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

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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.

The Center

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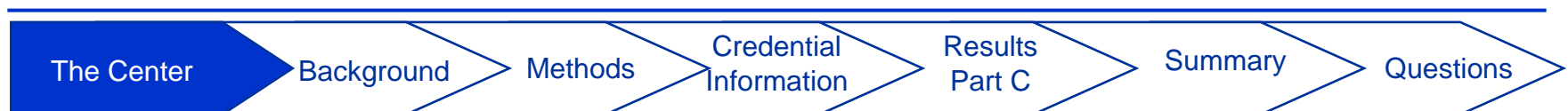
Summary

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The Center's Purpose

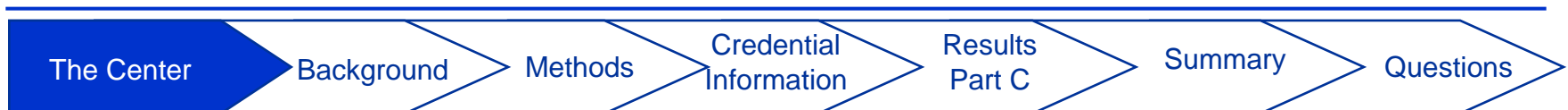
The purpose of this Center is to collect, synthesize and analyze information related to:

- (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.



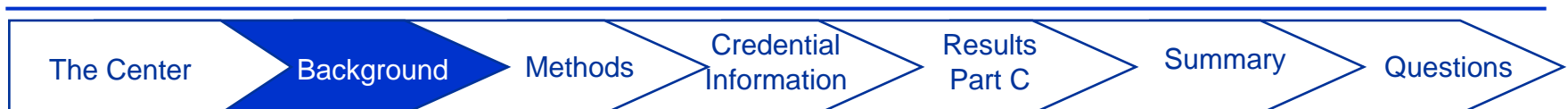
The Center's Goals

- ❑ 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.



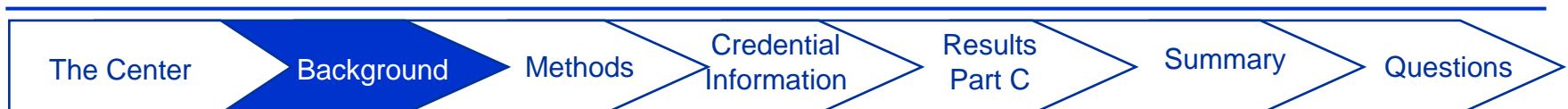
Study IV Background

- To provide the maximum benefit to children in early intervention, it is essential that the personnel who work with children have the specialized knowledge of infant and toddler's development and the ability to successfully collaborate with families.
- Credentialing has been a way to assure high quality professionalism within the workforce in early intervention programs.
- There continues to be a need for models of personnel preparation systems that have successfully implemented specialized standards for personnel servicing infants, toddler and their families.



The Center's Projects

- **Study I:** The National Landscape of Early Intervention and Early Childhood Special Education
- **Study II:** The Higher Education Survey for Early Intervention and Early Childhood Special Education Personnel Preparation
- **Study III:** The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education
- **Study IV: The Impact of Credentials on Early Intervention Personnel Preparation (Credentialing Part C)**
- **Study V:** Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators (Credentialing 619)
- **Study VI:** Training and Technical Assistance Survey of Part C & 619 Coordinators
- **Study VII:** Confidence and Competence of 619/Part C Service Providers



Study IV

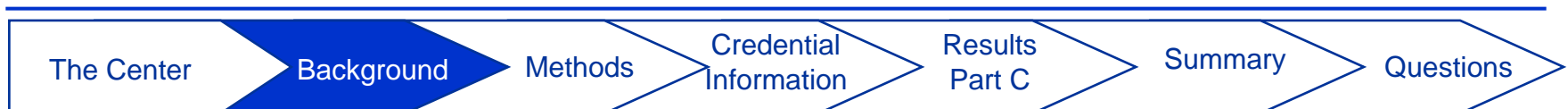
State Credentials for Early Intervention

- Research Questions:
 - What are the credentialing requirements across states and territories?
 - What type(s) of training strategies are employed to obtain the credential?
 - How is the credential funded?



