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ABSTRACT

Based on a survey of 25 state departments, the document reports findings on the State Implementation Grant (SIG) program, a 3 year project to provide support to states as they implement statewide plans under the Handicapped Children's Early Education Program (HCEEP). Following an introductory chapter are five chapters which summarize goals and activities and discuss implications of accomplishments in five HCEEP program categories: program development, administration/ management/evaluation, personnel development, communication/dissemination, and interagency coordination. Six major accomplishments of the SIG program are addressed in a final chapter: increased activity in interagency coordination: increased technical assistance in support of program development: increased program evaluation: constant communication and dissemination: increased training and collaboration among professionals: and increased development of early childhood special education teacher certification, competencies, and guidelines. Appended is an outline of seven planning dimensions for developing services for young children with special needs. (SBH)

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The State Implementation Grant Program:  
Three Years in Perspective

Prepared By

Bureau of Education for the Handicapped  
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## PREFACE

This report documents the diverse and the common activities of the State Implementation Grant (SIG) programs of the Bureau of Education for the Handicapped from September, 1976, through August, 1979. It also portrays the major programmatic accomplishments which evolved during this three-year period.

The data presented here are from a survey developed by BEH, TADS, and WESTAR to solicit descriptive and retrospective data from all state departments that had been a part of the SIG program during 1976-79. Of the 29 state departments contacted to participate in the survey, 25 responded.

By using the survey approach, we aimed to compile a common data base from which to make observations about the SIGs and their collective efforts. The data are reported and categorized just as the states provided them. There was no reordering or reorganizing of the information by us, hence, there are some overlaps of data presentation.

In closing, we wish to thank the states that participated voluntarily in this documentation effort. We believe the information contained in this report will be useful to local, state, and federal officials; consumers; and service providers as they formulate and influence the future direction of programs and services to young handicapped children and their families.

## Chapter 1

### Background and Introduction

## Overview

Educational administrators at the local, state, and federal levels face a number of economic, social, and political pressures in implementing legislated public education. This pressure, while having obvious disadvantages, also serves to keep the educational system responsive and dynamic. The framework of legislation and regulatory authority also provides direction for activities and parameters within which to operate, as well as implicit public sanction. And it provides the funds and personnel necessary for implementing educational programs.

Few legislative mandates exist for early childhood programming for handicapped children, yet, the economic, social, and political pressures are still intense. Without legislative and regulatory authority, and with minimal or nonexistent fiscal and personnel resources, the nature of and support for early childhood services for the handicapped reflects immense diversity across all educational systems seeking to serve this target population. The variability in strategies for developing, stimulating, and implementing such programs poses a tremendous challenge to decision-makers. It also presents a tremendous opportunity for new ideas, experimentation, and the development of best practices which are worthy of dissemination and implementation.

In this context of minimal direction and resources, and in response to the challenge to create, explore, and investigate, the Handicapped Children's Early Education Program (HCEEP) was initiated. The State Implementation Grant Program (SIG) is one of five components within the HCEEP. The other four components are: Demonstration Projects, Outreach Projects, Technical Assistance Centers, and Early Childhood Research

Institutes. (See Figure 1) The five components of the HCEEP focus on different functional areas. However, they all contribute to the basic goal of developing and implementing innovative programs for young handicapped children. During FY 1979, HCEEP monies supported 127 Demonstration Projects, 58 Outreach Projects, 26 State Implementation Grants, 2 Technical Assistance Centers, and 4 Early Childhood Institutes. The various components of the program evolved as the HCEEP grew from the 25 Demonstration Projects initially funded in 1969 to its current size. During this period of rapid growth, the need was recognized for specific support to State Education Agencies (SEAs). This recognition led to the development of the State Implementation Grant (SIG) Program, which provides support to states as they implement state-wide plans for early childhood education of the handicapped.

The antecedents for the SIG program go back to 1973-74 with the federal funding of three pilot programs in the states of California, Virginia, and South Dakota. This beginning effort was followed up in 1974-76 by technical assistance provided through the auspices of the Bureau for the Education of the Handicapped (BEH) and the Technical Assistance Development System (TADS) to states wishing to initiate early childhood development activities. Approximately 30 states participated in this effort.

The first full grant competition for SIGs was held for awards to states to begin activities in September 1976. In that year, 14 SIGs were funded. In September 1977, 11 states received continuation funding for a second year, and 9 new states were awarded grants, for a total of 20 SIGs with a total funding level of \$1.9 million. In September 1978, 22 new and continuation grants received funds totaling \$1.9 million.

Figure 1

## HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAM

**PURPOSE: TO ASSIST IN DEVELOPING AND IMPLEMENTING INNOVATIVE EXPERIMENTAL PROGRAMS FOR YOUNG HANDICAPPED CHILDREN (BIRTH TO EIGHT YEARS) AND THEIR FAMILIES**

PROJECTS	DEMONSTRATION	OUTREACH	STATE IMPLEMENTATION	EARLY CHILDHOOD INSTITUTES	TECHNICAL ASSISTANCE CENTERS
GOALS	DEVELOPMENT OF EXEMPLARY MODELS; DEMONSTRATION AND DISSEMINATION	STIMULATION OF INCREASED AND HIGH QUALITY SERVICES	IMPLEMENTATION OF EARLY CHILDHOOD STATE PLANS	LONG TERM INVESTIGATION OF SELECTED ASPECTS OF EARLY EDUCATION FOR HANDICAPPED CHILDREN	TECHNICAL ASSISTANCE TO DEMONSTRATION PROJECTS AND STATE IMPLEMENTATION PROJECTS
ACTIVITIES	SERVICES TO CHILDREN SERVICES TO PARENTS STAFF DEVELOPMENT PROGRAM EVALUATION DEMONSTRATION AND DISSEMINATION	BROAD DISSEMINATION OF INFORMATION PRODUCT DEVELOPMENT AND DISTRIBUTION STIMULATING ADDITIONAL SERVICES TRAINING CONSULTATION STATE INVOLVEMENT AND COORDINATION	ASSESSMENT OF NEEDS TRAINING DATA COLLECTION AND ANALYSIS	RESEARCH INTO DIRECT APPLICATION OF EARLY EDUCATION PROGRAMS IN TYPICAL SETTINGS	ASSESSMENT OF NEEDS PROGRAM PLANNING EXPERT CONSULTATION EVALUATION
ELIGIBLE PARTIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	STATE EDUCATION AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES	PUBLIC AND PRIVATE, NON-PROFIT AGENCIES
TYPE OF FUNDING	GRANT	GRANT	GRANT	CONTRACT	CONTRACT
FUNDING PERIOD	3 YEARS, ANNUAL RENEWAL	3 YEARS, ANNUAL RENEWAL	1 YEAR POTENTIAL 1 YEAR RENEWAL	5 YEARS POTENTIAL 5 YEAR RENEWAL	3 YEARS, ANNUAL RENEWAL

After its first three years of growth, it seemed that the SIG concept had reached an important point in its evolution. So, as the fourth year of operation began, with 26 grantees, the need was recognized to document and portray the SIG program's contributions, accomplishments, and trends. This report seeks to fulfill this documentation need.

