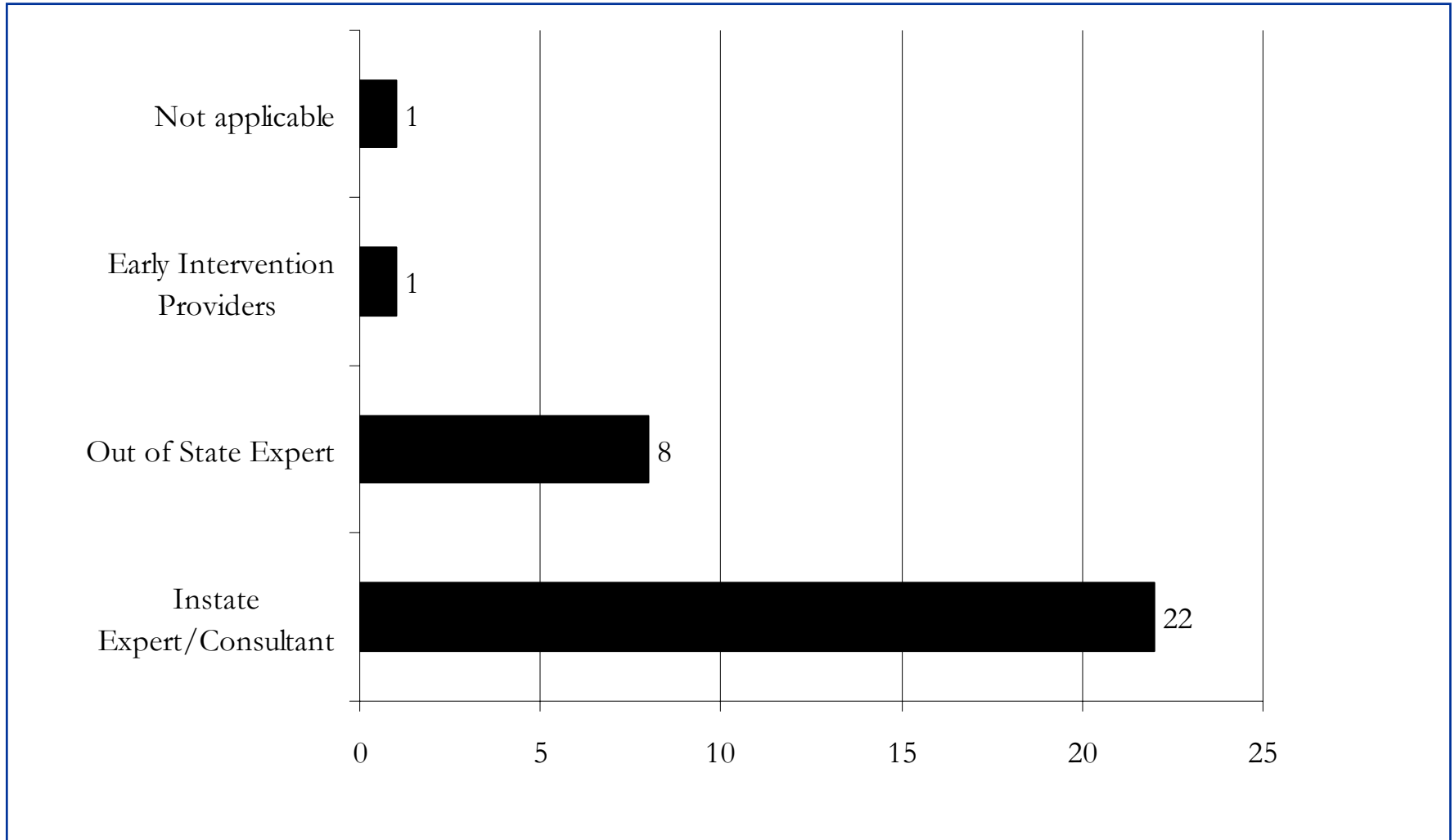
Questions

# Section 619: Participation in Training

Early Childhood Special Education Teachers	23
Related Service Providers (PT, OT, SLP)	17
Regular Education Preschool Teachers	13
District Administrators/coordinators	13
Families	9
Paraprofessionals	8
Other EC Agencies (Headstart, Child Care, etc.)	6



# Section 619: Providers of Training



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

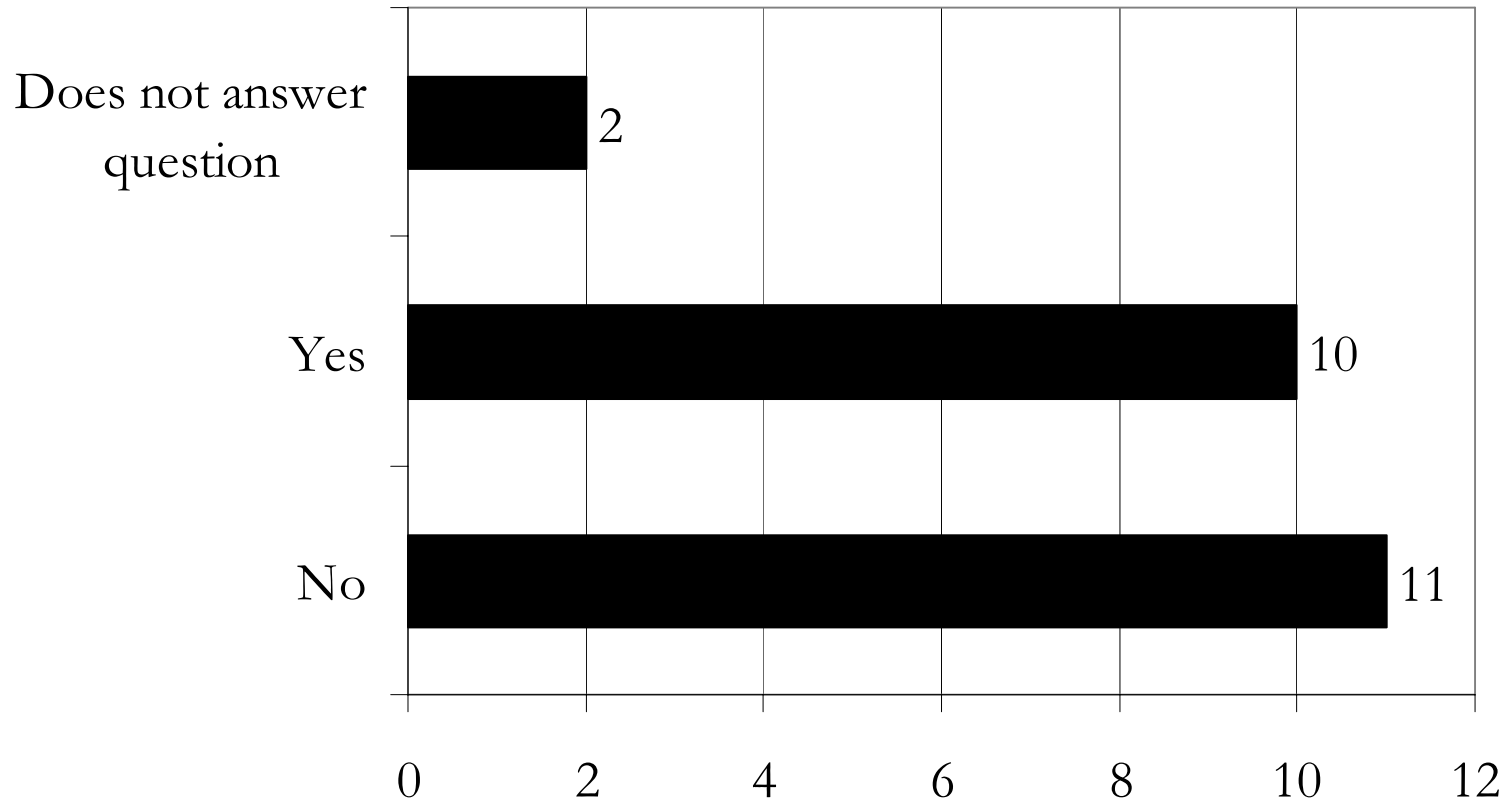
Questions

# Section 619: Delivery Methods for Training

Workshops (e.g., classroom/lecture, small group)	21
Annual Meeting/Symposium/Conference	18
Distance Learning	13
Applied Learning (e.g., hands-on/vignettes/case studies/mentorship/shadowing)	4
Regular Staff Meetings	3
Written Material (e.g., memos/email/listserv)	1



