

Bureau of Special Education

Training and Consultation (TaC) Personnel Guidelines

Overview

Training and Consultation (TaC) personnel provide technical assistance to educators, parents, paraprofessionals, and agency personnel. This technical assistance is based on priorities established under the IDEA by the Pennsylvania Department of Education, the Bureau of Special Education (BSE), and local professional development needs identified via local needs assessments, as described in intermediate unit (IU) special education plans. TaC personnel have specifically defined training responsibilities based upon their training and/or expertise (e.g., assistive technology); however, integrated training activities are encouraged for their audiences, when appropriate. TaC personnel should coordinate services and professional development to ensure alignment and engagement with BSE projects and initiatives, statewide system for support and improvement related to improving teaching and learning for the special education subgroups, and the Pennsylvania Training and Technical Assistance Network (PaTTAN) activities.

Delivery of Services

Personnel responsible for TaC provide technical assistance that includes presentations, facilitation, in-class modeling, coaching, guided practice, consultations, identification of resources, and networking, to entities that provide services to students with disabilities. IUs are encouraged to use formats that include face-to-face training and virtual methods, such as videoconferencing and other online platforms.

Funding

TaC personnel are funded with IDEA B Component 2 funds and may not charge for services provided for the time they serve as IDEA funded TaC. This is applicable whether TAC services are delivered on-site at a local educational agency (LEA) or whether they are delivered on-site at the IU. When a position serving as a TaC is also funded with other funds, a time and effort log is required that delineates time spent on TaC activities funded under IDEA funds. During cyclical fiscal reviews, the time and effort log will be requested.

Positions

Five Full-Time Equivalent (FTE) positions designated as TAC, are required in the IU School Age Special Education Plan. Stipulations for four of the positions are given below. The extra (or fifth position) must be assigned to TAC positions related to the listed initiatives and technical assistance and support for schools designated for improvement based on performance of students with disabilities. This discretion provides the IU with flexibility in assignment and allocation of time to meet local needs.

Percentage of FTE: Guidelines

Initiatives	Minimum percentage of FTE Allocation
MTSS – Academic	1.0
MTSS – Behavior/Interagency	0.5
LRE/Inclusive Practices	0.5
Autism	0.5
Assistive Technology	0.5
Secondary Transition	1.0
Flex position for above TaC initiatives	1.0

1. The MTSS Academic position and Secondary Transition position must have at least one individual at 0.5 FTE. Other individuals in these initiatives may have FTEs of 0.2 or more. Any TaC position may never be less than 0.2 FTE.
2. The 5th FTE position may be split and assigned to any category in the table. This provides flexibility for an IU to add to areas where there are local needs that are a component of the TaC initiatives listed.

Within the identified initiatives, TaC personnel also support the following, as applicable

- State Personnel Development Grant (SPDG) related activities,
- Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (A-TSI), Targeted Support and Improvement (TSI) to improve teaching and learning for students with disabilities in designated schools.
- Science, Technology, Engineering and Math (STEM), and Equity related activities that improve outcomes for students with disabilities.