### Organization of the Document

The SIG program is a diverse and creative enterprise. The wide variance in the stages of development and the approaches to early childhood education which states exhibit has been a test of the capabilities of the HCEEP to be responsive to varied needs while still maintaining the structure and accountability necessary to monitor and facilitate the most appropriate utilization of federal monies. The results of this testing and the total impact of the SIG program upon services to children are not reported by a document of this scope. It is indeed doubtful that any survey could account for the complex impact of such a program on the educational system.

### Five Program Categories

This investigation was designed around five program categories which have formed the focal point for SIG grantees over the past three years (1976-1979). These five broad, interrelated categories provided a mechanism for the conduction of the study, the analysis of the data, and the presentation of the findings that follow in Chapters 2 through 7. The five categories are:

- Program Development
- Administration/Management/Evaluation

- Personnel Development
- Communication/Dissemination
- Interagency Coordination

Within the categories are two basic types of activities that grantees have been engaged in. First, there are those activities which describe and form the functional components of the grants (i.e., how the grants are designed, what evaluation and staff development procedures are utilized). Second, there are the activities which the SIGs focus on as objectives for accomplishment (i.e., training of parents, development of interagency agreements and cooperative relationships, and development of products for dissemination). With information about these two levels of activity, gathered across the five program categories, a description of the SIG program has been constructed.

The five program categories were not conceptualized during development of the SIG program. Rather, they have evolved as a result of the activities that the states have been pursuing. Again the responsiveness and flexibility of the HCEEP comes into play as the diverse needs of states had to be met in a context of considerable variance. Thus, this study is grounded in the reality of the program and is not the result of a preconceived framework or conceptualization of what was to occur.

#### Description of Chapters and Appendix

Program Development is a major component of the SIG program. All grants have been or are in the process of developing new program directions and expanding program technology. As will be seen in Chapter 2 of this document, actual program development activities have taken the form of developing model sites or stimulating service delivery in LEAs that previously

had not served the target population of young children with special needs. Program development has also taken the form of strengthening programs already in place by providing information about new technologies and practices or improving those already in place.

Administration/Management/Evaluation activities involve all grants. Chapter 3 portrays the range of activities, from developing approaches for better administration of activities of the grant at the state level to developing comprehensive administrative plans for carrying out service delivery programs in various organizational settings. Evaluation, for example, has focused on both internal, as well as external evaluation procedures. Many of the grantees also participated in the provision of assistance to state service providers in the area of evaluating program performance. Assessment of child progress is one area in which evaluation expertise was provided to service providers through SIG activities in many of the states.

Personnel Development reflects the substantial investment of SIG resources in the training of parents and professionals. Several of the states, described in Chapter 4, were involved directly in organizing and training parents as advocates and/or service providers for their young handicapped children. Workshops, institutes, seminars, and graduate-level training opportunities were also provided by many of the SIGs. Both regular and special educators benefited from the significant commitment of SIG resources to the area of personnel development.

Communication and Dissemination involves those activities which seek to enhance efforts at stimulating and strengthening services to young handicapped children and their families. As can be seen by a review of the descriptive data in Chapter 5, the SIG program employed a variety

of techniques (e.g., media and print materials as well as person-to-person persuasion) in their outreach endeavors.

Interagency Coordination represents another example of the SIG program assuming a leadership posture in strengthening services to young handicapped children. The SIGs have developed new approaches in the planning, development, and implementation of cooperative efforts among various state and/or local agencies that serve young handicapped children. The critical need for the elimination of fragmented service delivery at the local level and for greater cost-effectiveness at the state and national levels provides fertile ground for the SIG program to meet the interagency challenge. Because of the considerable communication and political problems involved in such efforts, however, interagency coordination probably has been the most difficult program category in which to make substantial gains or changes. Yet, the data reported in Chapter 6 show that progress was achieved and that there is a continuing need for such activities.

The last chapter of this report portrays six major accomplishments or trends of the SIG program that are documented by the data collected. Finally, an Appendix depicts seven planning dimensions to help program designers in developing services for young handicapped children. These dimensions were conceptualized by a group of SIG personnel during a conference in December of 1979.

## Chapter 2

### Program Development

Program development includes a variety of SIG functions. It includes such things as developing state-wide services for early childhood special education, identifying and screening children, conducting needs assessments, developing IEPs, coordinating parent programs, planning for the use of related services, and providing direct services to young handicapped children within the SIG state.

This chapter describes the broad categories of goals and activities pursued and reported by the SIGs, broken down year-by-year. Following this description is the presentation of other, related documentation data. Finally, a discussion is offered of the implications of the data reported.

### Documentation of Goals and Activities

#### 1976-77

Eight SIGs of a possible 14 reported goals and activities in program development for this project year. Two states reported goals in the area of early childhood screening and identification. Two other states reported goals in the closely-related area of child find. Two states reported needs assessment as a major goal for the first year of funding (i.e., the activities listed under needs assessment were related primarily to the identification or location of handicapped young children and assessment in relationship to their special education needs). Three states reported goals in the provision of technical assistance to existing early childhood programs through the use of documents or products related to various technical skills. Finally, all eight states reported goals related to accelerating or improving ECSE services at the LEA level. These goals included increasing the opportunity

for children to receive ECSE services, surveying the extent of present services for young children, providing alternative local services, and developing and implementing pilot projects or model programs. All of the goals in this area related to increasing and/or improving services to young handicapped children through the provision of exemplary models at the state level.

The activities related to the goals identified during the 1976-77 project year were broken out in primarily three categories. In the first category, states spent a great deal of time identifying clearly how they were providing early childhood special education services. In the second general area of activity, states provided information to professionals and parents as to the kinds of services and resources currently available within the state. This was done with a variety of public information and programmed informational activities, such as brochures, newsletters, and state and local workshops. The third general area of activity related to the provision of direct technical assistance: The SIGs served as catalysts to diverse early childhood programs and personnel in a effort to improve the state-of-the-art in the delivery of services (e.g., assessments, IEPs, related services) by local programs.

#### 1977-78

For this project year, 12 of 20 states reported goals and activities in the area of program development. The goals and activities were quite similar to those reported for the first project year with the exception of a greater emphasis in the area of planning and the provision of technical assistance to local or state programs.

