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The Center to Inform Personnel Preparation  
Policy and Practice in Early Intervention  
and Preschool Education  
Study I

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# The Center

The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is a five-year project established in January, 2003 and funded by the Office of Special Education Programs.

Information gathered will be utilized to identify critical gaps in current knowledge and design and conduct a program of research at the national, state, institutional and direct provider level to address these gaps. This program of research and policy formulation will yield information vital to developing policies and practices at all levels of government, including institutions of higher education.

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# The Center's Purpose

The purpose of this Center is to collect, synthesize and analyze information related to:

- (a) certification and licensure requirements for personnel working with infants, toddlers, and preschoolers who have special needs and their families,
- (b) the quality of training programs that prepare these professionals, and
- (c) the supply and demand of professionals representing all disciplines who provide both ECSE and EI services.



# The Center's Goals

- ❑ To compile a comprehensive database of current licensure and certification standards for all EI/ECSE personnel.
- ❑ To develop a comprehensive profile of current training programs for all types of personnel at the institutional, state, and national levels.
- ❑ To describe the current and projected supply and demand for personnel.
- ❑ To design and conduct a program of research to identify critical gaps in current knowledge regarding personnel preparation.
- ❑ To develop and disseminate recommendations regarding personnel preparation policy and practice based on research findings.



# Portrait of the National Landscape

The purpose of this study is to create a comprehensive picture of the current status of EI and ECSE in each state/territory

- Systems
- Personnel
- Standards
- Training Opportunities
- Interagency Collaboration
- Successes/Barriers to Change



# Study I Research Questions

1. What are the highest professional standards used for licensure/certification for professionals across disciplines who serve children ages birth through five years?
2. What states have licensure/certification for EI specialists with the 14 disciplines who serve infants/toddlers and for professionals serving preschoolers?



# Study I Research Questions

3. What modifications have been made in licensure or certification? Why?
4. What impact do personnel standards have on personnel quality and quantity?
5. What is the status of supply and demand by professional category?



# Methodology

- Survey
  - Electronic or telephone
  - Structured protocol with closed and open-ended questions
- Sample
  - Part C Coordinators
  - 619 Coordinators
  - State level representatives (CSPD, Consultants)





# Sample Characteristics

- Part C and Section 619 coordinators from each state, District of Columbia, and the territories of Puerto Rico and the Virgin Islands comprised the targeted population for this study and were randomly assigned to one of the three collaborating research sites: University of Connecticut, Western Kentucky University and the University of Toledo.
- Part C coordinators or representatives (e.g. consultants, Comprehensive System of Personnel Development members) from 45 states completed the survey for a response rate of 85%.
- Section 619 Coordinators or representatives from 48 states completed the survey for a response rate of 91%.



# Part C Staff Organization

<b>Organizational Structure</b>	<b>Frequency</b>	<b>Percent</b>
Regional Offices	17	38
County	9	20
Central Office	5	11
Local ICC's	5	11
Other	18	40

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# Who Employs Part C Personnel?

<b>Employer</b>	<b>Percent</b>
Private Not for Profit Agency	80
State Department	69
Private for Profit Agency	56
Private Individual Therapists	53
Local Educational Agency	38
Regional Collaboration	31
Other	24

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# Part C Personnel Supply

<b>Discipline</b>	<b>Adequate</b>	<b>Shortage</b>	<b>Unsure</b>
Social Worker	62	18	18
Service Coordinator*	53	33	7
Pediatrician	53	25	20
Nurses*	51	22	22
Audiologist	47	33	18
Special Educator*	44	40	11

\*1-2 states do not employ



# Part C Personnel Supply

<b>Discipline</b>	<b>Adequate</b>	<b>Shortage</b>	<b>Unsure</b>
Physical Therapist	40	47	11
Nutritionist	40	27	31
Occupational Therapist	38	51	9
Orientation/Mobility	36	31	31
Family Therapist	33	31	29
Speech/Language Pathologist	13	76	9

\*1-2 states do not employ



# Part C Personnel Training

<b>Discipline</b>	<b>States Reporting Adequate Training</b>
Audiologist	47
Special Educator	44
Occupational Therapist	42
Nutritionist	42
Physical Therapist	40
Nurse	40

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# Part C Personnel Training

<b>Discipline</b>	<b>States Reporting Adequate Training</b>
Service Coordinator	40
Speech/Language Pathologist	38
Orientation/Mobility	36
Social Worker	36
Psychologist	33
Pediatrician	29
Family Therapist	29

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# Part C Standards and Requirements

	<b>Percent Reporting Yes or In Process</b>
<b>Add/Create Categories</b>	51
<b>Credential for EI</b>	51
<b>Modifications to Standards</b>	40
<b>Additional Requirements</b>	25

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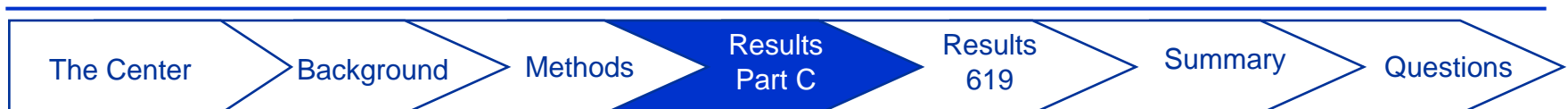
Questions



