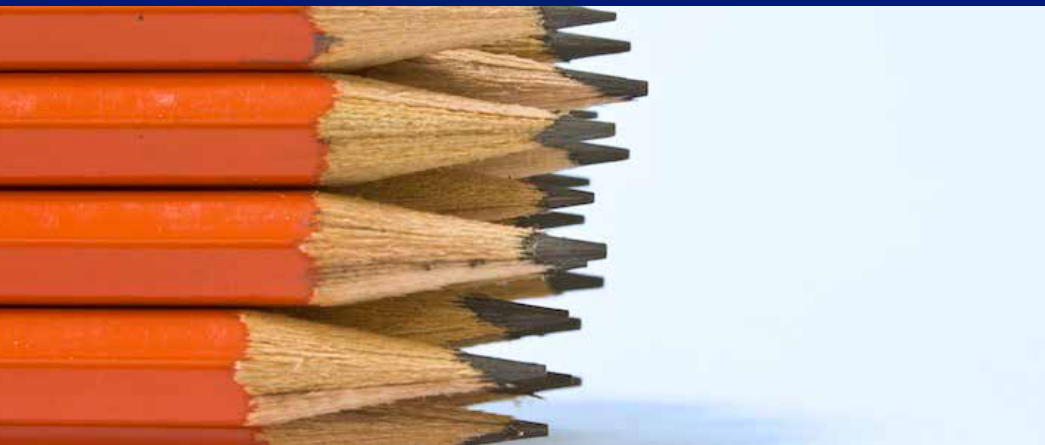


UCEDD Tip Sheets



August 2019
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UCEDD Tip Sheets are produced by the Association of University Centers on Disabilities (AUCD) through the UCEDD Resource Center (URC).



Continuing Education

What is Addressed in this Tip Sheet?

This tip sheet addresses **Continuing Education**. According to the [UCEDD logic model](#), continuing education are seminar(s) or courses of instruction offered by a UCEDD that:

1. Serve to maintain professional credentials;
2. Encourage professionals to expand their knowledge base and stay up-to-date on new developments; **AND**
3. Offer certificates of completion or CEUs (or their equivalents).

Why is this Important?

Continuing Education is a UCEDD core function, according to the DD Act:

DD Act Section 153(a)(2)(A):

- Provision of interdisciplinary pre-service preparation and **continuing education** of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of this title;¹

¹ H.R. 4920 – 106th Congress: Developmental Disabilities Assistance and Bill of Rights Act of 2000. www.GovTrack.us. 2000. June 12, 2018 <https://www.govtrack.us/congress/bills/106/hr4920/text>

Further, the Office of Intellectual and Developmental Disabilities (OIDD) issued a final rule in 2015 providing guidance on implementing the DD Act ([45 C.F.R § 1328.6 2015](#)). In this guidance, OIDD specifically mentions the need for each UCEDD to have a written plan for how their program will implement the core functions as outlined in the DD Act. This is echoed in the UCEDD funding opportunity, in which each applicant must provide a five-year plan for carrying out the core functions within the context of their settings ([HHS-2018-ACL-AOD-DDUC-0251](#), p. 14, in the section Content and Form of Application Submission).

How Have UCEDDs Structured Continuing Education Activities?

To address the continuing education core function, these UCEDDs designed programs that were interdisciplinary, sustainable, and which extended or enriched university curriculum, but did not supplant it.

Center for Development and Disability (CDD) The University of New Mexico (UNM)

To support the ongoing continuing education of early childhood professionals, CDD offers **CEUs and Certificates of Completion**. The trainings may be used to maintain professional credentials, encourage professionals to expand their knowledge base, stay up-to-date on new developments, or provide evidence that the program is meeting the quality rating and improvement system specific to their early childhood program of services.



New Mexico was a recipient of the Race to the Top Early Learning Challenge Grant in 2011. Through this grant, three state agencies developed a quality rating and improvement system (QRIS) that would ensure the provision of quality services for young children birth through Kindergarten entry. The CDD partnered with these state agencies to assist in the development of the QRIS for public school preschools, early intervention programs, and home visiting programs. The CDD has developed and facilitated many of these trainings, in different modalities:

- Training for Administrators:
 - Web-based FOCUS Leadership Academy
 - Early Childhood Environment Rating Scale (ECERS-3) online training
 - Language Essentials for Teachers of Reading and Spelling (LETRS)-EC
 - Early Childhood Observation Tool (ECOT)
- Training for Educators:
 - Intentional Teaching: Modules I and II
 - ECERS-3 online training
 - The Full Participation of Each Child
 - New Mexico Pyramid Framework
 - Language Essentials for Teachers of Reading and Spelling (LETRS)-EC

The CDD has developed and facilitated many trainings, in different modalities.