One state strived to improve the information and skills of parents of young handicapped children. Four states reported goals relating to identification and child find. Three states reported goals in the area of inter-agency planning for the provision of comprehensive early childhood services. Six states reported goals for expanding or providing alternative models for increasing the number and quality of services to young handicapped children within their state. Finally, seven states reported goals relating to the provision of technical assistance to local programs for improving the quality or level of skill training to existing early childhood personnel in the state.

Once again, SIG activities fell into general categories. The first category dealt with the providing of information to the field as to the current state-of-the-art in early childhood special education. This was done through brochures, public meetings with early childhood personnel, newsletters, presentations and training workshops, and cooperation with preservice and inservice training activities in each state.

The second major activity area was direct technical assistance by the SIGs to the early childhood projects within each state. Emphasis was placed on needs assessment of existing personnel, provision of direct technical assistance to early childhood programs, and monitoring and evaluation of technical assistance services for early childhood programs.

#### 1978-79

For the third project year studied, 13 of 22 states reported goals and activities in the area of program development. As in 1977-78, the specific goals tended to follow general patterns. One state reported as a major goal the development of a state-wide curriculum for early childhood special

education services. Two states reported goals in the provision of comprehensive interagency early childhood planning. Two states reported goals in parent involvement or improving parent skills in dealing with young handicapped children. Six states reported goals dealing with model development and program expansion. Eight states reported goals concerning identification, assessment and child find activities. Seven states reported goals in the provision of technical assistance to programs and the development of comprehensive state-wide technical assistance systems for early childhood special education services. Finally, two states reported specific goals in the area of program evaluation and monitoring.

As in the previous years, the activities related generally to the areas of information provision and direct technical assistance to programs. There was, however, increased effort this year in the area of evaluation. This encompassed not only evaluating the quality and the level of the technical assistance provided to programs by the SIG, but also evaluating the quality of service delivery at the local level.

#### Related Documentation Data

The quantity of SIG program development activities is illustrated in Tables 1 and 2 on the following pages. The data indicate that the SIGs in those states reporting did have an impact on a significant number of young handicapped children.

Table 1

Number of SIG-Initiated Programs  
By Content Area For Each Funding Year

<u>Content Area</u>	<u>1976-77</u>		<u>1977-78</u>		<u>1978-79</u>	
	<u>Number of Programs</u>	<u>Number of SIGS Reporting</u>	<u>Number of Programs</u>	<u>Number of SIGS Reporting</u>	<u>Number of Programs</u>	<u>Number of SIGS Reporting</u>
Screening	49	2	86	4	46	3
Diagnosis	49	2	63	3	48	4
Assessment	49	2	63	3	50	4
IEP Development and programming	-0-	-0-	43	2	51	4
Related Services	12	2	29	3	51	4
Comprehensive EC Programs	99	4	134	6	80	6

Table 2

Children Served in SIG-Initiated ProgramsBy Content Area For Each Funding Year

<u>Content Area</u>	<u>1976-77</u>				<u>1977-78</u>				<u>1978-79</u>			
	<u>Ages 0-3</u>	<u>Number of SIGS Reporting</u>	<u>Ages 3-6</u>	<u>Number of SIGS Reporting</u>	<u>Ages 0-3</u>	<u>Number of SIGS Reporting</u>	<u>Ages 3-6</u>	<u>Number of SIGS Reporting</u>	<u>Ages 0-3</u>	<u>Number of SIGS Reporting</u>	<u>Ages 3-6</u>	<u>Number of SIGS Reporting</u>
Screening	-0-	-0-	11,000	1	-0-	-0-	13,059	3	-0-	-0-	14,675	4
Diagnosis	-0-	-0-	800	1	-0-	-0-	1,200	2	-0-	-0-	1,400	2
Assessment	-0-	-0-	-0-	-0-	-0-	-0-	251	2	-0-	-0-	288	2
IEP Devel- opment and Programming	88	1	4,469	2	194	1	6,068	3	-0-	-0-	7,927	4
Related Services	150	1	50	1	150	1	120	2	-0-	-0-	232	2
Comprehen- sive EC Pro- grams	760	1	277	3	94	3	2,260	4	462	2	1,863	8

### Discussion and Implications

In reviewing the various goals and activities reported by the SIG programs during the three years for which data was collected, it is difficult to identify specific trends from year to year. However, for the entire period, some general trends can be found.

During the initial 1976-77 project year, the various goals and activities indicate a strong concern for identifying the need for and the status of services to young children within each state. Each SIG project served as a catalyst for this activity, as well as for the expansion of early childhood services at the local level through the sharing of state-of-the-art information.

During 1977-78, a major emphasis becomes apparent: the SIGs serving as technical assistance providers to early childhood personnel and programs within their state.

Based on the data for the third year (1978-79), SIG technical assistance to local programs is clearly established as the primary area in program development. Technical assistance encompassed goals and activities that had been identified in previous years, such as identification; development of early childhood service delivery models; conduction of interagency planning activities; development of handbooks and modules; and development of program evaluation systems.

In summary, a generalization about the evolution of the program development function in the SIG program can be made from the three years of the project data presented here. That is, the SIGs appear to have moved from just providers of direct services in such areas as child find and assessment

to a wider range of service delivery including the development of technical assistance (TA) delivery systems and consultative/TA agencies providing assistance to personnel in the field.

Chapter 3

Administration/ Management/ Evaluation

The area of Administration/Management/Evaluation covers a variety of SIG functions. These include work related to early childhood data systems, program guidelines and standards, early childhood personnel acquisition for the state department, evaluation and monitoring strategies, statewide service directories, and consortia-task force development. As in the previous chapter, the major SIG goals and activities in this area are described by year. This is followed by the presentation of other, related documentation data. Finally, the implications of the data are discussed.

### Documentation of Goals and Activities

#### 1976-77

During 1976-77, four of fourteen SIGs reported they had goals and activities in the administration/management/evaluation area. For two states, the goals were in the area of securing an ECSE staff person at the state education agency (SEA). Other goals were related to gathering information from a national perspective about legislative mandates and teacher certification in early childhood special education (ECSE) and developing a systematic data collection system to assist each SEA in monitoring and evaluating the child find/placement/service process within its state.

As for the activities conducted to carry out the tasks necessary to achieve the ascribed goals, three grantees hired SEA-level ECSE staff persons. This action appeared necessary to these states for the carrying-out of the various aspects of the SIG project. The fourth state developed and field tested a data collection system.

### 1977-78

Eight states of twenty reported goals and activities in this area for 1977-78. The goals reported were much more diverse during this year than in the previous one. Two states reported goals in developing data systems; two states had goals for developing guidelines or standards for ECSE; and two states reported goals for developing a replication handbook or checklist for use in the field. Other goals included evaluating SEA technical assistance to programs at the local level (one state), developing a directory of ECSE services at the state level (two states), providing an SEA/ECSE staff person (one state), and using the SIG as a focal point for statewide ECSE planning efforts (one state).

