



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



At a Glance...

Volume 10, No. 1 December 2008

Study X
Case Studies Report:
Training and Technical
Assistance Systems

The purpose of these in-depth case studies of states with training and technical assistance (T/TA) systems was to better understand and highlight various strategies in personnel preparation of early intervention (Part C) and early childhood special education (Section 619) professionals. Information was gathered via telephone interviews and searching state websites on seven topic areas: (a) contextual information, (b) content, (c) delivery, (d) collaboration, (e) staffing, (f) data collection, and (g) funding. Results were used to identify critical components and possible strategies that could be used to design and implement a comprehensive and effective T/TA system.

Participants and Methodology

The sample for this study was chosen from an earlier assessment of the T/TA systems throughout the country (see Study VI). States were identified by the Center as having a comprehensive T/TA system as defined by factors identified in Study VI. California, Kansas, Minnesota, Nebraska, Pennsylvania, and Wisconsin, Ohio and Illinois met the criteria for either their T/TA Part C and/or 619 systems and agreed to participate. Telephone interviews were conducted with key informants from each of the states. The interview protocol consisted of 65 open-ended questions.

Identified Themes and Proposed Indicators:

Themes emerged across states from the qualitative interviews. From these themes, potential indicators or standards were proposed by the Center that could be used as guidelines for compiling a comprehensive T/TA system. Below are the themes and indicators for six of the seven topic areas. Collaboration was collapsed and embedded throughout.

Contextual Information

Themes & Indicators	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 in existence for at least 10 years	x	x	x	x	x		x	x
Part C and 619 collaborate	x		x		x		x	x

- A clear, overarching mission or goal statement frames the entire system
- The purpose of the T/TA efforts are clearly defined and distinct, yet complimentary

Content

Themes & Indicators	CA	IL	KS	MN	NE	OH	PA	WI
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

- Content is clearly defined and communicated
- The capacity to successfully balance and address multiple influences/priorities
- Content addresses both state and local priorities
- Collaboration with other agencies and programs help shape the T/TA content



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Delivery

Themes & Indicators	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 T/TA	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

- Multiple methods of delivery is used to ensure access across the state
- Delivery methods reflect best practices in adult learning
- Delivery of T/TA reflects and builds on strong collaborative efforts

Staffing

Themes & Indicators	CA	IL	KS	MN	NE	OH	PA	WI
Qualifications: advanced degrees/experience	x	x	x	x	x	x	x	x
Dedicated T/TA staff	x	x	x	x	x	x	x	x
On-going skill development for providers of T/TA	x	x	x	x	x	x	x	x
Low staff turnover		x	x				x	x

- Highly qualified staff to carry out the design, delivery, and evaluation of T/TA
- Ongoing staff development is provided for ensuring quality T/TA

Data Collection

Themes & Indicators	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 T/TA	x	x	x	x	x	x	x	x
Maintains a database containing training event information	x		x		x	x	x	

- Evaluation of all T/TA events includes both process and outcome measures
- Evaluation data is used to improve future T/TA, measure the impact on services and outcomes, and, when appropriate, inform ongoing licensure
- Periodic evaluation of the state's overall T/TA system

Funding

Themes & Indicators	CA	IL	KS	MN	NE	OH	PA	WI
Consistent funding	x	x	x	x	x	x	x	x
Uses informal collaboration of funds for T/TA events	x	x	x		x		x	x

- Funding is dedicated, stable, and adequate
- Funding comes from multiple sources, including federal and state funds, as well as, other agencies

For a copy of the full report go to: uconnuccdd.org

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