# Section 619: Training Requirement



The Center

Background

Methods

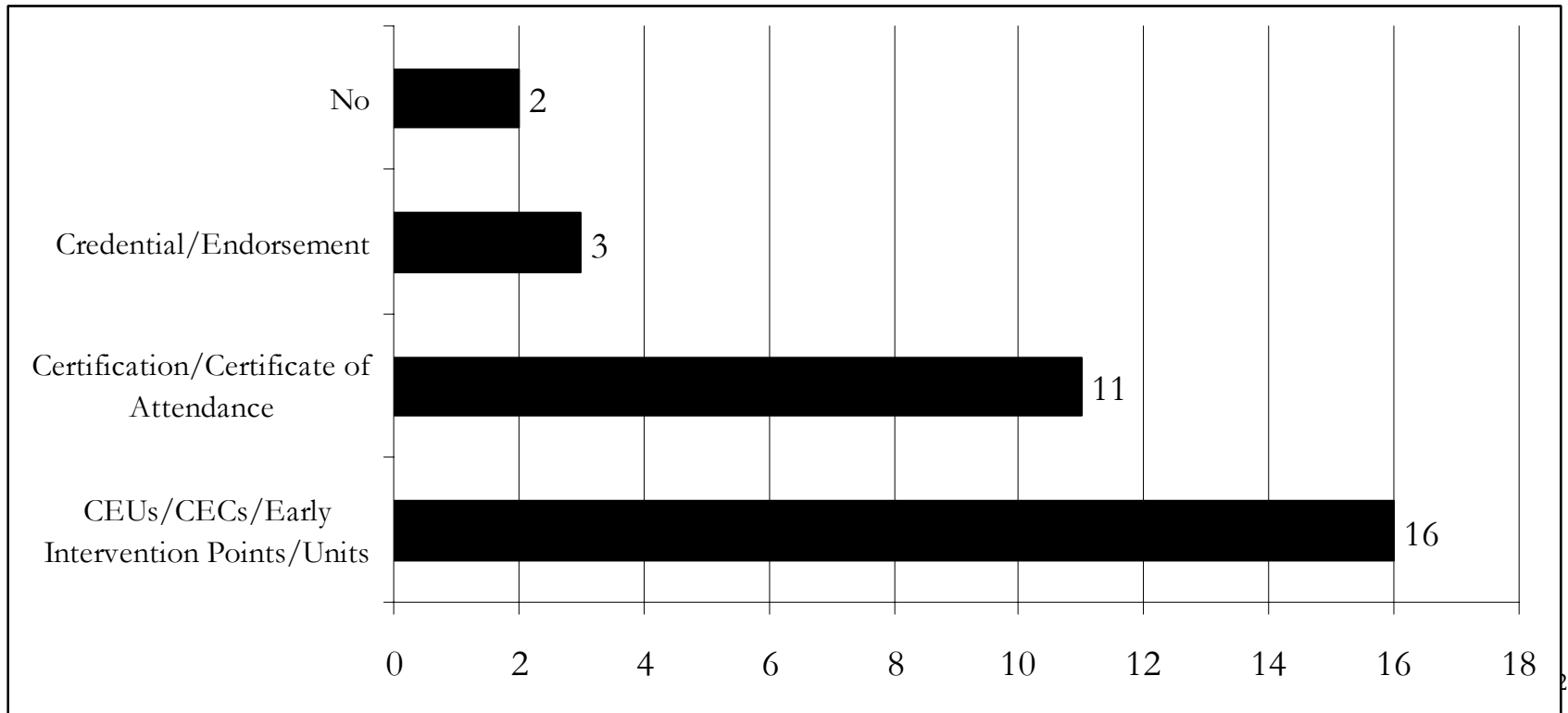
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: Link to Certification



# Section 619: Support or Incentives for Training

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



# Section 619: Identification of Training Needs

Provider/Administrator/TA Consultant Input (surveys, training needs interview, self-assessments)	14
Compliance/Performance/Monitoring	13
Federal and/or State Initiatives	9
Personnel Preparation Training Committee (may include supervisors, parents, providers, stakeholders, etc.)	8
Evidence-based/Best Practice/Research	3





# Section 619: Training Content

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



# Section 619: Training in Early Language and Literacy

- 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.



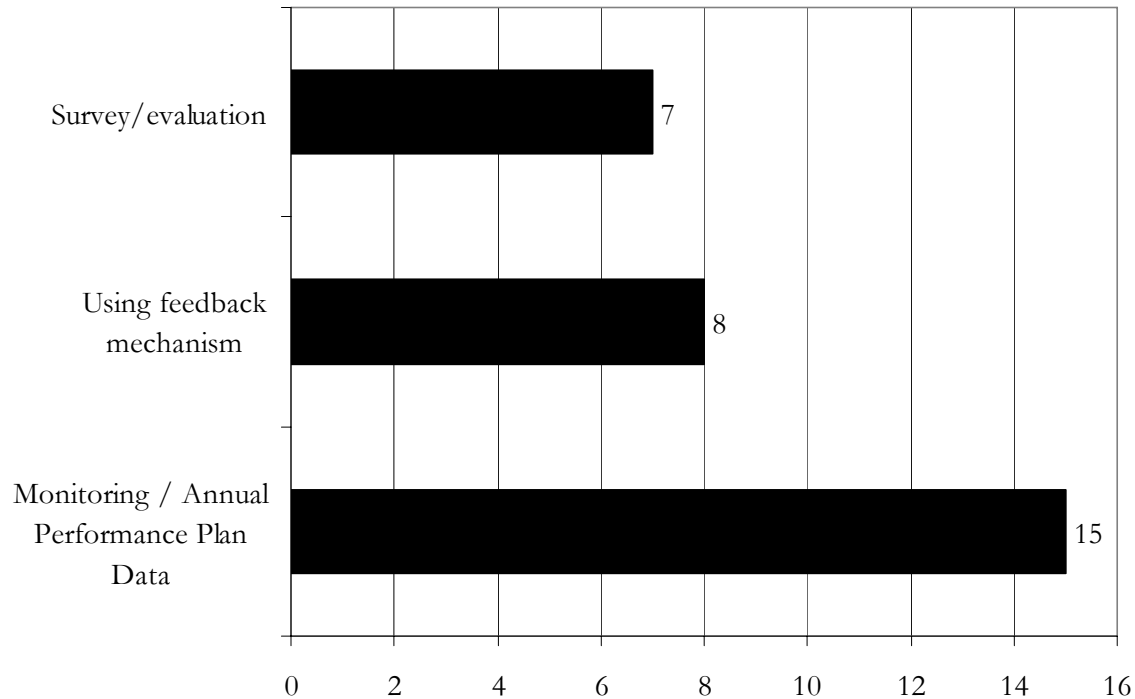
# Section 619: Evaluation of Training

Trainee Evaluation/Survey Forms	18
Compliance/Monitoring/Outcome data used	7
Verbal Feedback	3
Classroom observation	2



# Section 619: Training Quality Assurance

- When asked how the impact of their training on practice was assured:



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

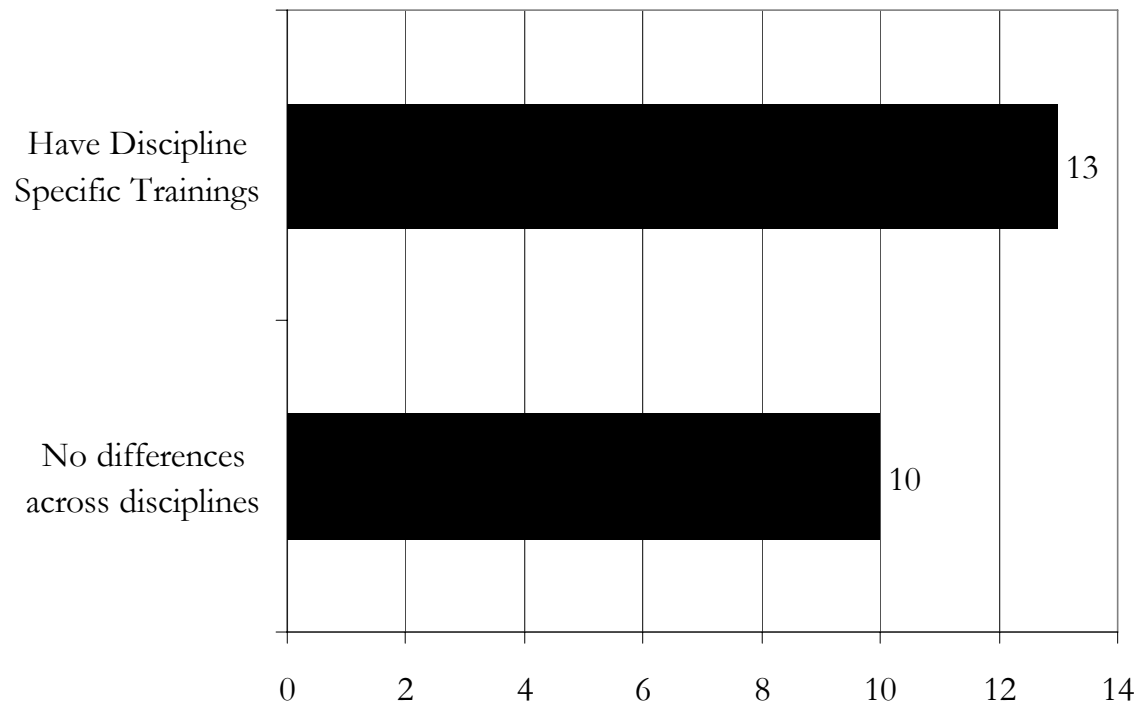
Questions

# Section 619: Procedures for Training Providers

Conferences	12
Informational Meetings (regional meetings/monthly meetings of trainers)	7
Training Support ('Train the Trainer')	6
National Organizations (webcasts/resource centers)	5
Written Materials (listserv/journals/ NECTAC information)	4
No formal procedures in place	4
No Response	1