Activities undertaken to accomplish the various goals included the developing of data systems, the writing of guidelines and position papers, the monitoring of programs, the hiring of staff, and the publishing of directories. The task force/advisory committee emerged as a vehicle for the SIGs in carrying out the goals in administration, management, and evaluation.

### 1978-79

The goals and activities for the 11 of 22 states reporting in administration/management/evaluation during this project year were more diverse. The development of standards and guidelines were goals in two states, the hiring of an SEA/ECSE staff person was reported in one state, and efforts in coordinated planning and service delivery were goals in three states. This year also saw one state reporting a goal for program monitoring, one for establishing new programs, and two states reporting goals related to funding alternatives and cost-effectiveness data. A sum of six SIGs reported goals in the

area of evaluation.

The SIG activities for this period were varied. One state adopted standards; two states reported staff activities, particularly in guidelines and service matrix development; and, one state indicated activity in playing a role of funding agency. All other activities reported by states relate to either internal or external program evaluation or the development of evaluation strategies and skills by SIG projects.

#### Related Documentation Data

In addition to examining the information from SIG goals and activities, we looked at the status of various administrative/management/evaluation tasks in relation to the SIG workscope. See Table 3 page 22 for the results.

Finally, 20 SIGs reported that they maintained regular liaison with the following programs in their states:

- 1) Preschool incentive programs (20)
- 2) Head Start programs (19)
- 3) HCEEP Demonstration and Outreach Projects (18)
- 4) Day care programs (11)
- 5) Other public and private agencies (12)

#### Discussion and Implications

In light of the data reported by a small number of states, it seems that the SIG program evolved gradually in the area of administration/management/evaluation. For example, administrative matters appear to have been paramount initially. Gradually, the management of comprehensive early childhood

Table 3

Status of Tasks Reported by SIGs

	Completed	Under Development	Total # of SIGs Involved
EC/SE Program Directory	11	3	14
Interagency Listing or Catalog of EC/SE Services	9	11	20
A System for Tracking Preschool Handicapped Children	5	6	11
Consortium of ECSE Programs	9	7	16
Plan for Evaluating Statewide ECSE Efforts	7	4	11
Program Guidelines or Standards for ECSE	11	6	17

N= 20 SIGs

special education services at the state level seems to have become a much more important undertaking. And finally, an interest and concern developed in evaluating the kinds of services provided to or through the state. This evolution through the areas of administration/management/evaluation will be discussed individually in this section of the chapter.

### Administration

The hiring of early childhood special education staff at the state education agency level was a primary activity for many SIGs. This action indicates the importance of having a person with administrative responsibility for the development and implementation of the state's special education early childhood plan and the uniting of services that typically are fragmented across a variety of service delivery agencies at the federal, state, and local levels. In many states, these services are not a mandated part of the educational system, and, therefore, there is a lack of a central point of planning for the provision of special services. Hence, this fragmentation and lack of mandate have made it imperative for the SEAs to establish a leadership role in pulling together the various resources available to serve young children with handicaps. Indeed, many SIG programs have provided a vehicle and have taken the first steps for their states in securing funding and hiring the staff to begin the development of a comprehensive, coordinated delivery system of services to this population.

### Management

A primary outcome of the goals and activities reported during 1976-79 is the emergence of the task force, advisory committee, or consortium as a

vehicle for use by SIG leadership personnel to carry out various management responsibilities. The growth in the use of this management strategy has validity in light of the type and number of resources involved in providing services to the young handicapped child and family.

A variety of agencies have shown fleeting interest in providing at least some portion of services to meet the needs of the young handicapped child. Within each state, a variety of agencies with varied funding sources have had responsibility for the provision of diagnostic and evaluative services, medical and related support services, direct in-home or supplemental classroom care for the young child, or comprehensive educational services for specific handicapping populations. Little past effort has gone into providing a comprehensive, systematic and coordinated delivery system. From the standpoint of the state education agency, therefore, it was imperative that if comprehensive early childhood plans would be implemented, all of the various agencies and special interest groups involved in providing some portion of the special education services to the young child would have to be utilized in establishing a comprehensive delivery system within each state.

The SIG projects have clearly indicated their reliance on the advisory committee as a vehicle to facilitate the statewide management of the various services currently being provided, as well as a "stepping off" platform for the identification and provision of services. A number of SIGs have utilized task forces or consortia to develop early childhood standards and guidelines, to design an early childhood rationale for purposes of legislation, and to develop early childhood special education service directories. By having staff available, it seems that states are better able to tap the variety of crucial human resources necessary for accomplishing the varied tasks mentioned above.

### Evaluation

During the three-year period studied, the number of SIGs engaged in evaluation activities steadily increased. This growing interest in evaluating the effectiveness of the services provided to young handicapped children, and the services provided by the SIG, indicate an evolving awareness and sophistication on the part of SIG staff and evaluation advisory committees. One might suggest that during the three years the participating SIGs have demonstrated a completion of the "planning cycle" necessary for implementation of early childhood services at the state level.

### Conclusion

In summary, then, these trends suggest that the kinds of goals and activities pursued during the three years reported in this document in the areas of administration/management/evaluation could be representative of the kinds of goals and activities necessary for other states actively pursuing the provision of comprehensive services to the young handicapped child. Each state must consider: identifying a staff person with administrative responsibilities for the planning and provision of services; developing and using a comprehensive management system which employs such strategies as the consortium, task force, or the advisory committee for the provision of goal-directed services in the areas of statewide coordination and implementation of ECSE services; and finally, designing and implementing an evaluation system to measure the effectiveness of the kinds of services being delivered and to provide feedback into the mechanism that administers and manages those services being provided.

## Chapter 4

### Personnel Development

The area of personnel development encompasses endeavors by SIG staff to impart information that increases awareness and skill development concerning various areas of early childhood special education (ECSE). This includes such activities as facilitating the development of statewide preservice and inservice training in ECSE, specifying teacher competencies, developing ECSE teacher certification standards and training materials, and identifying and disseminating information concerning training resources.

Over the three-year period from 1976 to 1979, a total of 17 SIG states reported goals and activities in the area of personnel development. The present chapter first provides a description of these goals and activities. Next, other, related documentation data are portrayed. Finally, the implications of the data are discussed.

### Documentation of Goals and Activities

#### 1976-77

Seven of 14 SIG states reported having goals in the area of personnel development. For five states, the primary focus was inservice training, primarily for teachers, and other personnel in preschool special education programs. Other areas of emphasis for the remaining states were the development of early childhood program plans focusing on preservice education (one state) and the offering of technical assistance through the SIG staff or proposed technical assistance centers (one state).