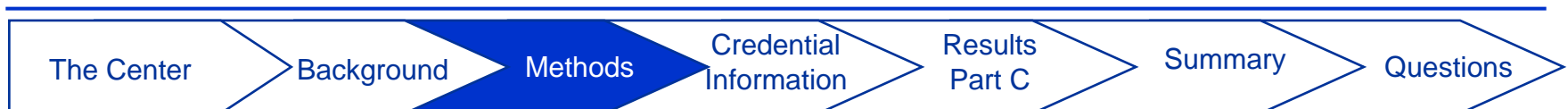
Study IV Sample

- Targeted population: Part C coordinators from 50 states and the District of Columbia, 5 territories, and the Bureau of Indian Affairs
- Recruitment: a letter providing information about the survey and requesting participation was electronically mailed to Part C coordinators through the National Early Childhood Technical Assistance Center (NECTAC) listserv.
- Sample Size:
 - ❑ 52 Part C coordinators and/or representatives agreed to participate
 - ❑ asked whether their state had some type of credentialing or training/supervision requirement for personnel working in Part C programs beyond those of discipline specific licensure and certification.



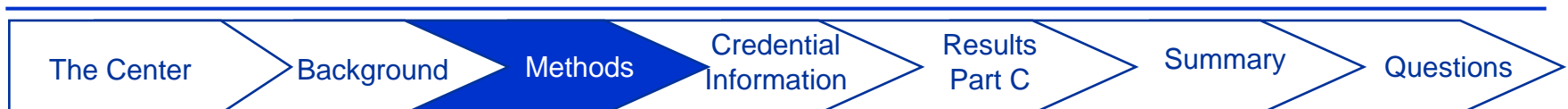
Methodology

- Survey:
 - 31 questions (13 multiple choice, 11 binary choice and 7 open ended questions).
 - The survey was designed to gather information about requirements for personnel working in Part C programs.
- Five topics:
 - 1) Information about the Part C web site;
 - 2) Personnel requirements;
 - 3) History of the credential;
 - 4) Obtaining a credential; and
 - 5) Funding of the credential.



Sample Characteristics

Participant Information	n	%
States with credential or additional training requirements that completed the survey	22	42
States without credential or additional training requirements (provided information on barriers)	21	40
States without credential or additional training requirements (no additional information provided)	9	17
Total	52	100

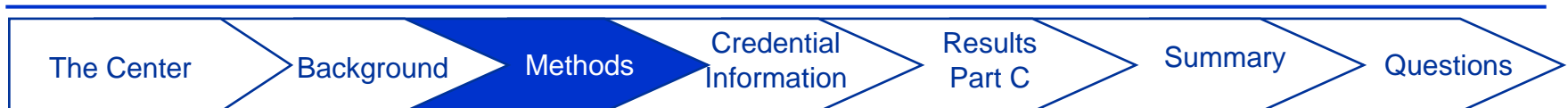


Sample Characteristics

The focus of this presentation is on the states that require EI providers to complete additional personnel preparation activities beyond discipline specific licensing or certification (n=22).

Survey Respondents Representing States with Additional Credential or Training Requirements	n	%
Part C coordinator only	4	18
CSPD coordinator only	7	32
Part C coordinator and CSPD coordinator	3	12
Part C coordinator and other Part C staff ^a	2	8
CSPD coordinator and other Part C staff	5	19
Other Part C staff	1	4
TOTAL	22	100

* Other staff included educational consultants or training support staff who worked directly with Part C/CSPD coordinators.

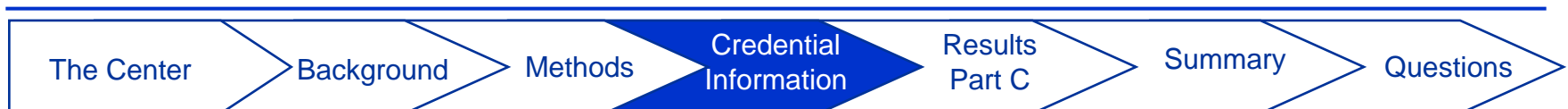


Types of Additional Requirements

- States that require EI providers to complete additional personnel preparation (credentialing or training) activities beyond discipline licensing or certification (n=22).
 - Within this group two sub-groups emerged:
 1. One sub-group consisted of those states where EI providers were required to complete personnel preparation activities resulting in a document or other type of formal endorsement or professional distinction. This sub-group will be referred to as credential states (n=16).
 2. The other sub-group consisted of states where EI providers were required to complete personnel preparation activities beyond discipline specific licensing or certification but *did not* receive a document or other type of formal endorsement. This sub-group will be referred to as states who have training, as this is the common personnel preparation requirement (n=6).
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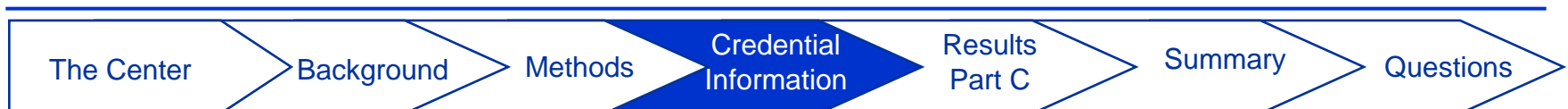
Types of Additional Requirements (n=22)