# Section 619: Differences in Training Across Discipline



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: Networking for Training

The majority of states are collaborating with other state and professional organizations to provide and access training opportunities

No networking	1
Yes (but no examples provided)	2
Universities (Higher Ed.)	6
NECTAC / NAEYC	1
OSEP / Department of Education / Part C	11
Professional Therapy Organizations (PT, OT, SLP, Medicine/Health)	1
Other State Agencies	17
Childcare Resource & Referral Agencies / Special Education Resource Center (SERC)	3
Disability Organizations / Advocacy Associations	8
Parent Groups / Parent Training Institutes	7
Contracted Training & TA Agencies / Provider Agencies	6
Other State Part C Offices & Programs (share documents)	2
National Experts	2



# Section 619: States with No Training System

- 22 states did not have a training system based on the definition
  - 13 states did not meet the qualifications of a training system because they did not have methods of identifying and measuring outcomes
  - 11 states did not have quality assurance measures in place to monitor their training systems
  - 7 states did not provide trainings overtime



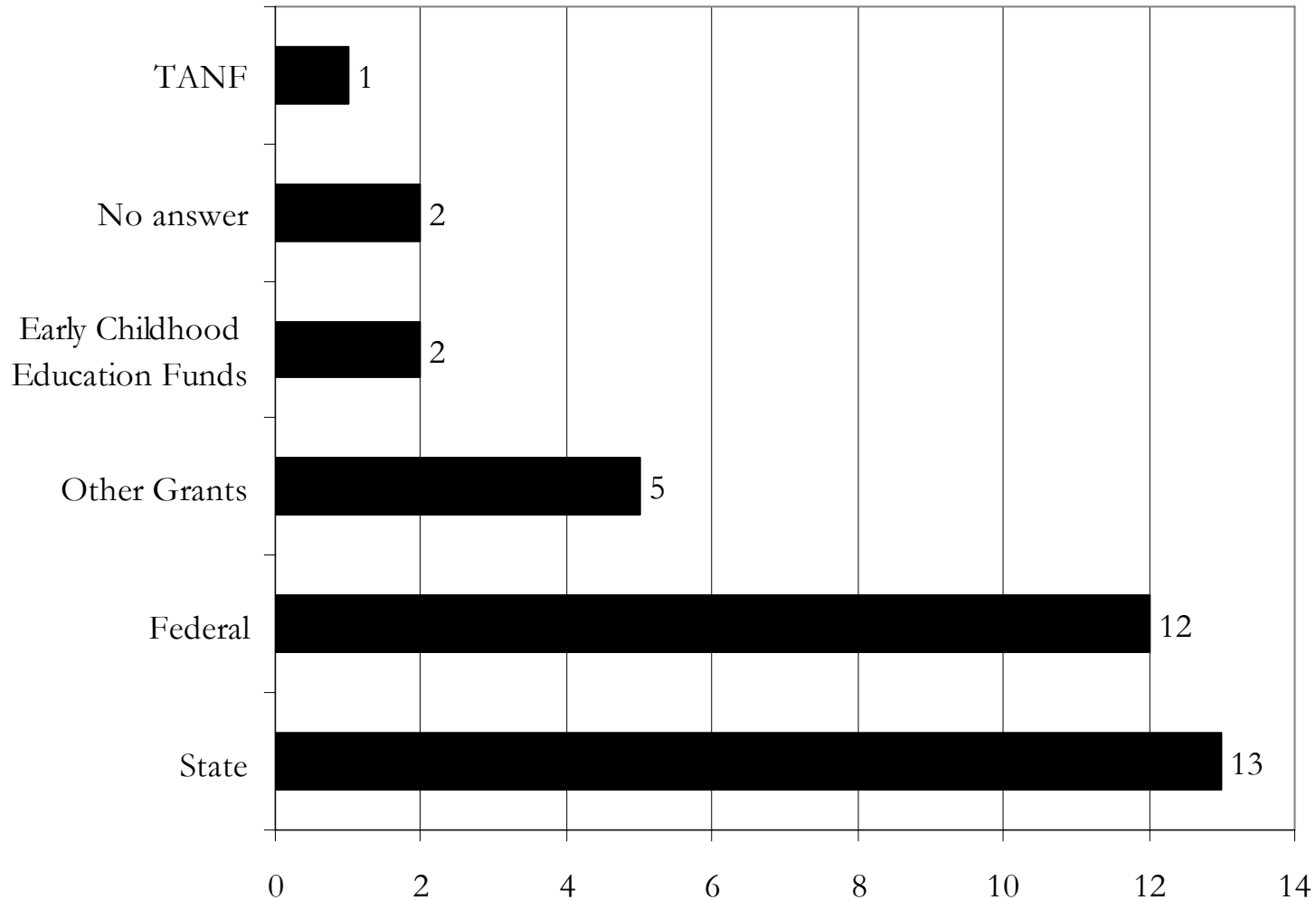


# Section 619: Technical Assistance (TA) Systems

- There were 20 states that met the definition of having a technical assistance system.
- The following series of graphs and tables summarizes the information gathered about their technical assistance systems.



# Section 619: Funding for TA



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

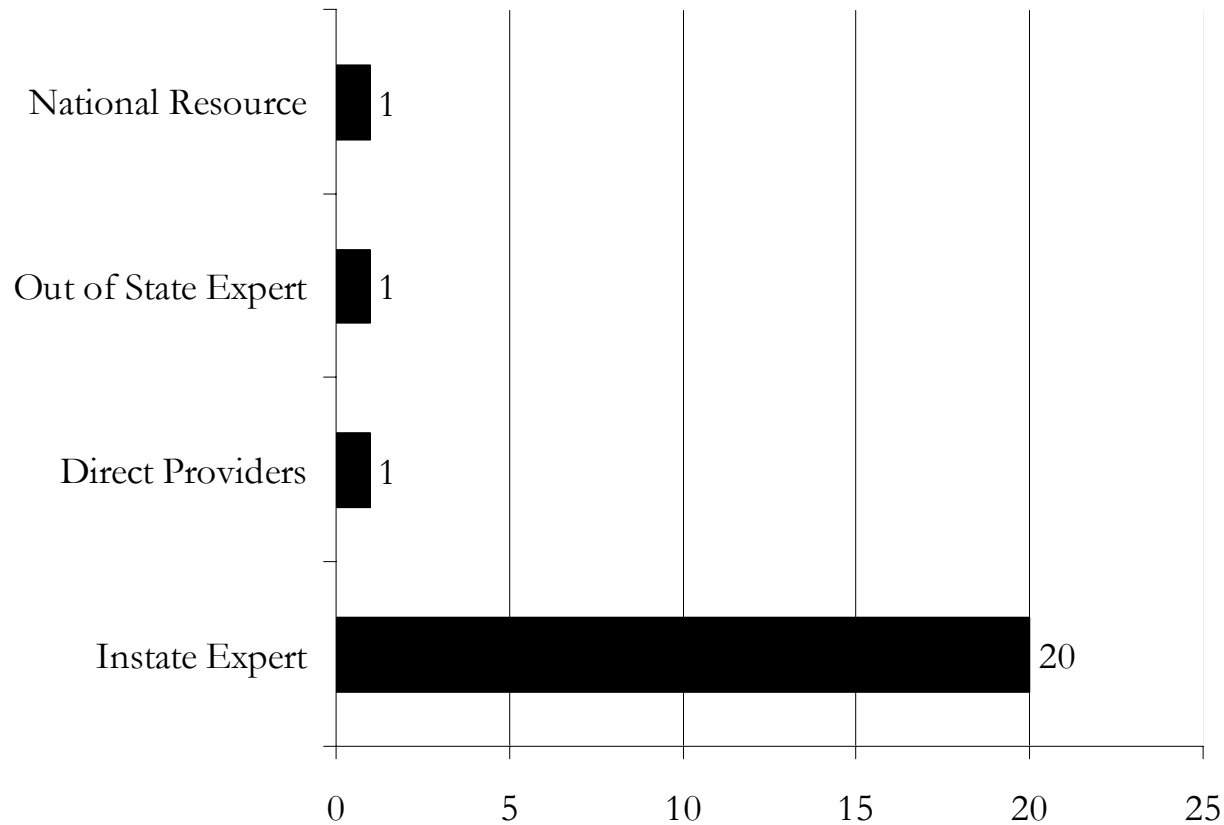
Questions

# Section 619: Participation of TA

ECSE Teachers	19
District Administrators/Coordinators	12
Preschool Teachers	11
Related Service Providers	11
Other Agency Staff	10
Families	8
Paraprofessionals	6
Not Applicable	1