As for activities, the planning of inservice activities involved conducting needs assessments or using other methods to determine present training and areas of professional interest. Workshops, competency-based training,

and modules of instruction were among the inservice methods reported used by five states on a local, regional, and/or statewide basis. Two states developed training sequences for certification and offered staff development courses through local universities. Two other states made written information and media resources available to local program personnel.

### 1977-78

Twelve of 20 SIG states reported having goals in personnel development for this time period. In addition to the continuation of some personnel development goals from the previous year (three states), emphasis for 1977-78 included training in carrying out early identification and child find initiatives (one state); training in areas of program planning and development (five states); establishing a parent training component (one state); developing certification for personnel in early childhood special education programs (two states); and developing training modules for teachers and service providers (two states). As with the previous year's activities, teachers in local education agencies, administrators of preschool special programs, and parents participated in various training endeavors. In addition, paraprofessionals, professionals from other disciplines, state agency staff, community service providers, and other local program/agency personnel participated in inservice training.

Personnel development activities carried out during 1977-78 reflect SIG goals for the year. More specifically, these activities included topical workshops in areas such as developing curriculum; forming cooperative service arrangements; replicating program models; planning, implementing and evaluating early childhood programs; identifying, screening and assessing; working with parents; gathering and providing legislative and management

information; and developing individual educational plans. Awareness and/or skill development characterized these workshop activities. Five SIG programs reported conducting statewide training, while two others implemented regional efforts, some of which were offered through regional technical assistance centers. Local inservice programs were also provided along with workshops for college credit. Materials and resources were made available for local program use. One state established a toy-lending library.

During 1977-78, two SIG states were working to establish and implement certification standards for teachers in early childhood special education. These SIG personnel were engaged in reviewing teacher competencies and existing teacher licensure and training programs; developing, implementing, and evaluating training modules and plans; making recommendations concerning early childhood special education licensure; and implementing certification standards.

#### 1978-79

Personnel development goals were reported by 14 of 22 SIG states for this period of the SIG program. The goals ranged in comprehensiveness from initiating or continuing awareness/skill building activity (eight states) to engaging cooperatively with training institutions/agencies in developing and implementing training endeavors in early childhood special education (five states). Goals also focused on developing inservice training plans for medical personnel (one state); developing and implementing technical assistance services (three states); and establishing information dissemination systems (two states).

With awareness and skill-building a major thrust, SIG personnel

engaged in a diversity of inservice techniques spanning state, regional, and local levels. Five states conducted statewide endeavors. Among these was a symposium on early childhood special education, a curriculum workshop on early assessment, and a workshop on securing and managing alternative resources. In addition, a conference and other workshops were held offering inservice on a variety of specific topics in early childhood special education.

On regional and local levels, seven states reported training endeavors that reflected the development of competencies in specific program areas such as assessment, curriculum, record keeping, behavior management, and individual educational plans. Other SIG awareness/skill-building activities involved assisting with local inservice plans and providing training and technical assistance through regional or local technical assistance services (reported by four states). Additionally, during this third year SIG staff were involved in developing service/resource directories and establishing information dissemination systems for child service and general information.

Audiences for the various SIG training efforts were: preschool special education and related service staff, personnel from various local programs and agencies outside the educational systems, and various state agency personnel.

Finally, during 1978-79, five states reported cooperative efforts with other service agencies and institutions of higher education. One state reported the initiation of plans for developing a course for medical personnel. For another state, strategies were determined for meeting the various preservice and inservice needs of teachers. In three other states, work was done with appropriate training institutions to determine and implement the content for preservice and inservice needs of personnel in early childhood special

education. Finally, in three states, arrangements were made for participants of various workshop courses and early childhood institutes to receive college credit.

#### Related Documentation Data

Personnel development activities involved a broad array of individuals from 1976-79. For more specific data on the number of persons trained over the three-year period in various content areas, for both awareness and skill-building, please refer to Tables 4 and 5 on the following pages. Table 6 on page 34 illustrates the number of SIGs involved in various personnel development activities, such as teacher certification, teacher competencies, and listings of training resources.

#### Discussion and Implications

A review of the goals and activities in the area of personnel development reveals that a multiplicity of effort was provided for a variety of recipients. Also, there was a continuing increase in the number of states that engaged in personnel development activities, from 7 of 14 SIG programs in 1976-77, to 12 of 20 in 1977-78, and finally, to 14 of 22 in 1978-79.

The nature and intensity of activity in the area of personnel development broadened over the three-year period. This phenomenon can be seen most clearly in the discussion of four key areas: inservice training, technical assistance delivery, information/resource dissemination, and teacher certification and competencies.

Table 4

Type and Number of Persons  
Who Participated in Awareness Building by Content

	Administrators		Teachers		Aides		Staff Agency Staff		Related Service Personnel		Legislators		Other		Total
	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	
Screening	238	8	232	5	28	3	75	5	188	6	0	0	141	5	902
Diagnosis	360	6	510	5	74	4	73	5	226	4	1	1	0	0	1244
Assessment	332	6	523	6	88	4	78	5	262	6	0	0	3	1	1286
IEP / Programming	413	5	657	5	99	4	78	5	144	5	0	0	6	1	1397
Related Services	270	2	195	2	55	2	69	3	55	2	0	0	0	0	644
Other (Specify)	410	5	259	4	47	3	129	5	33	4	1	0	161	5	1940

N=20

Table 5

Type and Number of Persons  
Who Participated in Skill Building

Content of Skill Building	Administrators		Teachers		Aides		Staff Agency Staff		Related Service Personnel		Legislators		Other		Total
	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	#Per.	#SIGs	
Screening	71	3	286	5	196	2	14	1	134	3	0	0	141	1	842
Diagnosis	77	3	84	3	3	1	24	2	102	2	0	0	5	1	295
Assessment	54	3	89	4	3	1	16	2	20	2	0	0	5	1	187
IEP Programming	52	3	140	5	31	3	12	1	21	3	0	0	5	1	261
Related Services	2	1	56	2	3	1	12	1	5	1	0	0	5	1	78
Other f. (specify)	152	5	599	6	106	3	38	3	5	1	0	0	5	1	905

N=20

Table 6

Number of SIGs Involved  
in Various Personnel Development  
Activities

	<u>Completed</u>	<u>Under Development</u>	<u>Total</u>
(1) ECSE Teacher Certification	4	8	12
(2) ECSE Teacher Competencies	3	6	9
(3) Listing of Statewide ECSE Training Resources	6	7	13
(4) ECSE Manpower Studies	4	3	7

N = 15

### Inservice Training

During the first three years of the SIG program, inservice training was the major thrust of personnel development activity. In 1976-77, this inservice activity seems to have been a response to general individual state interests. During year two, however, personnel development activities increased and seem to be characterized more by content-oriented topics. For example, in one state teachers received in-depth training in a particular curricular approach. In another state, sessions were held on early identification and assessment. In year three, again, diverse content topics were offered. Workshops included sessions on such topics as service options available for youngsters with special needs, programming for young handicapped gifted and talented children, and resources and funding. The trend toward more content suggests movement toward more intensive training.

