



**Study VI
 State Technical
 Assistance Systems for
 Part C Personnel**

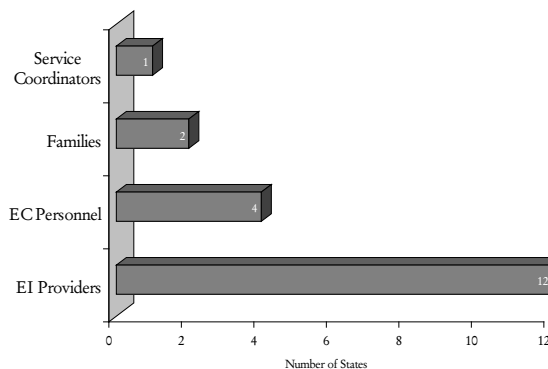
This study identifies and describes states that currently have processes and mechanisms for the delivery of technical assistance (TA) to early intervention professionals under Part C of IDEA 2004. Part C Coordinators from 51 states and territories completed semi-structured phone interviews. Interviews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

Definition of Technical Assistance Systems

A TA 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) technical assistance content, (6) quality assurance, (7) identified and measured outcomes, (8) work-place applicability, (9) provides individual professional development, and (10) problem-solving services. Of the 51 states and territories included in the study, only 12 met these criteria. The following reports trends within the sample of 12 states with a TA system.

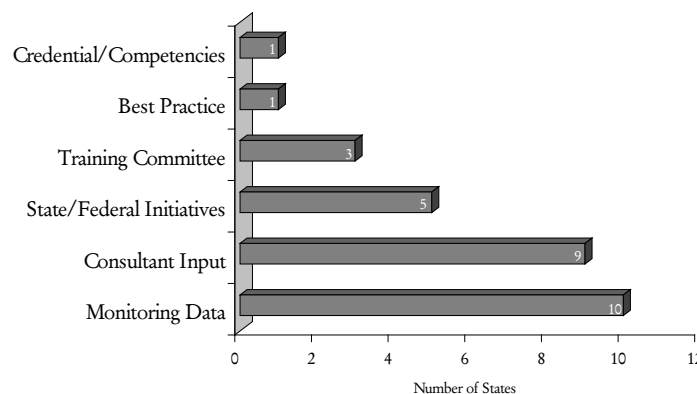
Participants

The graph below displays the TA participants across the 12 states:



Identification of TA Needs

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





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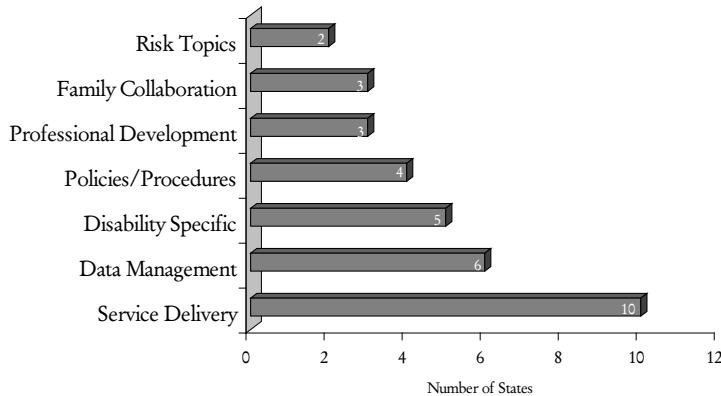


At a Glance...

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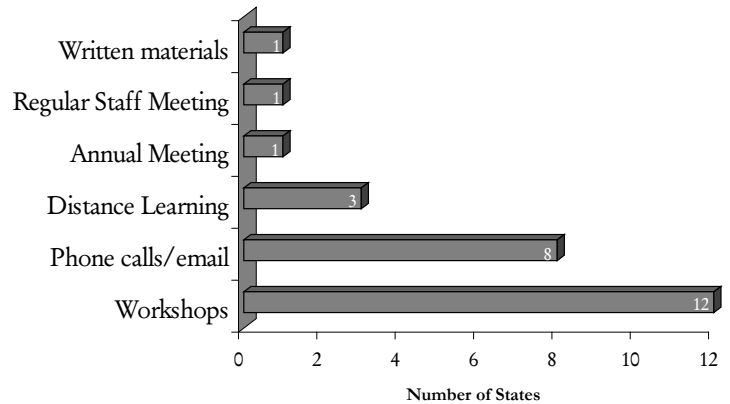
Content

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



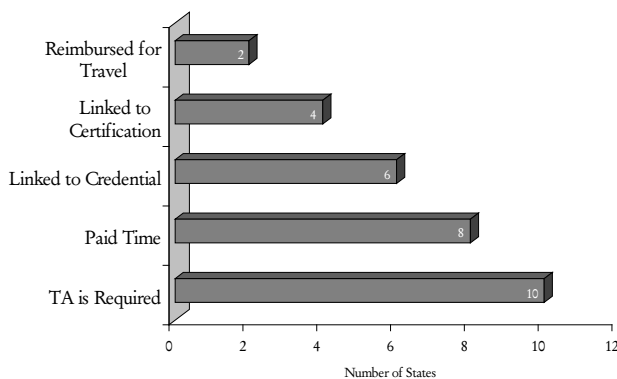
Delivery of TA

TA was delivered using the following methods:



Incentives for Trainees

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



Evaluation of TA

Nine states utilized monitoring data to ensure the quality of TA. Two states used feedback mechanisms (e.g., general effectiveness surveys, quarterly progress reports from programs), one state used trainee evaluation forms, and TA was observed by a supervisor in one state.

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

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U.S. Office of Special Education Programs

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