# Part C Training

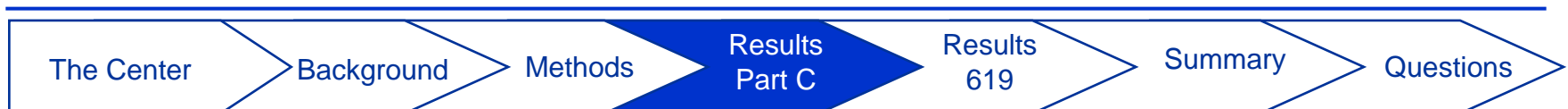
	<b>Percent of States</b>
<b>Training during employment*</b>	73
<b>Training Directory</b>	64
<b>Training prior to employment</b>	53
<b>CEU in Area Requirement</b>	33
<b>Alternative Certification</b>	22
<b>Career Ladder</b>	18

\* Training descriptions vary.



# Reported factors helping to obtain qualified personnel in EI

- Specific recruitment efforts
- Training
- Characteristics of EI
- Family oriented philosophy
- Geography/attractive location
- Higher education programs
- Salary/benefits
- Certification
- Grants/funding programs
- Positive perceptions of EI
- System financial reimbursement
- Supervision



# Reported barriers to obtaining qualified personnel in EI

- Lack of personnel pool
- Higher ed. program issues
- Low salaries
- Geography, rural locations
- Lack of knowledge about EI
- Characteristics of EI tasks
- Training issues
- System financial reimbursement difficulties
- State standards/certification
- Lack of interagency collaboration



# 619 Staff Organization

<b>Organizational Structure</b>	<b>Frequency</b>	<b>Percent</b>
Local Ed. Agencies	41	85
Regional Offices	6	13
County	4	8
Other	9	19

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# Who Employs 619 Personnel?

Employer	Percent
Local Ed. Agency	90
State Dept.	71
Regional Collaborative	31
Private Not for Profit	31
Private Individual Therapists	23
Private for Profit	21
Private Preschool	15
Private Not for Profit Preschool	15
Other	8

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# 619 Personnel Supply

<b>Discipline</b>	<b>Adequate</b>	<b>Shortage</b>	<b>Unsure</b>
Audiologist*	38	21	40
Paraprofessional	36	38	26
Psychologist	32	38	30
Social Worker	32	28	40
Special Educator	30	60	11
Physical Therapist	30	49	21

\*1-3 states do not employ



# 619 Personnel Supply

<b>Discipline</b>	<b>Adequate</b>	<b>Shortage</b>	<b>Unsure</b>
Occupational Therapist	28	55	17
Pediatrician	27	17	52
Nurse*	27	29	42
Orientation/ Mobility	17	38	45
Family Therapist*	17	17	60
Speech/Language Pathologist	6	85	9

\*1-3 states do not employ



# 619 Personnel Training

<b>Discipline</b>	<b>Percent Reporting Adequate Training</b>
Speech/Language Pathologist	51
Occupational Therapist	47
Physical Therapist	45
Audiologist	44
Special Educator	40
Social Worker	40



# 619 Personnel Training

<b>Discipline</b>	<b>Percent Reporting Adequate Training</b>
Orientation Mobility	36
Psychologist	34
Nurses	32
Pediatrician	27
Paraprofessional	27
Family Therapist	21

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# 619 Training

	<b>Percent of States</b>
<b>Training Directory</b>	63
<b>Training during employment*</b>	56
<b>Alternative Certification</b>	54
<b>Career Ladder</b>	33
<b>CEU in Area Requirement</b>	23
<b>Training prior to employment</b>	10

\* Training descriptions vary.



# Reported factors helping to obtain qualified personnel in EI

- Training
- Strong higher ed. programs
- Certification/credential
- Salary/benefits
- Targeted recruitment
- Interagency initiatives
- Geography – attractive location
- Characteristics of ECSE
- Positive perceptions of ECSE
- Philosophy
- Grants/funding programs
- Supervision/mentorship



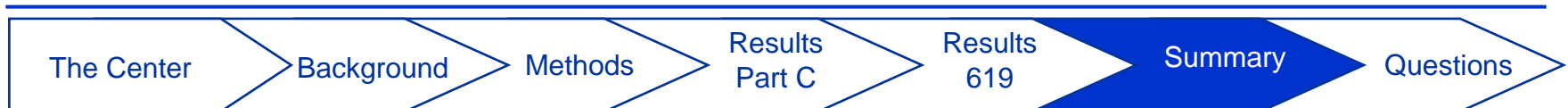
# Reported barriers to obtaining qualified personnel in EI

- Salary/benefits
- Higher education issues
- Lack of personnel pool
- Geography (rural)
- State standards/certification
- Lack of knowledge about ECSE
- Negative perceptions of ECSE
- Characteristics of ECSE tasks
- Training issues
- Competition with other states
- State issues, lack of support
- Lack of interagency collaboration



# Future Studies

- Higher Education Survey
- Competencies and confidence of service providers
- Examination of blended (ECSE) certificate for preschool teachers
- Examination of the effects of personnel standards on child outcomes



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# Contact Information

- Center Information

<http://www.uconnuicedd.org/>

- Center Publications

[http://www.uconnuicedd.org/per\\_prep\\_center/publications.html](http://www.uconnuicedd.org/per_prep_center/publications.html)