Looking at the SIG training activities, over the three-year period another trend seems to emerge. Not only does the training appear to have become more content-oriented, but there also seems to have been movement toward more local and regional training in combination with statewide efforts. This development seems enhanced by increased cooperative involvement (reported by SIG personnel) with agencies and institutions directly involved with pre-service and inservice training.

Additionally, over the three years, the nature of the various training audiences appears to have changed. In 1976-77, the primary participants were teachers and administrators. Other ECSE program personnel were involved, but to a lesser extent. During year two, personnel representing a broader spectrum of agencies and organizations were captured as a part of the training

audience. Not only were teachers, administrators, and other program personnel involved, but service providers, related service personnel, and state agency staff were represented as well. This trend continued during 1978-79.

In a look at the major SIG activity of inservice training over the three years, the data indicates that content-oriented training was offered to local personnel. Secondly, training was offered to a broad gamut of individuals representing not only those serving young children with special needs, but also those individuals in positions positively influencing support for ECSE programs. For more specific data on the number of persons trained over the three-year period by content area, in both awareness and skill-building activities, refer to Tables 4 and 5 on pages 32 and 33.

#### Technical Assistance Delivery

A second key activity that saw fruition within the first three years of the SIG program was the provision of technical assistance. In the first year of the program, one state reported initiation of technical assistance centers. By the end of the three-year period, that state's centers were in operation, and, in addition, other states were also offering technical assistance services. (Refer to Chapter 2 for more discussion of this subject.)

#### Information/Training Resource Dissemination

Similar activity occurred in a third area, that of information dissemination, particularly with regard to training resources. Several states were involved in this endeavor (see Table 6). At the end of the three-year period, six states reported that they had developed listings of statewide training resources. In another seven states, listings of these resources were in the process of development.

### Teacher Certification and Competencies

Lastly, a fourth area that surfaced as generating much effort was teacher certification and competencies (refer to Table 6). Over the three-year period, four states reported having developed ECSE teacher certification standards. Eight states reported that certification standards were in the process of development. Additionally, three states reported having developed ECSE competencies, and another six states had ECSE competencies in the process of development. It should be noted that these numbers reflect much more activity in the area of teacher certification and competencies than was projected as primary program goals. Many states have been actively involved.

### Conclusion

In summary, it appears that over the first three years of the SIG program much was done in the area of personnel development. Perusal of the goals and activities show four major foci of activity: preservice/in-service training, technical assistance delivery, information/resource dissemination, and teacher competency and certification.

**Chapter 5**

**Communication/Dissemination  
Activities**

The area of communication and dissemination covers a variety of SIG activities which seek to influence or inform specified audiences with pertinent or timely early childhood special education information. Most frequently, these activities strive to increase the awareness of various publics about handicapping conditions, services available or needed, and support necessary to serve young children with special needs and their families.

This chapter contains two sections. Part one documents what the SIGs have reported as major goals and activities in this area over a three-year period -- 1976 to 1979. Part two provides a discussion of the documentation data and suggests implications based on an interpretation of them.

#### Documentation of Goals and Activities

##### 1976-77

Of 14 SIGs in operation during this period, six reported that they had goals and activities in the area of communication and dissemination. The majority of them undertook to develop statewide booklets or directories of services available for preschool handicapped children. These materials were aimed at parents, local service providers, and program planners. Additionally, five SIGs reported developing a number of general public awareness materials, including brochures on the needs of young children, a slidetape on a rationale for services, a funding booklet for local persons to use in developing their own program efforts, and a comprehensive public awareness program (radio-TV spots, news releases, flyers) tied in with child find. Finally, two reported that they had engaged in developing and implementing statewide dissemination conferences.

### 1977-78

Of 20 SIGs in operation in this period, 13 reported that they had communication/dissemination goals and activities. A varied mix prevailed during this 12-month time span, including development of a brochure about HCEEP consortium activities; a bilingual brochure about ECSE service availability; manuals on child find and different types of program service models that could be installed at the local level; two written reports to state legislatures on the needs of young handicapped children; one slidetape program about state EC efforts; and two statewide conferences -- one for parents and the other for service providers. One state established EC direction centers for facilitating the referral of children with special needs to local or nearby services. And, finally, one state developed an early childhood toy- and materials-lending library.

### 1978-79

Of 22 SIGs in operation during this time period, 13 reported that they had communication/dissemination goals and activities. Once again diversity prevailed among the states. For example, a telephone TOTLINE service was instituted; ECSE guidelines were widely disseminated; more service directories and general brochures were developed; statewide awareness conferences were held; and one state convened an EXPO Conference for young handicapped children.

### Discussion and Implications

The SIG documentation data suggest that a large number of states have participated in this program area through diverse activities. The activities were aimed at either influencing (e.g., changing state laws or rules,

persuading legislators or other decision-makers to establish new programs) and/or informing (e.g., creating an awareness about EC service needs or service availability, increasing knowledge among parents about their rights for services) key target audiences in states.

In general, there appears to have been three main categories of SIG effort in this area:

- 1) Service Availability -- Printed directories or information systems were developed which sought to document and disseminate information about the array of early childhood services and their location (local, regional, or statewide). In addition to the children, the direct beneficiaries of these efforts were typically parents, service providers, and program planners.
- 2) Public/Community/Professional Awareness -- Diverse activities sought to increase the awareness and sensitivity of various target audiences to the needs of young handicapped children and their families. This effort took the form of comprehensive media campaigns for child find and casefinding; brochures and slidetapes on early childhood handicapped services; awareness workshops; manuals on service delivery models for professionals; and state EC program consortia development.
- 3) Parent Services -- Several activities sought to inform parents and assist them in better understanding their role in helping to get services for their young handicapped children. Both print materials and statewide workshops were designed and implemented to achieve this purpose.

Overall, the SIGs have engaged in these types of efforts in order to complement their other diverse state program functions, such as interagency

coordination, program development, and personnel development. Communication and dissemination did not take place in a vacuum, rather these activities drew upon, synthesized, packaged, and distributed messages of consequence to key target audiences about the needs and services for young children with special needs.

