Section:	**C**
Title:	**Continuing Education and Training Procedures**
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The Division of Services for the Blind has placed the responsibility for all continuing education and training (CE/T) with the In-Service Continuing Education and Training Rehabilitation Program Specialist (program specialist). This position ensures that all procedures for CE/T are kept up-to-date and all standards with the International Association for Continuing Education and Training (IACET) are met with the overall program and each individual training/event that provides a continuing education unit (CEU) credits.

IACET standards that require a process for providing CEU credits are as follows:

DSB has implemented the ANSI/IACET Internal Review Checklist form as an internal review process. The form is completed yearly by the program specialist no later than the end of September each year to ensure compliance with ANSI/IACET standards. The program specialist completes this form periodically during the year for compliance with standards and to ensure DSB is staying on track with IACET requirements.

The Chief, VR Programs and Facilities (chief) will conduct an annual audit of ANSI/ IACET standards in October of each year utilizing this form.

The program specialist and chief will utilize any and all CE/T documents necessary to ensure that all ANSI/IACET standards are met by the agency and at each separate training/program.

The program specialist is responsible for the determination of allowable and non-allowable activities for CEU credits and is the only staff in DSB with authority to determine the number of CEU credits for an event. The instructor will be expected to provide learners with verbal and/or written feedback on mastery of learner outcomes during and after the training, if appropriate, CEU will be provided within 15 days from the last day of training for those learners that complete all half-day sessions of training, provides proof of completion all learner activities, and completes an evaluation for the learning event.

DSB utilizes the IACET standard for computation of CEUs as stipulated below:

1) 1 CEU = 10 hours of learner contact with the content of the learning activity (includes classroom, self-paced instruction, pre/post assignments, and/or homework in support of a learning outcome).

2) Time duration for a training event is documented and justified by the Provider.

3) Provider staff members who compute CEUs are trained on the formula and what is allowable.

4) The formula for classroom events is computed by summing all of the minutes for all activities in a learning event, subtracting time spent on non-allowable activities, dividing by 60 minutes, and dividing again by 10 hours, with the fraction for the last few minutes rounded off to the nearest tenth. If the resulting computation ends in less than .5, round

down to 0. If the resulting computation ends in .5 or higher, round up to the nearest whole number.

5) The formula for distance learning self-paced, or individual work should be based on the same formula as classroom events and established by a pilot program averaging the time required to complete the program or other reasonable method for computing hours for CEU application. This computation should be reassessed a minimum of once per year to validate the calculation. This reassessment should also take place in the event of a major change to course content, method of delivery, change in equipment/software, or demographic audience.

The program specialist completes a conference authorization after the first meeting with CE/T and management in the planning process for the event. The conference authorization is the final budget approval for each CE/T event utilizing the following sequence:

- secures a cost for the event meeting space with a location
- secures a number of learner from the instructor or DSB management
- works with instructor to determine technology and media resources needed and associated cost
- determines all other cost associated with training event such as mailings, printing etc
- prepares conference authorization form with all event cost for management approval
- signs and dates the conference authorization
- forwards completed conference authorization to chief for approval
- once chief approves, forward to DSB management for director and budget officer approval
- once all approvals are secured, contracts are signed with instructor and event location

The program specialist completes the Location Accommodations Checklist with the location staff at least 3 months prior to the training. This checklist gathers the following information: Number of learners, number of handout tables, temperature, amenities for room such as water etc., lighting, noise, registration needs, equipment needs, cords, internet needs, sound system, special accommodations, and having location staff available as needed for instructor assistance. The announcement to learners will outline and identify the physical environment that will support and enhance their learning in an interactive setting.

DSB will provide learners adequate notification of minimum technology requirements prior to the start of the learning event. For learners to participate in a training event, the instructor may have a technology or equipment requirement that learners will need to be aware. This information will be relayed to the learner before the beginning of the first day of training via a written e-mail or announcement letter. However, learners are allowed to bring their own technology to support learning and there will be support staff available to assist with the set up.

DSB provides convenient, efficient and responsive learner supports throughout the entire training event. Learners are asked prior to training if they need an accommodation. Once this information is received, learners are informed prior to the first day of the event how their requests have been met. The agency will have support staff available for each participant at registration, the beginning, throughout, and at the end of the event to ensure that all needs are being met, if needed. If a learner requests an alternate form of communication, materials will be available in the receiving individuals preferred mode of communication such as Braille, large print, CD, or other means identified at the registration table. If assistance is needed during the event or during evaluation, a support staff will be

available. Support staff will be put in place no later than the second meeting with management in the planning process for an event. Support will available for registration, technical support, respond to questions, and generally respond or assist participants in getting the most out of the learning event.

DSB has a documented process to identify any constraints (e.g., prerequisites, timing, funding availability, legal impediments, instructor availability, geographic location of target, etc) and/or parameters (e.g., safety, access, target audience, learning needs, etc.) that may affect the development or implementation of a learning event.

The program specialist completes the training needs analysis, need and evidence checklist, budget, instructional design, and constraints/parameters for the event during the planning process. If constraints and/or parameters are identified, solutions will be developed and satisfied during the design of the event.

DSB requires staff involved in a standard review, learning event, learning program planning, instruction, and course evaluation be qualified in their assigned roles and meet the following minimum requirements: competent in learning event content, credentialed and/or trained in planning and/or facilitating the learning event, and knowledgeable in instructional methods and learning processes.