# Section 619: Providers of TA



The Center

Background

Methods

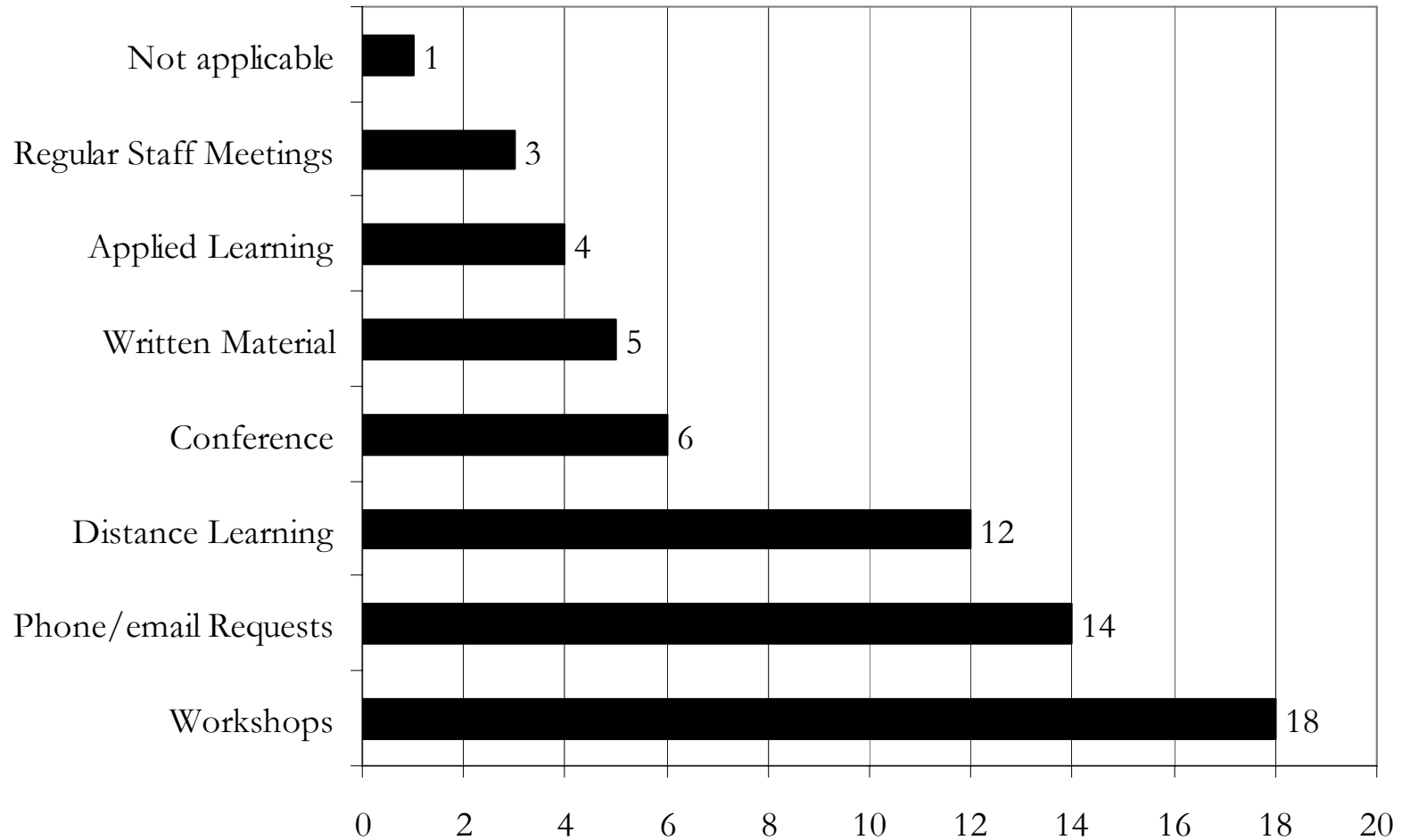
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: Delivery Methods for TA



The Center

Background

Methods

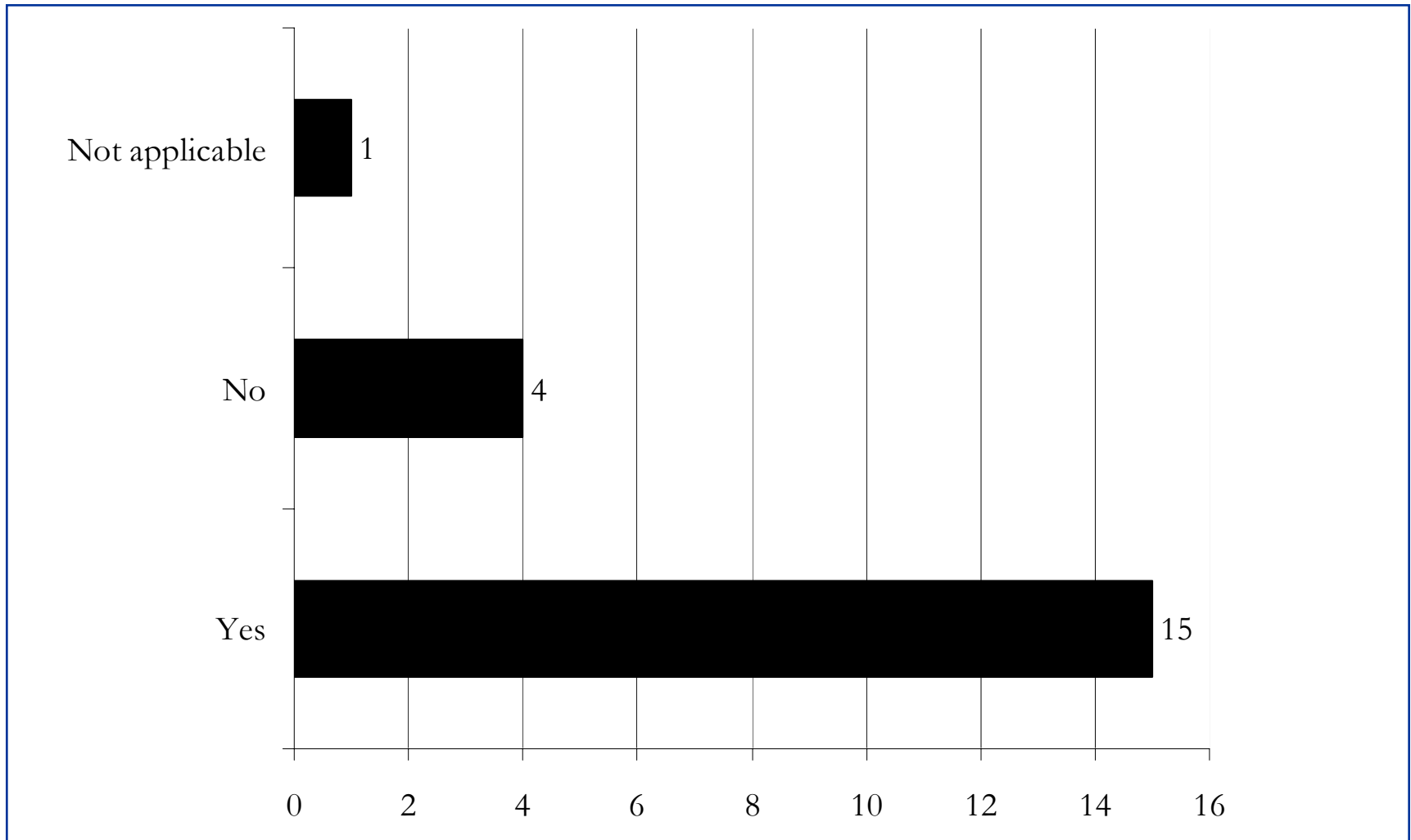
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: TA Requirements