Chapter 6

Interagency Coordination

Interagency coordination involves SIG efforts for establishing coordinated state-wide systems for the delivery of early childhood services to handicapped children. Of the 25 states that participated in this documentation effort, 19 states recorded goals and activities in interagency coordination.

A summary of the goals and activities is reported here for each of the years of the SIG-program. Following is a discussion of the implications of the reported activities.

### Documentation of Goals and Activities

#### 1976-77

During these years, five of 14 states reported goals and activities in the area of interagency coordination. Two states reported goals for developing early childhood special education task forces or advisory committees; one state had a goal of facilitating interagency coordination at the state level; another state reported a goal of providing inservice to local programs in the area of interagency development and coordination; and, one state reported a goal of developing a comprehensive service delivery matrix at the state level.

Activities matched to goals focused primarily on developing a realistic look at what was occurring within the state with respect to the provision of services. This was usually done through the use of needs assessment surveys to determine who was providing what services for which children, and focusing the analysis of that information in the SIG project at the SEA level.

#### 1977-78

Eight of 20 states reported goals and activities in the area of interagency agreement during 1977-78. The types of goals reported were the

developing of local planning efforts (one state), the developing of a comprehensive state-wide service directory (one state), the field testing of an inter-agency agreement model (one state), the developing of a model inter-agency approach (in two additional states), the developing of a coordination effort through a state-wide early childhood special education task force (two states), the developing of a state-wide information system (one state), the developing of a comprehensive needs assessment instrument to determine the various levels of service delivery by agencies (one state), and the developing of basic interagency agreements between service delivery agencies (reported as a goal by three states.)

The activities in this area tended to focus primarily around the formation of a task force or advisory committee at the state level and, in some cases, at the local level. Their purpose was to carry out the process of identifying services, needs and resources, and to recognize or identify the areas where more comprehensive agreements were needed.

#### 1978-79

During the 1978-79 project year, 14 of 22 states reported goals and activities in the area of interagency coordination. A major occurrence emerged during this year: the development of formal interagency agreements. The other goals identified were very similar to those identified during 1977-78. That is, three states had goals in developing formalized advisory committees or task forces in early childhood special education; three states reported goals in the development of interagency planning efforts; one state reported the goal of providing technical assistance to local programs in the development of interagency coordination efforts; one state reported the goal of developing a needs assessment instrument to assess the varied state agency resources and services provided to young children in

the state; one state reported the goal of developing a state-wide preschool child tracking system; and nine states reported goals and activities related to the actual formalization of interagency agreements.

Once again, the activities related to these various goals remained fairly consistent over the years. The major change in the 1978-79 project year was the apparent recognition that a more formalized approach was needed at the interagency level if interagency activities were to be meaningful and of long standing.

### Discussion and Implications

In analyzing the goals and activities of the SIGs reporting in the area of interagency coordination, a trend emerges which suggests an evolution of activities from surveying, to organizing, and finally to formalizing.

During the initial phases of the SIG program, those states reporting data in the area of interagency appear to have concentrated on "survey" activities. They sought to establish "what is . . ." parameters for early childhood services for the handicapped. Goals and activities included the development of service directories, child tracking systems, and/or the formation of early childhood interagency advisory committees (or task forces or consortia, etc.). All of these goals seem to reflect a basic desire to establish a clear recognition of what services are available within the state, who is responsible for those services, how the services are paid for, where they are provided, and for which handicapped preschoolers the services are appropriate. A subsequent outcome of these activities was the opening of informal communication between agencies and, in many cases, a more formal structure for communication through the formation of advisory committees, task forces, or consortia designed to

deal with the coordinating of services to young handicapped children within the state.

The second phase in the interagency process, as reflected by the data provided by the SIGs, appears to have been the "organize" phase. Once the "survey phase" was completed, the agencies serving young children were identified, services available were clarified, and policy setters were located within each state-local system, the structure and task for "organizing" the agencies seems to have become the focal point for the SIG. Communication activities increased, and a greater sense of organization seems to emerge as more formalized bodies (advisory committees, task forces, etc.) hold regular meetings, establish memberships, and receive sanction in many cases from the sponsoring agencies represented, allowing the interagency organization to play a more active role in representing the agency as a whole. The groups seem to have become more active, and activities such as training and interagency cooperation intensified during this period. In some cases, the groups became active in the creation of legislation the establishment of rules or guidelines for state services and state-wide planning efforts.

The final phase in the evolution of interagency services as reported by the SIG projects was in the area of "formalizing" interagency efforts that had been in the developmental stages during the previous years. This "formalizing" of the various roles seems to have taken the form of written agreements between various agencies. SIGS reported that formal agreements took some time and involved a variety of factors and levels that varied among states and agencies. The formalized agreements were necessary if there was to be continuity in the delivery of services to young handicapped children over time.

The diversity of agencies involved in providing early childhood services to special children is more clearly represented by the number of agencies that various SIGs reported involvement with in their inter-agency activities. Nineteen SIG projects reported interagency activities involving public schools; 14 reported activities involving private schools; 18 reported activities involving mental health programs; 16 reported activities involving HCEEP demonstration projects within their states; 19 reported interagency activities involving Head Start at the regional level; 15 reported activities with welfare agencies; 19 with public health agencies; 16 with social service agencies; and 11 reported interagency activities with parents, EPSDT, maternal and child health, and other public and private programs. This diversity of agencies across the country providing services and resources for handicapped children reinforces the importance of the interagency efforts undertaken by the SIG projects in the states. It also underlines the evolutionary process that the data suggest SIGs have gone through in developing interagency agreements -- the process of surveying, organizing, and formalizing those interagency activities.

## Chapter 7

### Major Accomplishments of the SIG Program

The documentation data of this report suggest that six major accomplishments and trends emerged from SIG activity from September, 1976, through August, 1979. Our interpretation of these six areas is to be tempered by the understanding that we dealt exclusively with states' self-reported data spanning a three-year period.

We trust that our perspective provides the reader with an accurate sense and portrait of those major programmatic outcomes which evolved during 1976-79.

### Contributions and Trends

Following is a brief description of the six accomplishments. They are not in priority order of importance.

Increased activity in interagency coordination. During the three years, there was a significant increase in the number of SIGs involved in this area. This increase may have arisen for various reasons. For example, states realized that planning and serving young children with special needs cut across many different types and levels of public and private agencies. Others got involved since there was a re-awakening nationally of interagency initiatives and advances in the technology of interagency agreements. Finally, many saw the need to collaborate around the whole child. Regardless of the reason(s) for the steady growth in this area, SIGs were innovative in their planning, negotiation, and implementation of coordinated services for very young children. Indeed, many SIGs served as catalysts to form interagency task forces or committees, and many prepared viable written agreements.

