



Policy Think Tank
of Higher Education
Faculty

Policy Issues and
Recommendations
Related to Ensuring
a Qualified EI/ECSE
Workforce and
Good Outcomes for
Young Children with
Disabilities and
their families

DEC Conference
October 28, 2007 in
Niagra Falls, Canada

*Six higher education
faculty with expertise
in policy issues related
to EI/ECSE personnel
preparation were convened
during the 2007 DEC
conference to discuss the
Center's findings and offer
policy recommendations to
address issues raised by
the findings.*

Policy Recommendations for Addressing Issues in Ensuring a Qualified EI/ECSE Work force Preservice Education (Higher Education)

Program/IHE/Local Level:

- Cross disciplinary common core content and training in IHEs.
- Field experiences in every semester in program.
- B-5 preparation at IHE level for licensure/certification.
- Policy to ensure equal preservice that is aligned across various delivery methods (e.g., web, job-based, etc.).
- Preservice preparation in consultation and coaching.

State Level:

- Teachers need to be prepared to provide special instruction in B-5 services.

National/Federal Level:

- Supply and demand of doctoral students in EI/ECSE should be monitored on national level.
- Secure Part D – OSEP funds for preservice and inservice including cross-discipline personnel preparation grants and doctoral programs.

Inservice Professional Development (PD) (Training and Technical Assistance-T/TA)

Program/IHE/Local Level:

- Inservice preparation in consultation and coaching.

State Level:

- All states should have comprehensive TA system for EI/ECSE that uses research-informed PD practices for T/TA systems (no one-shot workshops).
- Policy to ensure quality PD (i.e., content and competencies) regardless of delivery method or provider.
- Unified Comprehensive System for Personnel Development on the state level across EC, Head Start, Part C, and 619.
- Funding to support T/TA (research-informed) at state level.

National/Federal Level:

- Integration of EI/ECSE content in EC career ladders across programs and levels (e.g., more training in ECSE for Head Start and Early Head Start).

Certification and Credentialing

State Level:

- Certification and licensing standards should be consistent across all eligible licensing programs.
- Certification is time-limited with substantive renewal requirements.
- B-5 year certification.



The Center To Inform
Personnel Preparation Policy And Practice
In Early Intervention & Preschool Education



At a Glance...

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National/Federal Level:

- Professional associations (NAEYC, NASP, AOTA, APTA, ASHA) adopt practice guidelines for Part C & 619 that are consistent/aligned with DEC Personnel Standards & Recommended Practices, and these help inform practice licensure and standards.
- National credential for Part C personnel across disciplines (common core content).
- Develop a National Certification that would eliminate state/local control.
- Policy that states have induction and mentorship in EI/ECSE.
- National board certification (Similar to BCBA-Board Certified Behavior Analysts) for EI/ECSE professional.

Standards

State Level:

- State policy that ensures that standards around who delivers EI/ECSE and what they do (i.e., intensity of service) allows for practice that result in meaningful outcomes for kids and families.
- Program quality standards should require membership in professional organizations.

National/Federal Level:

- A national set of standards for personnel & competencies for program accreditation that are implemented at the various levels.

Other

Program/IHE/Local Level:

- Ensure preparation and hiring of under-represented groups (nationality, males).

State Level:

- State policy devotes resources to salary, working conditions and administrative support to improve recruitment and retention of qualified EI/ECSE personnel.
- The procedures used for Highly Qualified should reflect ECSE and states should use measures commensurate with the group the licensure covers.
- Make special instruction a billable service to encourage the delivery of special instruction in EI.
- EI/ECSE staff “on-the-job” supervisor has competencies needed to supervise appropriately.

National/Federal Level:

- Wording in IDEA related to Highly Qualified Teacher should address Early Childhood Special Education and should be developed for Part C and should make sense.
- Increase child care subsidy so that child care can hire qualified staff.
- Interagency federal funding for grants to promote unified systems for pre-service and in-service.

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

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