All trainings emphasize that each and every child deserves to be included and are rooted in the “Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System. CDD provides the certificate of completion for most of the trainings. During the past three years, CDD has facilitated the continuing education of thousands of New Mexico’s public-school preschool teachers and educational assistants.

Some courses offered have an online pre-requisite before completion of the in-class portion, through the **Early Childhood Network (ECN)**. Other courses include homework that is submitted by the participant, graded by an ECN staff and follow up provided to the participant and the participant's supervisor by the ECN Training and Development Consultant. Courses are posted and maintained through the UNM Moodle site. These include 40 free CEU opportunities through 11 self-paced online courses. Registration is managed through the Learning Stream online system, with a self-paced learning history and certificate of completion available for each participant. Through a contract with the state DOH Family-Infant-Toddler Program, CEU application costs are supported.

Successes from the CDD model include:

- 934 total participants completing in-person trainings with CEUs. 1739 total participants completing online trainings with CEUs.
- Hours of attendance may be reported to school district and/or appropriate professional organizations. Certificates of attendance are provided upon request.
- Teachers and Educational Assistants may use certificates of attendance in professional development dossiers/portfolios.

Challenges include:

- Ensuring that administrators are kept in the loop regarding required QRIS trainings, especially with a high rate of turnover in teaching staff.
- Supporting application of training principles in classroom practices. They are meeting this challenge by the implementation of the research-based Practice-Based Coaching model.

Institute on Disability and Human Development (IDHD) The University of Illinois at Chicago (UIC)

Sample topics of continuing education activities offered at the IDHD and Great Lakes ADA Center include:

- Chicagoland Entrepreneurial Education for People with Disabilities (CEED) Provider Training
- HealthMatters Program: Train-the-Trainer Certified Instructor Webinar Series
- 7ei: The Seven Essential Ingredients of Trauma Informed Care
- Partnering to Transform Health Care with People with Disabilities (PATH-PWD) Conference
- Universal Design and Architectural Accessibility (ADA Standards)
- Accessible Information Technology
- ADA Case Law/Legal Trends
- Reasonable Accommodations for Employees with Disabilities



Responsibilities for implementing logistics for the sessions offered are divided between the Great Lakes ADA Center, a unit within the Institute, and the IDHD. The Great Lakes ADA Center is a member of the ADA National Network. The Great Lakes ADA Center staff are tasked with developing and coordinating the educational topics, as well as identifying speakers. Through the ADA National Network, they can promote and advertise their sessions, both regionally and nationally. Additionally, the Center maintains their licenses through an annual renewal process, reporting attendance to

accrediting bodies to issue certificates to attendees. The Center also tracks attendee participation and fields questions around eligibility for continuing education recognition.

The IDHD is similarly responsible for maintaining licenses through a biannual renewal process. Following the continuing educational sessions, the IDHD administers certificate to attendees. Additionally, they coordinate the application process, issuing a \$10 fee per person (training facilitators may cover the cost or pass the cost to participants).

Successes from the IDHD model include:

- Increased engagement with the community through offering of educational content to meet their interests/needs.
- Diverse programming reaching entities and organizations not traditionally served by the UCEDD including but not limited to architects/designers, employers, financial institutions, retail establishments, hospitality industry.
- Ability to respond to emerging issues in a timely/efficient manner.

Challenges include:

- Implementing a process to collect and manage fees associated with offering some of the training due to bureaucracy within educational institution related to processing checks and credit/debit card payments.
- Maintaining accurate records and reporting of continuing education credits issued to individuals based on the requirements of the various CE regulatory entities.
- Working with presenters to ensure that the content that they provide is readily accessible to persons with disabilities including the accessibility of their PowerPoints, handouts, presentation style, etc. including incorporation of real-time captioning and sign language interpreters into the distance learning platform when requested.

