

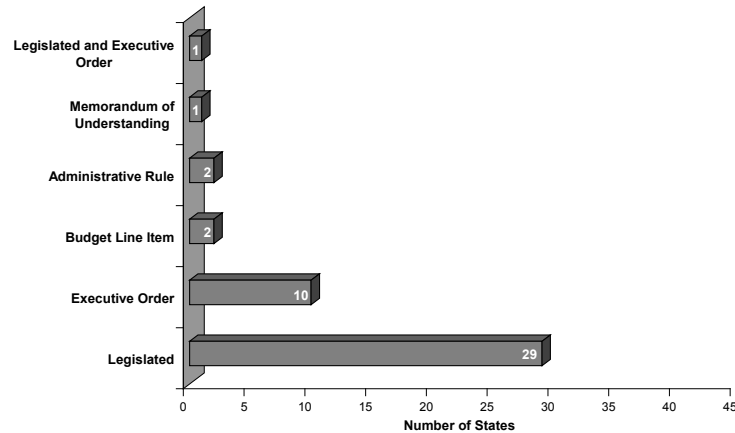


## Study I The National Landscape of Early Intervention (EI) in Personnel Preparation Standards under Part C of the Individuals with Disabilities Education Act (IDEA)

*As a way to improve service delivery for children and their families, it was essential that we examine the personnel preparation systems for EI and Early Childhood Special Education across the country. Part C Coordinators from each state, District of Columbia, and territories of Puerto Rico and Virgin Islands were invited to complete a Part C Coordinator Survey consisting of 45 multiple choice and open-ended questions. Forty-five respondents completed the survey. The survey examined issues related to organizational structures of Part C programs, personnel supply and preparation and state requirements for personnel. Results from this study will contribute to a better understanding of Part C system organizations, personnel preparation opportunities, and effective ways to obtain qualified personnel that will lead to improved policies and practices.*

### Part C Mandates

- The ways in which Part C is mandated varies across the 45 participating states:



### State Part C Organizational Structures

- 21 different agencies were identified as Part C lead agencies. The most common lead agencies were the Department of Education (22%) and the Department of Health (20%). Part C in Department of Human Services is the lead agency in 9% of states.
- 65% of the 45 state representatives perceived their structure as stable.
- 53% reported no current threats to their state's Part C organizational systems.
- 31% identified funding issues as a threat.
- Other threats included: reorganization within the existing agency, a new lead agency, and a lack of internal support for Part C programs.
- 38% stated their funding was stable.
- 27% stated that their funding was unstable.

### Personnel Supply and Preparation

- Considerable shortages across disciplines were mentioned with 76% reporting a shortage of speech/language pathologists, followed by occupational therapists (51%), physical therapists (47%) and special educators (40%).
- Concerns were expressed about appropriate training for personnel in every discipline. Of greatest concern to respondents was the preparation of pediatricians and other physicians (33%), service coordinators (24%) and psychologists (22%).
- Respondents most frequently reported the need for additional EI training for speech/language pathologists (24%), physical therapists (24%), and occupational therapists (22%).
- 58% of respondents reported having higher education programs specific to EI professional preparation while 62% reported having additional agencies that provide EI training.



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

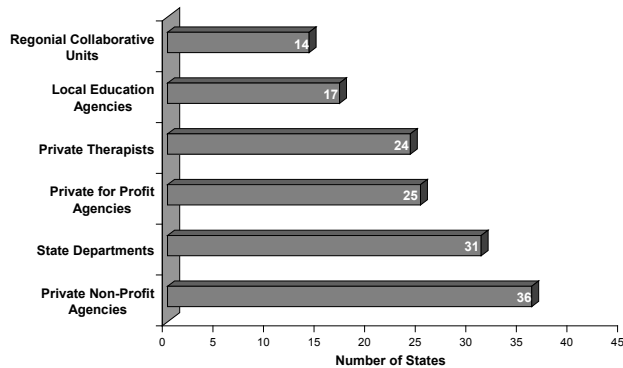


At a Glance...

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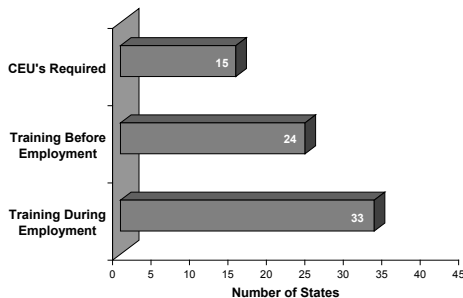
## Types of Employers for EI Personnel

- 6 different types of employers of EI personnel were reported. On average, a state had 3.5 different employers for EI personnel.



## Changes in State Personnel Requirements

- 40% of states have or are now modifying existing personnel requirements, such as requiring more in-service hours, having more specific requirements, adding competencies, or including more professional categories for which requirements must be fulfilled.
- 51% indicated their state has added or created new professional categories, particularly at the paraprofessional level (e.g., physical therapy assistants) in order to improve the number and quality of EI personnel.

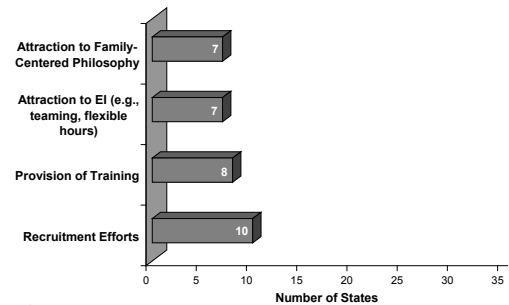


## State Credential for EI Providers

- 51% have or are now developing a credential specific to EI.
- The procedures most frequently identified by the 22 states with credentials for EI providers were competencies (73%), coursework (46%), and pre-service preparation (41%).
- 22% offer alternative methods for obtaining a certification, license or credential such as proficiency programs at universities, internships or peer review.

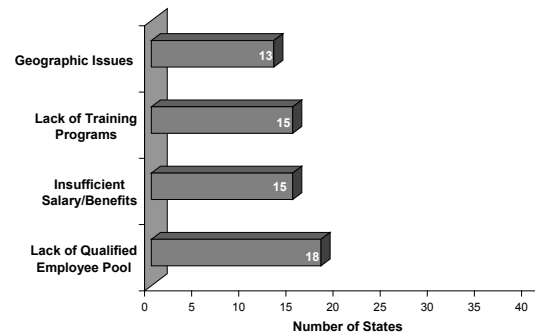
## Obtaining Qualified Personnel in EI Facilitators

- The most frequently identified factors that facilitate obtaining qualified personnel to deliver Part C services were:



## Barriers

- The following factors were the most frequently identified barriers to obtaining qualified Part C personnel:



For a copy of the full report go to: [uconnuicedd.org](http://uconnuicedd.org)

Prepared by: A. J. Papanikou Center for Excellence in Developmental Disabilities  
Education, Research, and Service  
University of Connecticut  
263 Farmington Avenue, MC6222  
Farmington, Connecticut 06030-6222

Tel: (860) 679-1500  
Toll-free: (866) 623-1315  
TTY: (860) 679-1502  
Fax: (860) 679-1571  
[uconnuicedd.org](http://uconnuicedd.org)



U.S. Office of Special Education Programs

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*Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.*