The Center

Background

Methods

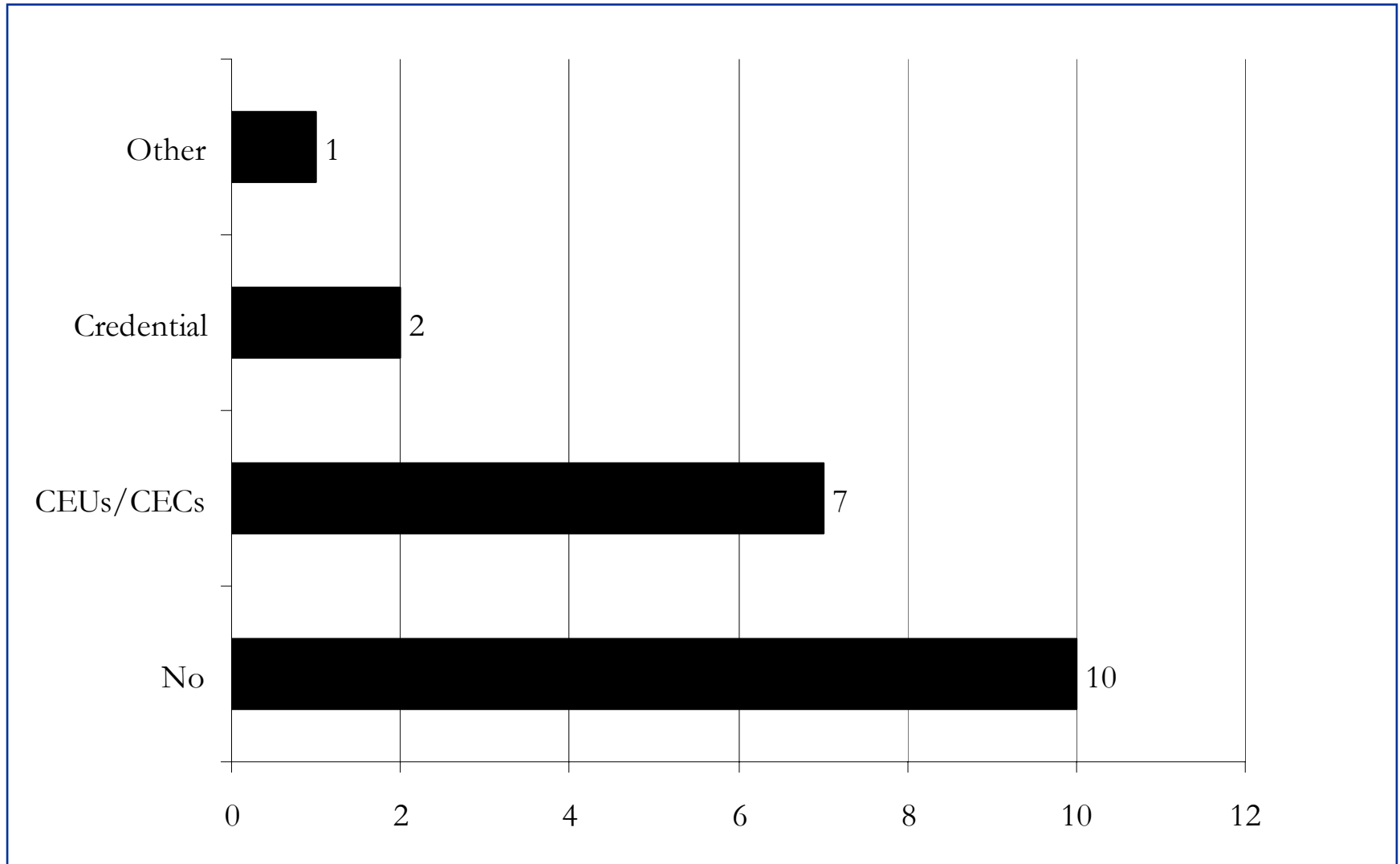
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: TA Link to Certification



The Center

Background

Methods

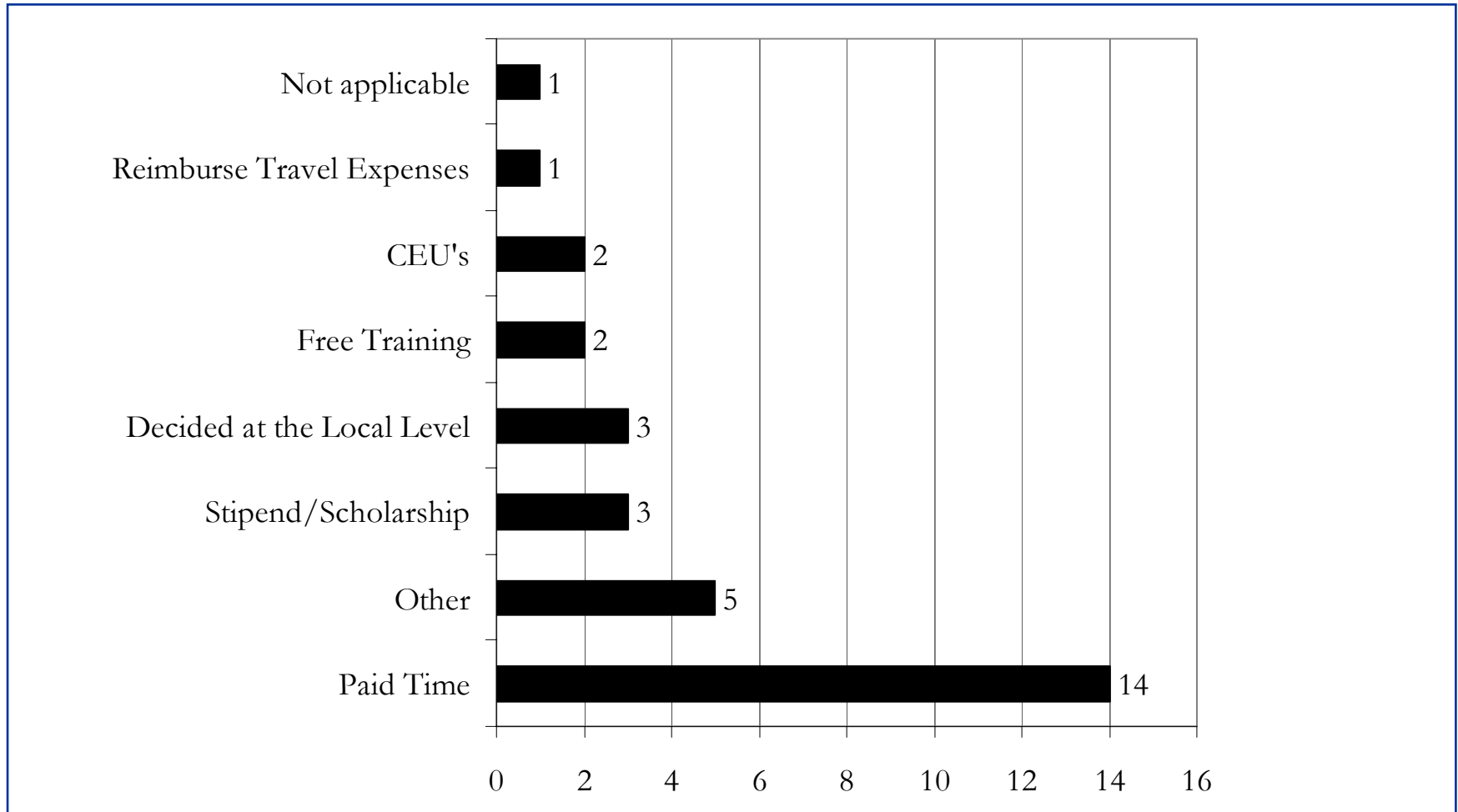
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: Supports or Incentives for TA