Center for Human Development (CHD) Alaska Training Cooperative (AKTC) University of Alaska Anchorage (UAA)

There is a need for **distance delivery** in the state of Alaska, due to the geography of the state and the rural hubs that are not connected through road systems. Additionally, there is a need for Alaska-specific knowledge base, skills and attitudes in order to effectively partner with the local Alaska Natives/American Indian population. The goal of these continuing education activities is to maintain a credentialed behavioral health workforce throughout Alaska in the following disciplines and programs:

- Social Work
- Licensed Professional Counselors
- Psychologists & Psychological Associates
- Marriage & Family Therapists
- Alaska Commission on Behavioral Health Certification (BHA, BHP, BHS)
- Tribal Community Health Aide Program

Responsibilities for implementing logistics for the sessions offered are divided.



**UAA Center for
Human Development**
UNIVERSITY of ALASKA ANCHORAGE

Several entities serve in approving the continuing education offered by the CHD:

- Professional organizations such as the National Association of Social Workers (Alaska Chapter or National)
- Statewide Tribal Consortium regulating Community Health Aid Program, and Behavioral Health Aids
- Alaska Commission on Behavioral Health Certification – state specific regulation of credentials
- State of Alaska – professional board of examiners by professional statute and regulations

Successes from the CHD-AKTC model include²:

- Investment in building mutually trusting intercultural relationships. This takes time, genuine willingness to accept critical feedback when offered, learning when to be quiet and/or not get in the way of cultural self-determination or protocols, and constantly learning through multiple learning styles.
- Meaningful involvement of Alaska Native Elders and culture bearers in all aspects of CE training: topic identification, presenter identification, training development and delivery, qualitative reflective and behavioral evaluation.
- Meaningful cultural and linguistic presence of Alaska's Indigenous peoples, including but not limited to respect for 10,000+ years of Evidence Based Practice demonstrated by Alaska's Indigenous peoples, and practicing cultural responsiveness.
- Modeling intercultural positive relationships, collaboration and communication through multicultural training teams often led by a culture bearer.
- Distance delivery reaching throughout Alaska and internationally to provide required continuing education to Alaska licensed providers.
- Hundreds of participants completing Continuing Education toward achieving or maintaining professional and/or para-professional credentials.

There is a need for distance delivery in the state of Alaska, due to the geography of the state and the rural hubs that are not connected through road systems.

Challenges include²:

- Know the CE forms and deadlines. Know the people coordinating and/or approving CE's. Know the CE regulations (categories, face-to-face requirement, etc.).
- Know how to translate cultural descriptions to professional language for intercultural understanding.
- All staff engaged in intercultural work engage in continual learning about the extreme diversity of Alaska Native cultures and how, as the First Alaskans, these cultures face circumstances that are distinctly different from cultures (including Euro-American) that have immigrated to Alaska.
- Staff work towards deep awareness and on-going learning about historic, intergenerational and persisting traumas, as well as historic, intergenerational and persisting cultural strengths. Structural racism, implicit bias, and systemic social devaluation of people of color are addressed in all organizational levels.
- Consistently practicing cultural responsiveness. Evolving beyond last century's outdated concept of cultural "competence."
- Successful distance delivery to all Alaskans.

² These are the observations and opinions of the webinar presenter who provided input for this tip sheet, and may or may not be the opinions of UAA, CHD, and/or AKTC.

Recommendations from the CDD, IDHD, and CHD

Familiarize yourself with the standards and criteria for approval of continuing education. Ensuring that accurate information is provided to the approving entities will facilitate the exploration of new partnerships and formats for dissemination.

Build relationships with local and state partners to ensure relevance of trainings and secure stakeholder buy-in. Understanding the needs of the local community is key to delivering trainings that are relevant to the participants. Partnering with organizations/individuals who may already have this background would be essential in the success of these efforts.

Understanding the needs of the local community is key to delivering trainings that are relevant to the participants.

Where are Relevant Resources?

- [UCEDD Logic Model](#)
- [Webinar: Continuing Education for UCEDDs](#)
- [Center for Development and Disability](#)
- [Institute on Disability and Human Development](#)
- [Center for Human Development](#)

For More Information

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This report was published by the Association of University Centers on Disabilities and funded by the Office of Intellectual and Developmental Disabilities through technical assistance contract #HHSP23320110016YC. The contents of this document do not necessarily reflect the views or policies of the Office of Intellectual and Developmental Disabilities, Administration on Community Living, US Department of Health and Human Services, or the US Government. For more information, visit www.aucd.org/urc.