Type of Requirement	n	%
States with credential requirements beyond licensure	16	73
Training or supervision requirements beyond licensure	6	27
Total	22	100



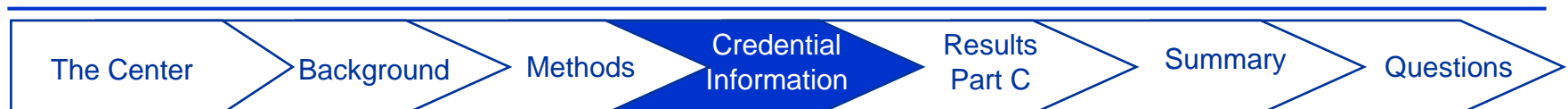
What is a credential?

- Credential: A process by which personnel demonstrate knowledge and skills in order to achieve a state or nationally determined level of competence



States with Formalized Credential vs. Training Only

States with Training Only (n=6)	States with Formalized Credential (n=16)
AL GA KY LA PA RI	AZ CT DC FL IL IN MD MA MO NM NC OR SC TX UT WV

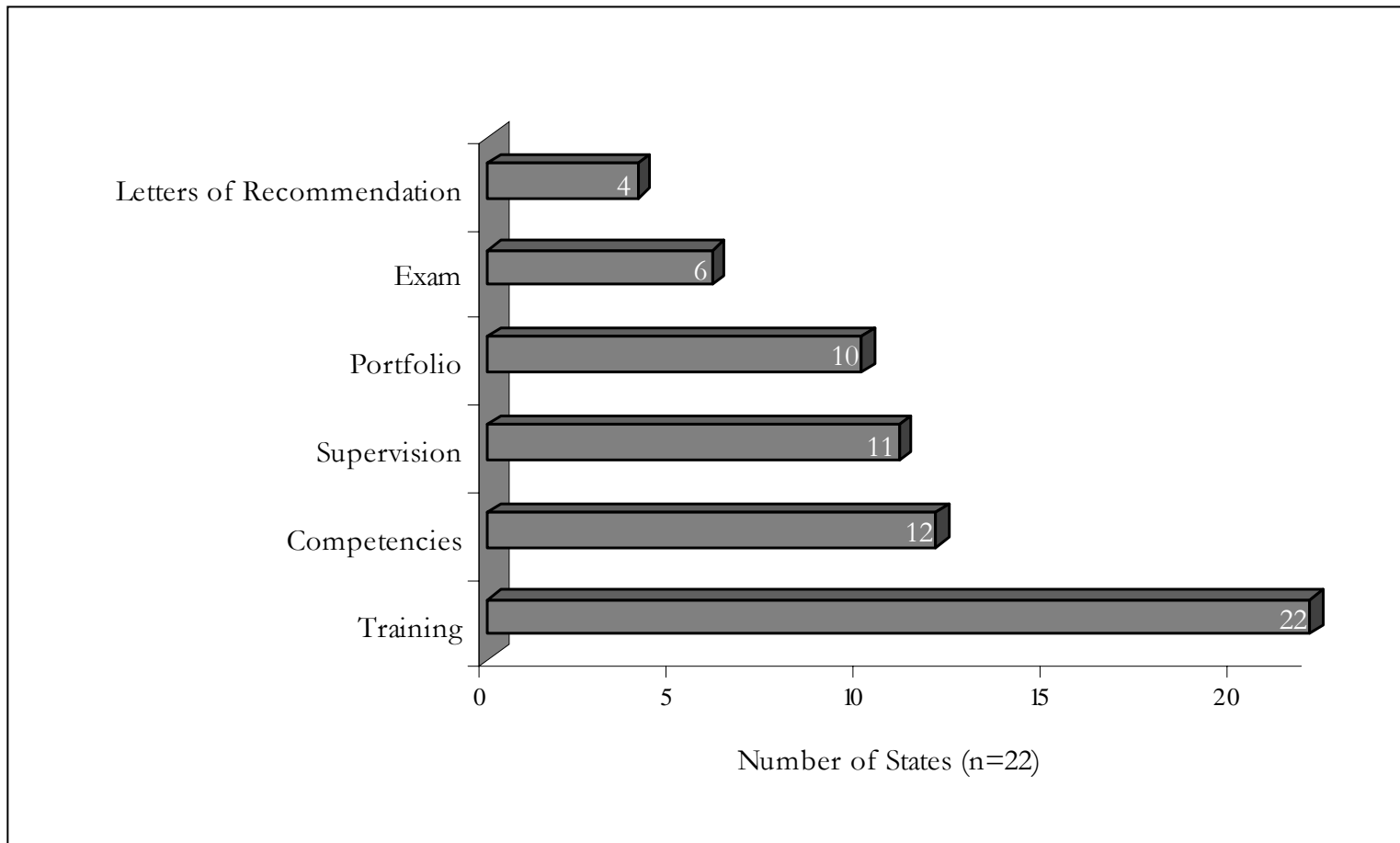


Personnel Required to Meet Additional Requirements

