



**Study VI
 State Training Systems
 for Part C Personnel**

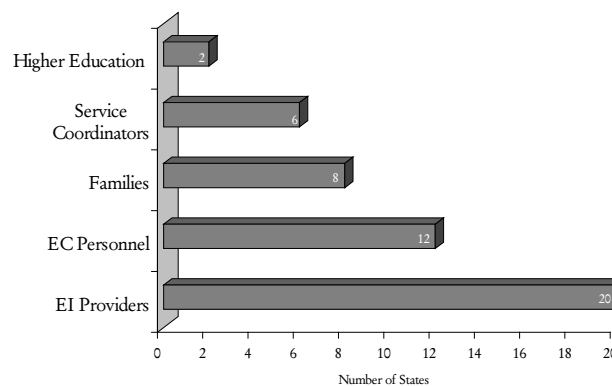
This study identifies and describes states that currently have processes and mechanisms for the delivery of training to early intervention professionals under Part C of IDEA 2004. Part C Coordinators from 51 states and territories completed semi-structured phone interviews. Interviews examined how training systems were funded, who participated in training, who provided training, how it was delivered, how training needs were assessed, the content of training, and how outcomes were assessed and quality assured. Information from the interview was used to categorize whether or not states had a system in place for training based on a definition developed by the researchers.

Definition of Training Systems

A training system was defined as having all of the following elements: (1) dedicated funding, (2) staffing, (3) oversight by a dedicated agency, (4) a procedure to determine professional development expectations, (5) training content, (6) quality assurance, (7) identified and measured outcomes, (8) is ongoing, (9) has structure for delivery, (10) work-place applicability. Out of the 51 states and territories included in this study, only 20 states met these criteria. The following reports trends within the sample of 20 states with a training system.

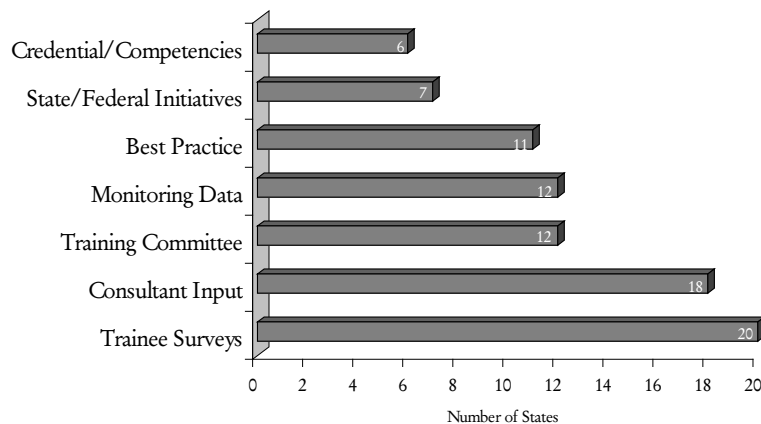
Participants

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



Identification of Training Needs

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





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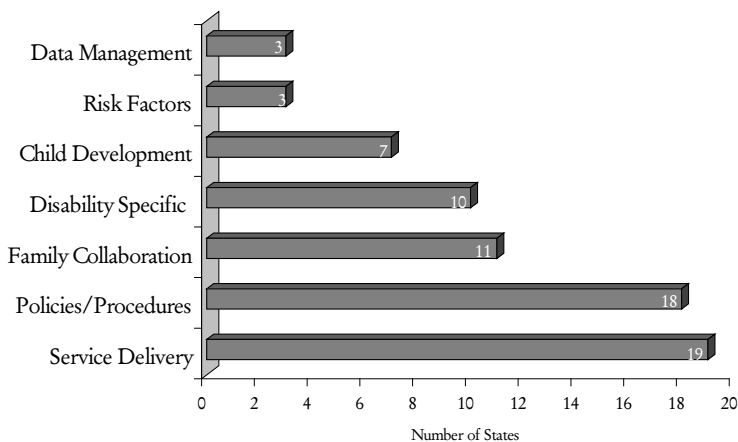


At a Glance...

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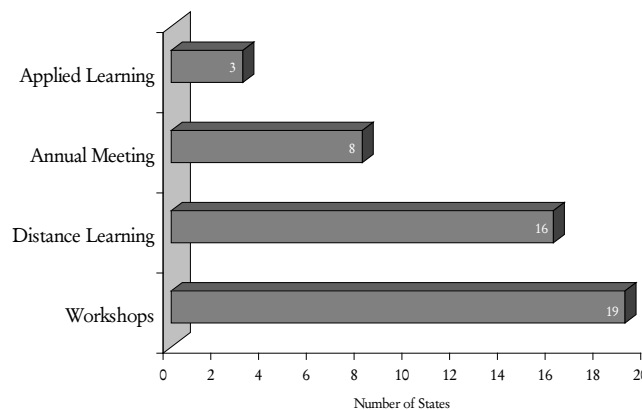
Content

As displayed below, Part C Coordinators listed the following training topics:



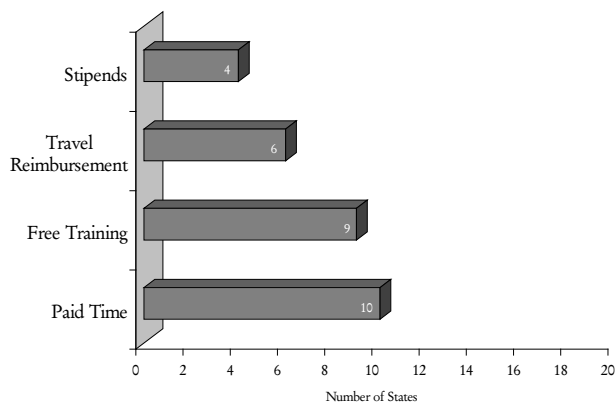
Delivery of Training

Training was delivered using the following methods:



Incentives for Trainees

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



Evaluation of Training

Eighteen states utilized trainee surveys or feedback forms to evaluate training.

The impact of the training over time was measured in **14** states while performing monitoring visits. **Seven** states administered follow-up surveys to trainees a month or longer after the training, and **one** state observed trainees performing job duties (i.e., writing IEP's) to evaluate the effectiveness of their training.

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

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



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