The Center

Background

Methods

Results  
Part C

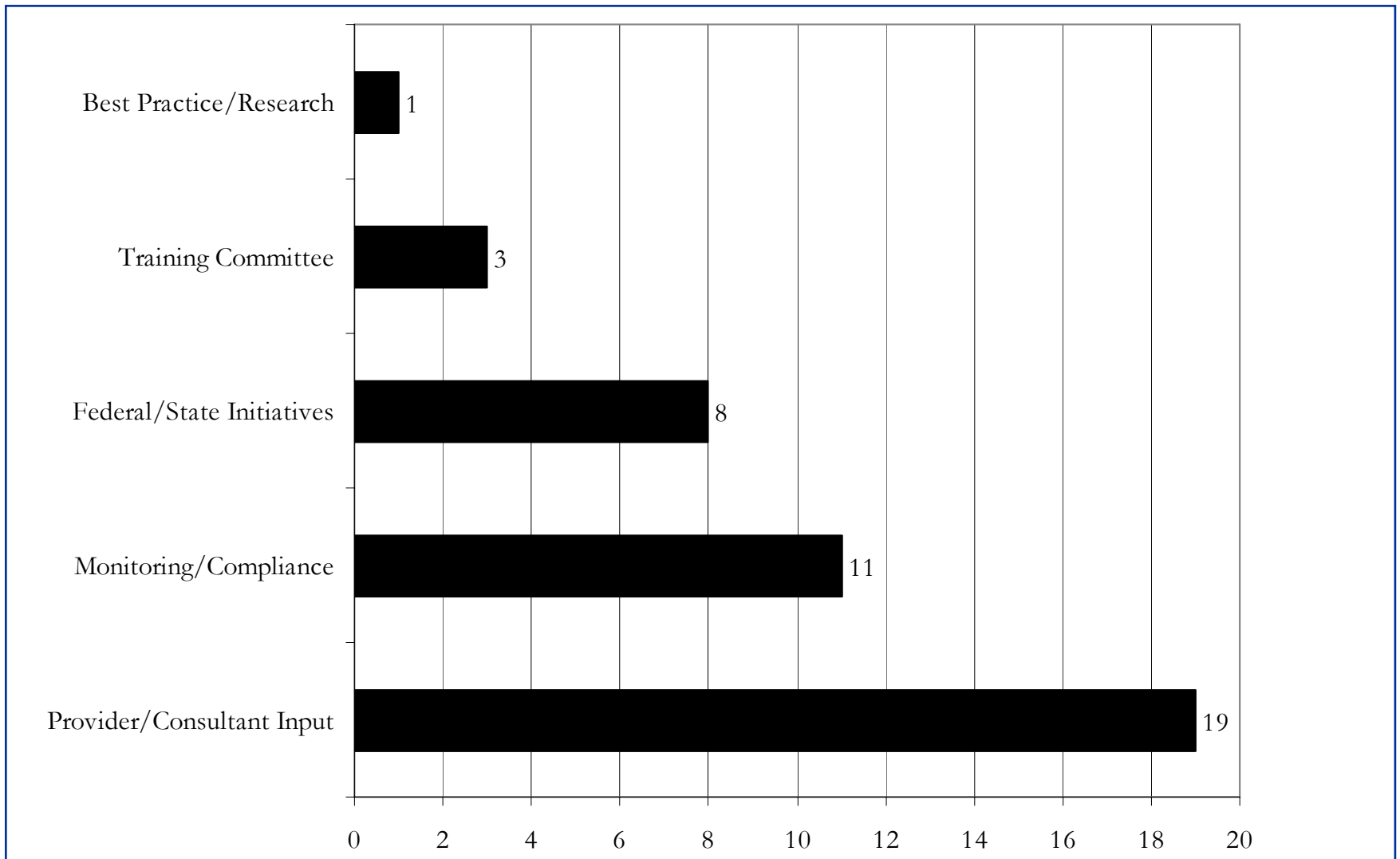
Results  
Section 619

Implications

Questions



# Section 619: Identification of TA Needs



The Center

Background

Methods

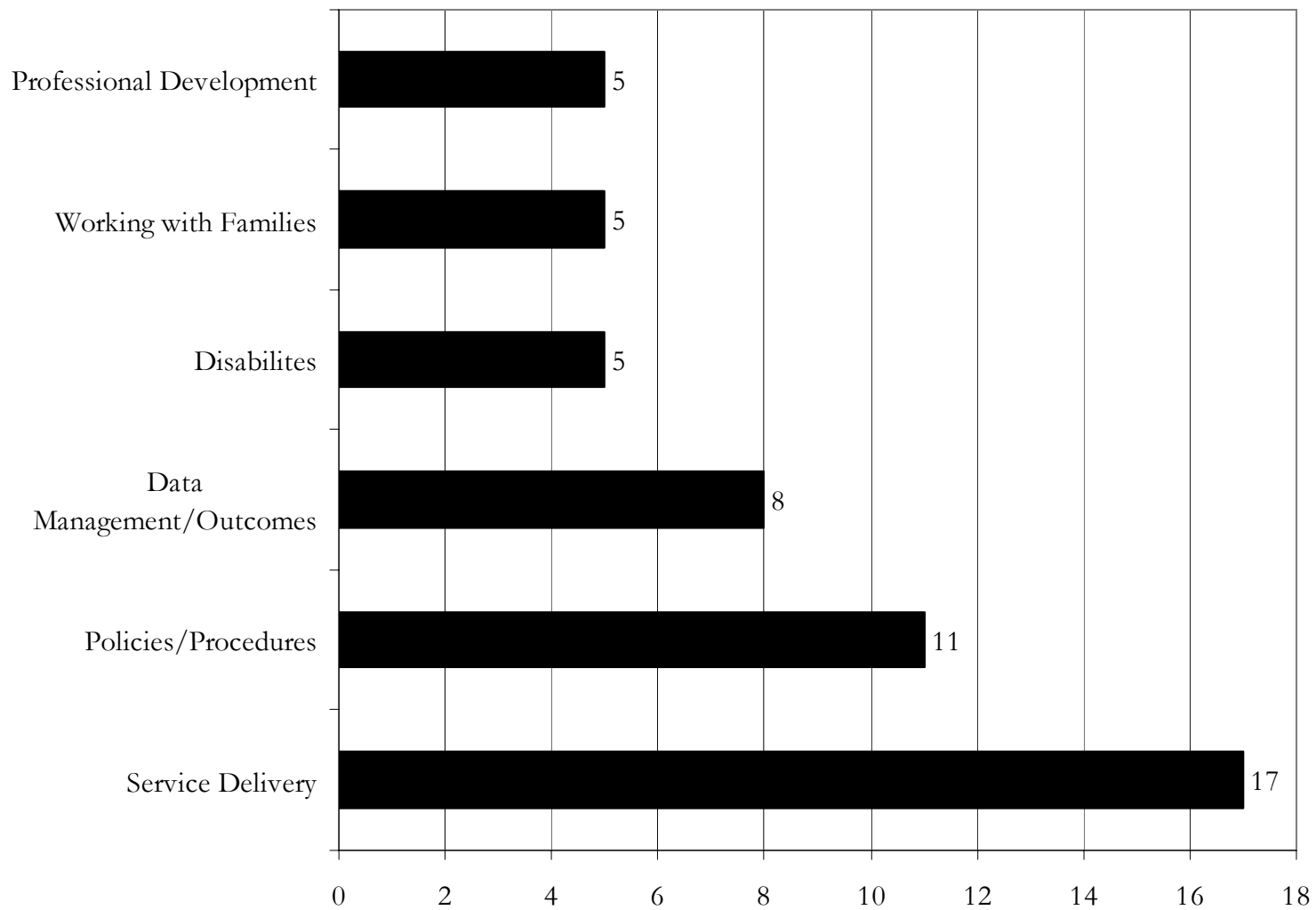
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: TA Content



The Center

Background

Methods

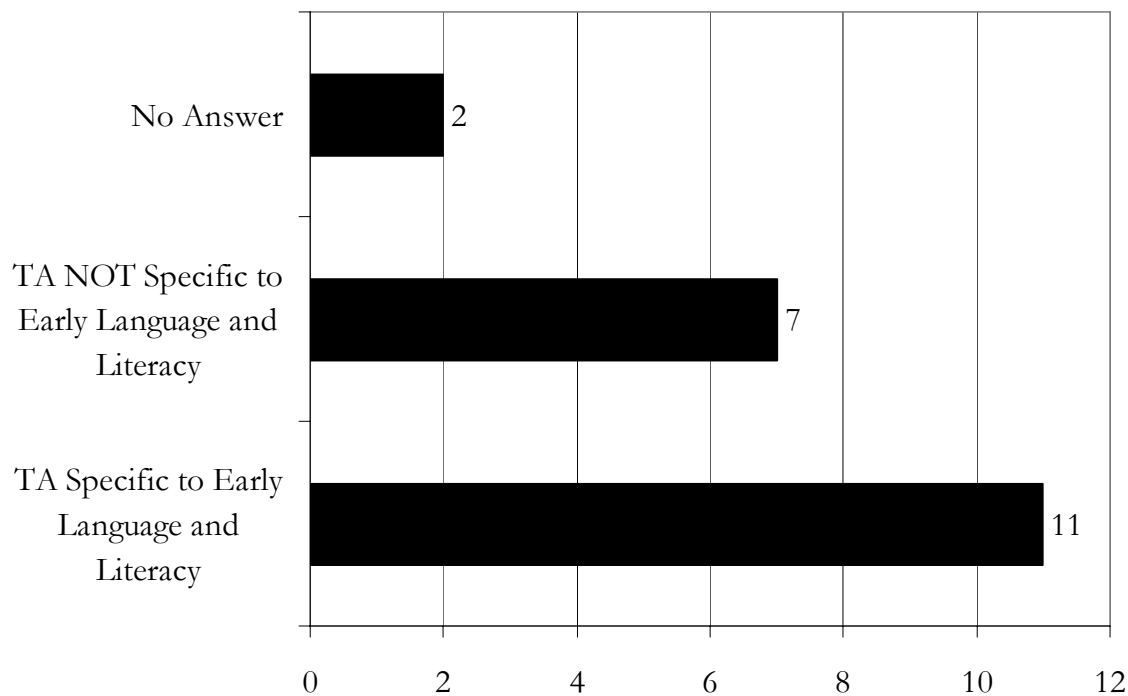
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: TA in Early Language and Literacy