The program specialist is required to attend training updates through the Department of Education (DOE), Rehabilitation Services Administration (RSA) twice a year. These training events deal with training topics, budgets, administration, train-the-trainer, instructor skills and knowledge, evaluation, performance measures, participant expectations, learner outcomes, and other topics as requested or identified. The program specialist is allowed to attend other trainings as identified during the year to advance knowledge and skills in planning and delivering training.

The program specialist has developed a set of competencies for individuals involved in developing and delivering learning. These competencies expected for program planners and instructors are listed below but are not all inclusive. For a more extensive list, please see the Instructor Interview form completed on all potential instructors during the planning process and is utilized as a way to evaluate if a potential instructor is qualified to provide the identified training. If the instructor has a need for special training, the program specialist is responsible to ensure the potential instructor is awarded the opportunity to visit the agency, speak with staff and learners, and management.

- Professional with a history as an instructor
- Knowledge and skills for developing, administering and delivering the specific training event
- Willingness to work with individuals with disabilities and does not have a history of discriminatory practices
- Have current knowledge and updated material on specific topics for training
- Willing to provide input and receive input from other planners and participants
- Shows a relationship with training material and course expectations
- Willing to receive summary of evaluations from agency

Instructors are evaluated by the learners completing an evaluation form, the instructor evaluating the training, and the program specialist summarizing both sets of evaluations and analyzing all information available.

The program specialist has a process for sequencing content that supports the learning outcomes.

The agency follows a sequence of events to advance to the point of comparing the planned subject matter and content to identified learner outcomes. Content for education and training events are organized from the beginner, intermediate, to the most advanced skill and knowledge levels. Content must be in logical order for the material being taught with different instructional methods to accommodate different learning styles. The program specialist reserves the right to have input into all subject matter ensuring that content is directly related to the learning outcomes. Instructors must the program specialist an understanding of content and subject matter by presenting agenda items that directly relate to the approved learner outcomes.

The program specialist expects instructors to organize their presentations with first things being first: "essential" to "nice-to-know" to "good-to-know, "basic skills" to "complex skills," "beginner" to "intermediate" to "advanced."

To be eligible to receive CEU credits the learner must show the program specialist the following criteria:
   a. Prove attendance for the entire training by signing the sign-in sheets for each half day of training.
   b. Present successful completion of learner outcomes activities for all session such as pre and post segments, or other activities required as part of learning outcomes.
   c. Present a completed evaluation.

   For learners proving successful completion of the above items, a CEU certification verification form is provided by DSB stipulating the number of CEU credits awarded.

   For learners not providing successful completion of the above items, a memorandum of unsuccessful completion is sent to the participant and their supervisors with reasons for the decision.

The evaluation is completed during all the process of identifying the documented training topic, throughout the planning process, during the event, and at the end of the training. In the planning stage, DSB assures the need assessment documents the need for the training being discussed, learning outcomes are developed and appropriate, level of instruction is appropriate for the learning outcomes, instructors have detailed knowledge of the topic (content, materials, resources), learner supports are available, evaluation, and the length of the program is sufficient to cover the topic.

   During the learning event, the program specialist works with the instructor to evaluate and analyze strengths, weaknesses and where improvements are needed should the training be provided more than one time. Areas evaluated include if the course accomplished what was planned, needed changes, should the course be revised, and what was learned from the evaluation that could be utilized in other learning events.   Areas evaluated include instructor effectiveness, learning outcomes, course materials, environment, time, participant satisfaction, program relevant to learners, knowledge and skills and level of instruction.

   Feedback is obtained through learners, instructors, management, supervisors of learners, administrators, planners, developers and support personnel that were involved with the learning event. Also, improvement needs are communicated to these individuals via e-mail, USPS, phone and in the mode of communication such as Braille, large print, CD, or other means identified.

Documented evaluation results are gathered throughout the entire process, summarized, analyzed and communicated to those that were involved in the planning process, the instructor, and management of the agency after training is completed.

Evaluations utilized at different time throughout the process are as follows:
- Participant Evaluation of Continuing Education/Training (1 page)
- Participant Evaluation of Continuing Education/Training (3 pages)
- Instructor Evaluation of Continuing Education and Training
- Supervisors Continuing Education and Training Follow-Up Questionnaire
- Planner Evaluation of Continuing Education and Training

Evaluations are used as a measurement for determining instructor effectiveness in meeting learning outcomes and learner expectations. In the past, education and training event instructors have been reasonably effective in meeting the learner expectations. After each educational training event, an evaluation summary is prepared to give a concise idea of the success and effectiveness of the event.

The evaluation is provided to an instructor during each phase of the learning event once they are identified: planning stage, instructional design stage, delivery of training, evaluation and after training has been completed. If problems arise at any part of the planning and delivery process, the issues are cleared at that point and feedback is given to all those involved. The program specialist provides feedback to all instructors no matter how many times they are used or not used by summarizing and analyzing evaluation forms and providing each with a copy. We also provide their management with a copy of the summary/analysis for use with their Instructor.

If the instructor is a DSB employee, evaluation/analysis summary are provided to them as well. The DSB supervisor of instructor is provided the evaluation/analysis summary for use with their employee.