Increased technical assistance in support of program development. During the three years, SIGs increased their capabilities for delivering support and

technical assistance services to various in-state agencies and personnel aiming to develop new services for young children with special needs. The need for this technical assistance (TA) was sparked by new state mandates; litigation; and staunch advocacy from parents, professionals, and decision makers. Furthermore, there was growing documentation of local child and family service needs. Consequently, SIGs were able in many instances to demonstrate leadership by providing TA and support in the planning and development of new specific or more comprehensive services.

Increased program evaluation. From 1976 to 1979, SIGs became much more involved in establishing procedures for evaluating their statewide early childhood special education efforts. Many states developed evaluation plans as means for facilitating their decision-making or policy-development processes. Others set up systems for determining the effects of their SIG activities for both documenting and ascertaining the worth of their endeavors. Again, it appears that SIGs were instrumental in developing new and better ways for capturing timely information for decision making and policy or legislative development.

Communication and dissemination remained constant. During the three years, SIGs remained fairly constant in their efforts to reach out to various audiences in their states with messages about young special children and families. They continued to use an ongoing blend of print materials, audio-visual products, and person-to-person strategies to help "spread the word" about early childhood, as well as influence people of consequence on matters involving young children and their families.

Increased training and collaboration among professionals. During the three-year period, there was a shift from awareness-oriented training in SIG

states to much more targeted and pinpointed content and skill-oriented training. Many SIGs focused their early efforts to statewide consciousness-raising opportunities among parents and professionals; gradually, this evolved into more highly specific training opportunities featuring needs assessments, extended interactions with instructors, follow-up and support, and practice and/or implementation in the content and/or skill areas. Furthermore, SIGs were instrumental in facilitating the collaboration of professionals through consortia- or association-activity that was frequently a spin-off from training activities.

Increased development of ECSE teacher certification, competencies, and guidelines. During the three years, SIGs provided much leadership in the conceptualization and development of competency and certification requirements, along with program guidelines or standards. As new programs were planned and developed, new interagency arrangements developed, and/or new pre- and inservice training programs implemented, states began to articulate those competencies and certification rules needed by professionals to work with young special children and families. Additionally, SIGs wanted to help insure that these personnel and their programs all embraced standards of quality performance; hence, there was a move toward designing early childhood special education guidelines.

#### Conclusion

Clearly, the SIG program has served as an innovative component of the HCEEP. The data from this report suggest that SIGs brought about positive program changes in the fabric and ecology of state government. They improved state-wide practices in the ways young handicapped children and

families are served. Additionally, the data suggest that the SIGs were productive in the area of product development. Finally, states stimulated the development of diverse human resource networks committed to serving this population. These accomplishments were not easy. Amidst limited funding from BEH, low priorities for early childhood in many states, and some backward or antiquated state practices or policies regarding services to young handicapped children and their families, the SIGs made many positive contributions, as reflected in this retrospective examination from September, 1976, through August, of 1979.

## Appendix A

### Seven Planning Dimensions for Developing Services for Young Children with Special Needs\*

\* NOTE: These dimensions were generated by SIG Representatives at the BEH HCEEP Project Conference in Washington, DC, December 3-6, 1979. The subpoints under the main headings represent suggested activities that should be undertaken.

### PLANNING DIMENSION #1

To Identify and Further Develop Inter/Intra-Agency Collaborative Efforts at State, Regional, and Local Levels

- Negotiations with Head Start
- Negotiations with Crippled Children
- Negotiations with Maternal Child Health
- Negotiations with Title XIX (EPSDT/SSI/Medicaid)
- Differentiate Medical and Educational
- Matrix of Services
- Local Dollars and Service Agreements
- Utilize Advisory Councils
- Division of Task Forces into Working Groups
- Demonstration Sites for Collaborative Efforts
- Negotiations with BIA
- Negotiations with Title XX
- Negotiations with Title I
- Intra-Agency
- Task Force for all Agencies
- Interagency TA
- Health Ed. Collab.
- Identify Services for Infants
- Coordination Between State Hospitals and Schools
- Work Through Existing Organizations

### PLANNING DIMENSION #2

To Provide Stateside Awareness Through Media Packages, Public Relations, and Liaison

- Public Relations and General Public Support
- Work Through Existing Organizations
- Liaison with Professional Organizations

### PLANNING DIMENSION #3

To Develop and Maintain Systems to Enhance Management and Administration of Services For Early Childhood Education for the Handicapped

- Establish SIG Goals
- Commissioners Endorsement of Planning Efforts
- Method for Child Identification
- Data Management System
- Local Projects to Generate Data Based
- Facilities (Development/Expansion)
- Short- and Long-Range Coordinated Planning Efforts

### PLANNING DIMENSION #4

To Assist in the Planning, Development, and Implementation of Training Technical Assistance (Preservice/Inservice) at the State, Regional, and Local Levels

- Visit HCEEP Sites
- Visit all Sites
- State Intra-Agency TA
- Training Programs
- Publish Early Childhood Education for the Handicapped Curriculum
- Local TA/Inservice Networks
- TA Assessment
- Symposiums
- Inservice for Medical/Educational
- Assist Area (Rural) Collaboratives
- Parent Involvement

### PLANNING DIMENSION #5

To Establish and Maintain Standards Including Regulations, Legislation, and Policy Which Determine Direction For Services For Early Childhood Education for the Handicapped

- Mandated Regulations/Legislation
- Program Standards
- Program Guidelines
- Criteria for Contracting with Private Agencies
- Early Childhood Education for the Handicapped Teacher Requirements
- Program Evaluation and Monitoring
- Incorporation of Early Childhood Plan as Part of Total State APP
- Commissioners' Endorsement of Coordinated Efforts
- Teacher Certification
- Stop Regression of Early Childhood Education for the Handicapped
- Develop Structure for Local Interagency Agreements

### PLANNING DIMENSION #6

To Identify Possible Financial Resources for the Identification, Evaluation, Placement, and Service of Early Childhood Education for the Handicapped

- SIGs
- Incentive Grant Programs
- Incorporation of Early Childhood Education for the Handicapped Plan as Part of the Total State APP
- State Appropriation; to LEAs for Early Childhood Education for the Handicapped Activities
- State Education Appropriations for Early Childhood Education for the Handicapped Programs
- First (or Last) Dollar/Definition
- Identification of Alternative Funding Sources

PLANNING DIMENSION #7

To Promote and Utilize State and Local Organizations Composed of Educators, Administrators, Related Professionals, Parents, and Other Persons Interested in Advocating Early Childhood Education for the Handicapped

- TV Awareness Spots
- Media Packages
- Advocacy Groups
- Promote State-wide Groups with Parents, Service Providers, and State Department personnel