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

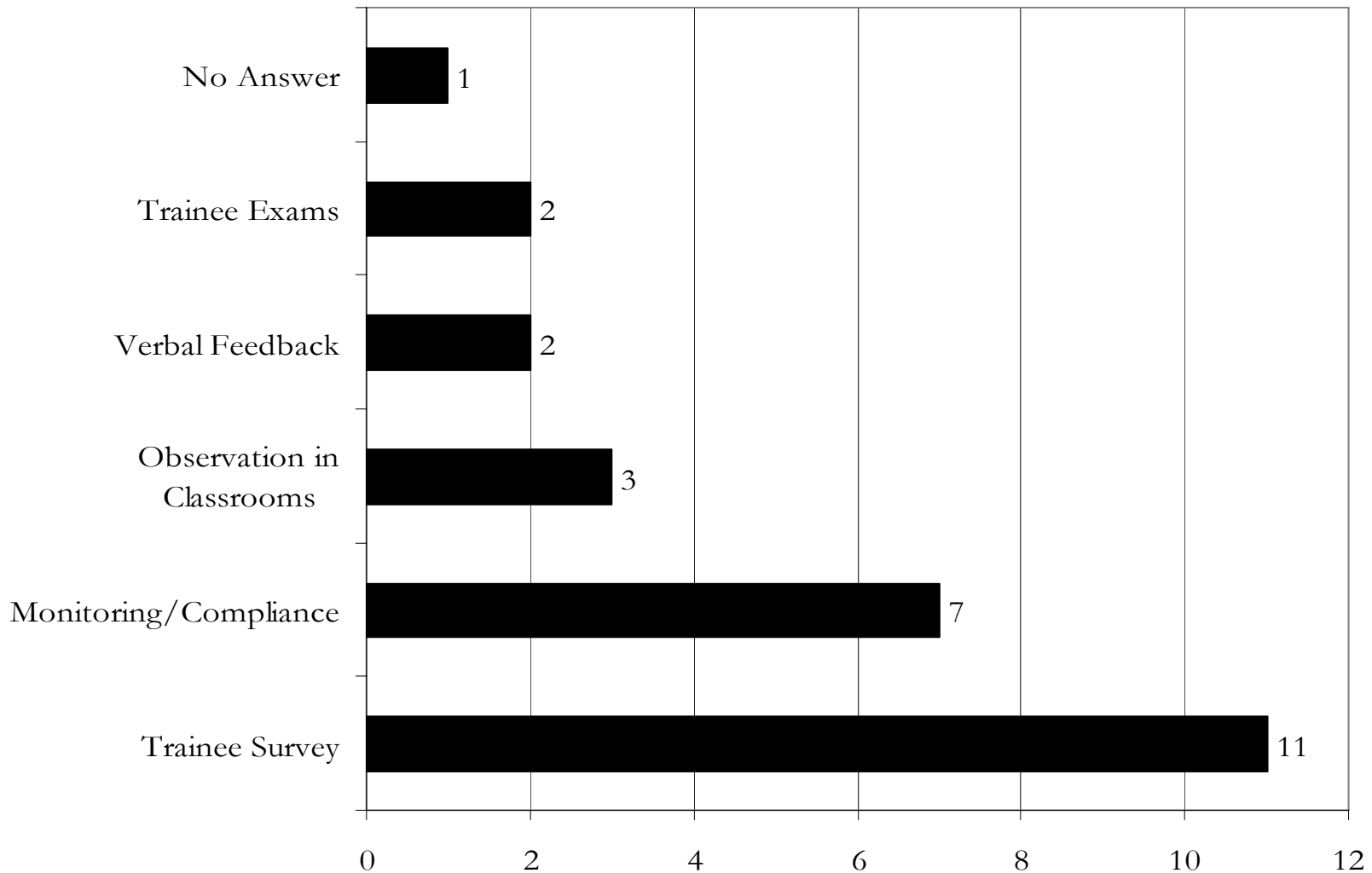
Questions

# Section 619: Identification of TA Needs

Trainee Survey	11
Monitoring/Compliance	7
Observation in Classrooms	3
Verbal Feedback	2
Trainee Exams	2
No Answer	1



# Section 619: Evaluation of TA



The Center

Background

Methods

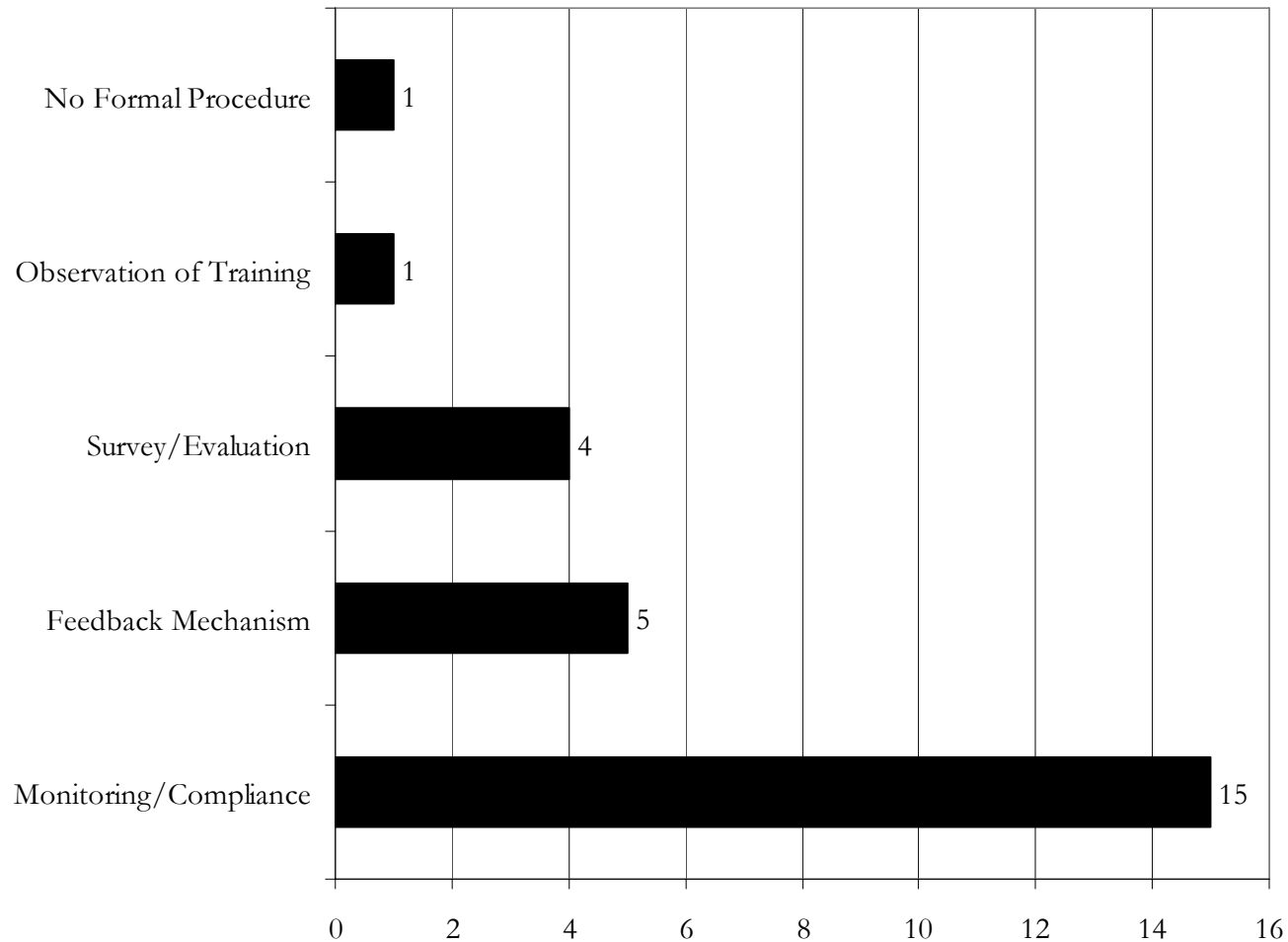
Results  
Part C

Results  
Section 619

Implications

Questions

# Section 619: TA Quality Assurance



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

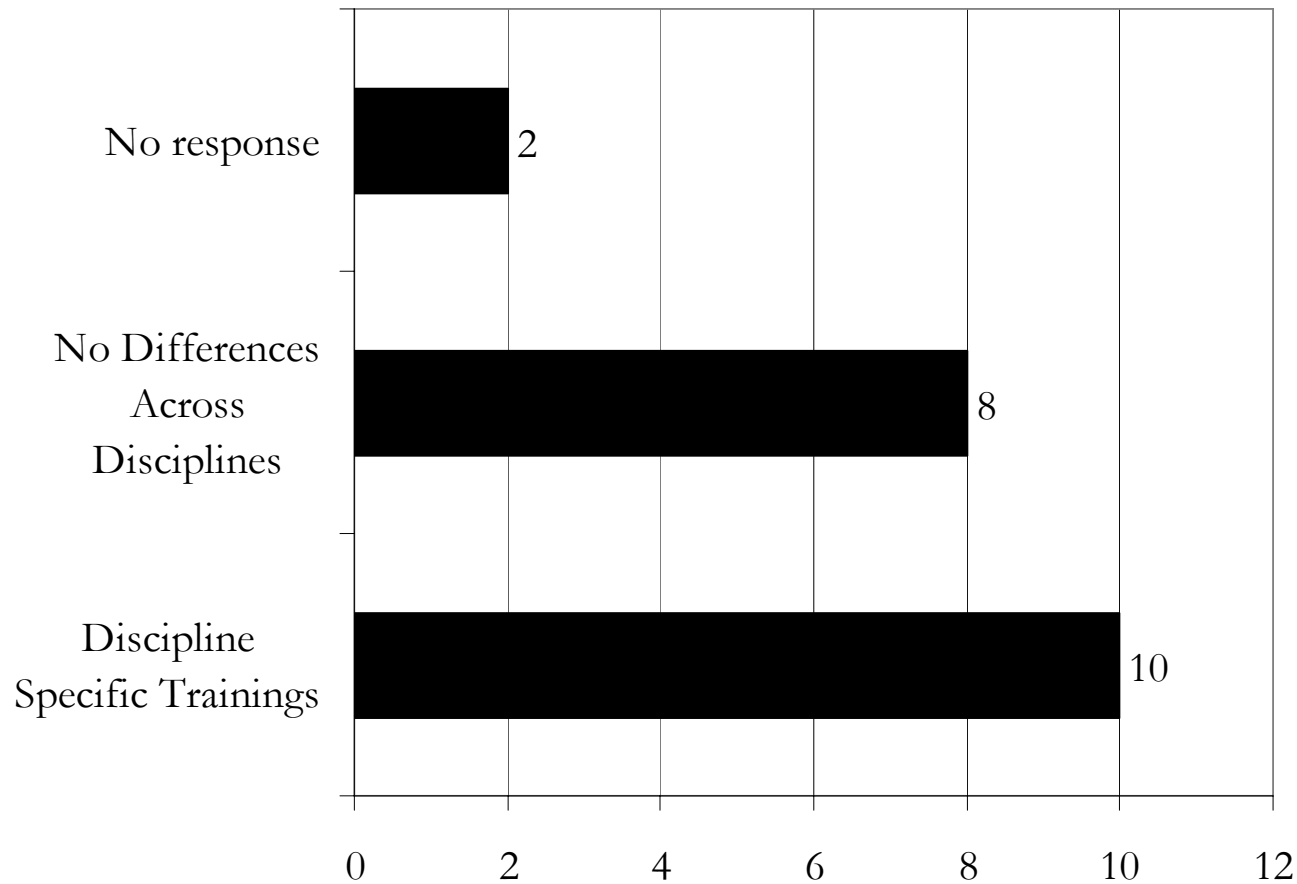
Questions

# Section 619: Procedures for Training Providers

Conferences	12
Train the Trainer	5
Informational Meetings	4
National Organizations	3
Written Materials	3
No Formal Procedure	3
State Professional Organizations	1



# Section 619: Differences in TA Across Disciplines



The Center

Background

Methods

Results  
Part C

Results  
Section 619

Implications

Questions



# Section 619: Networking for TA

Other State Agencies	13
OSEP/Department of Education/619	5
Higher Education	5
Disability/Advocacy Organizations	5
Parent Groups	4
Contracted Agencies	4
No Networking	3
Professional Therapy Organizations	3
Childcare Resource/Referral Agencies	3
NECTAC/NAEYC	2
State Part C	2
Yes (no examples)	1
No response	1



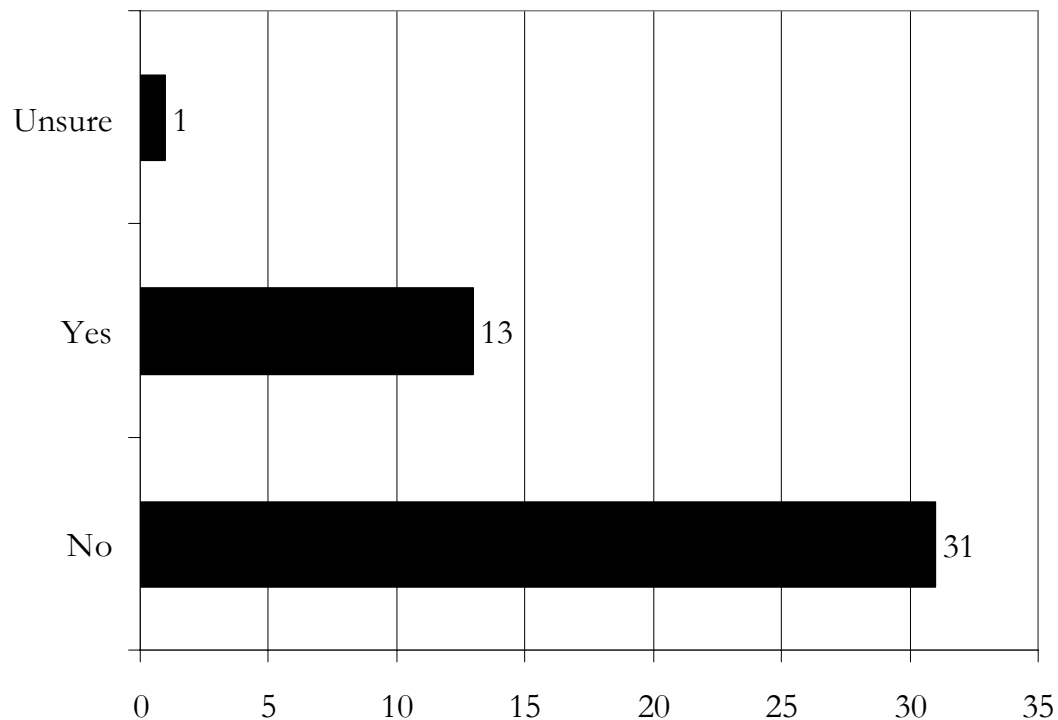
# Section 619: States with No TA System

- 25 states did not have a technical assistance system based on the definition
  - 17 of the states did not meet the qualifications of a system because they lacked procedures for identifying and measuring technical assistance outcomes.
  - 17 states did not have quality assurance measures in place to monitor their technical assistance system
  - 12 states lacked policies to identify technical assistance needs within their technical assistance system.



# Section 619: CSPD

- Most states (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.



# Section 619: Personnel Preparation

- When asked which aspects of personnel preparation were addressed in their training plan, 18 states indicated in-service education/TA system, 15 states indicated qualified personnel, and 13 states mentioned a pre-service system. Twelve states indicated having a recruitment and retention or supply and demand part of their training plan, and eleven had dissemination in their training plan. Twelve states indicated that they did not have a written training plan. Thirteen states did not provide an answer to this question.



# Implications

- Findings indicate the organizational structures within states vary greatly.
- Systems tend to be accessible throughout the states and target multiple disciplines.
- The most commonly offered training topics include 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 using or developing distance learning methods.
- Determining training/TA needs, evaluation, and quality assurance pose challenges for states.
- Results indicate that there is a need for greater systemization of these processes.



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# More Information

<http://www.uconnucedd.org/>

[http://www.uconnucedd.org/per\\_prep\\_center/publications.html](http://www.uconnucedd.org/per_prep_center/publications.html)

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