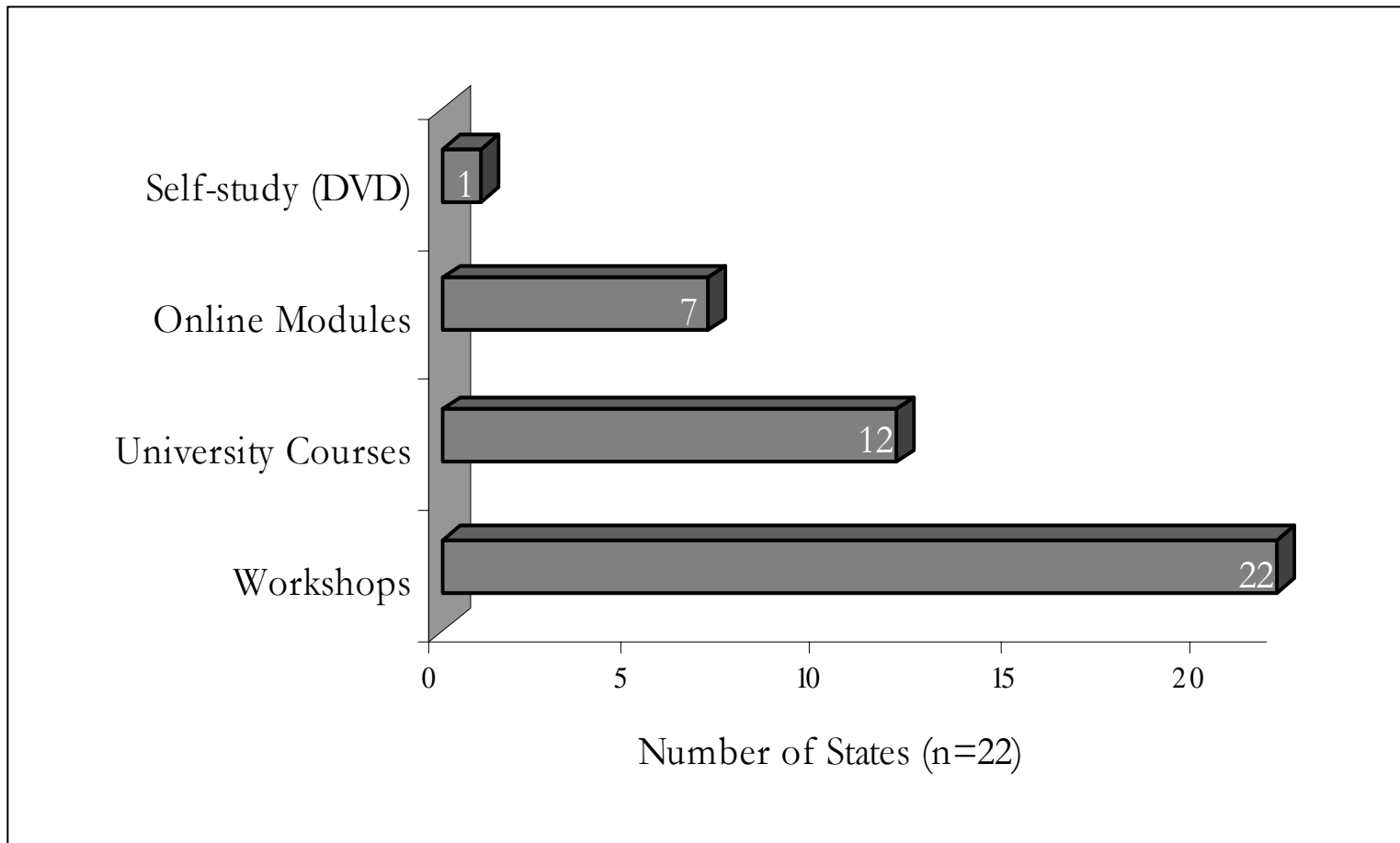
Type of Personnel	n	%
All Part C personnel	8	36
Personnel who provide service coordination and special instruction	7	32
Personnel who provide special instruction	4	18
Personnel who provide special instruction outside of discipline (i.e., an OT who completes full evaluations and organizes the IFSP team)	2	9
Special education teachers whose certification is not recognized by Medicaid (TX)	1	5
Total	22	100



Required Personnel Preparation Activities



Training Options Available to Personnel



The Center

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Methods

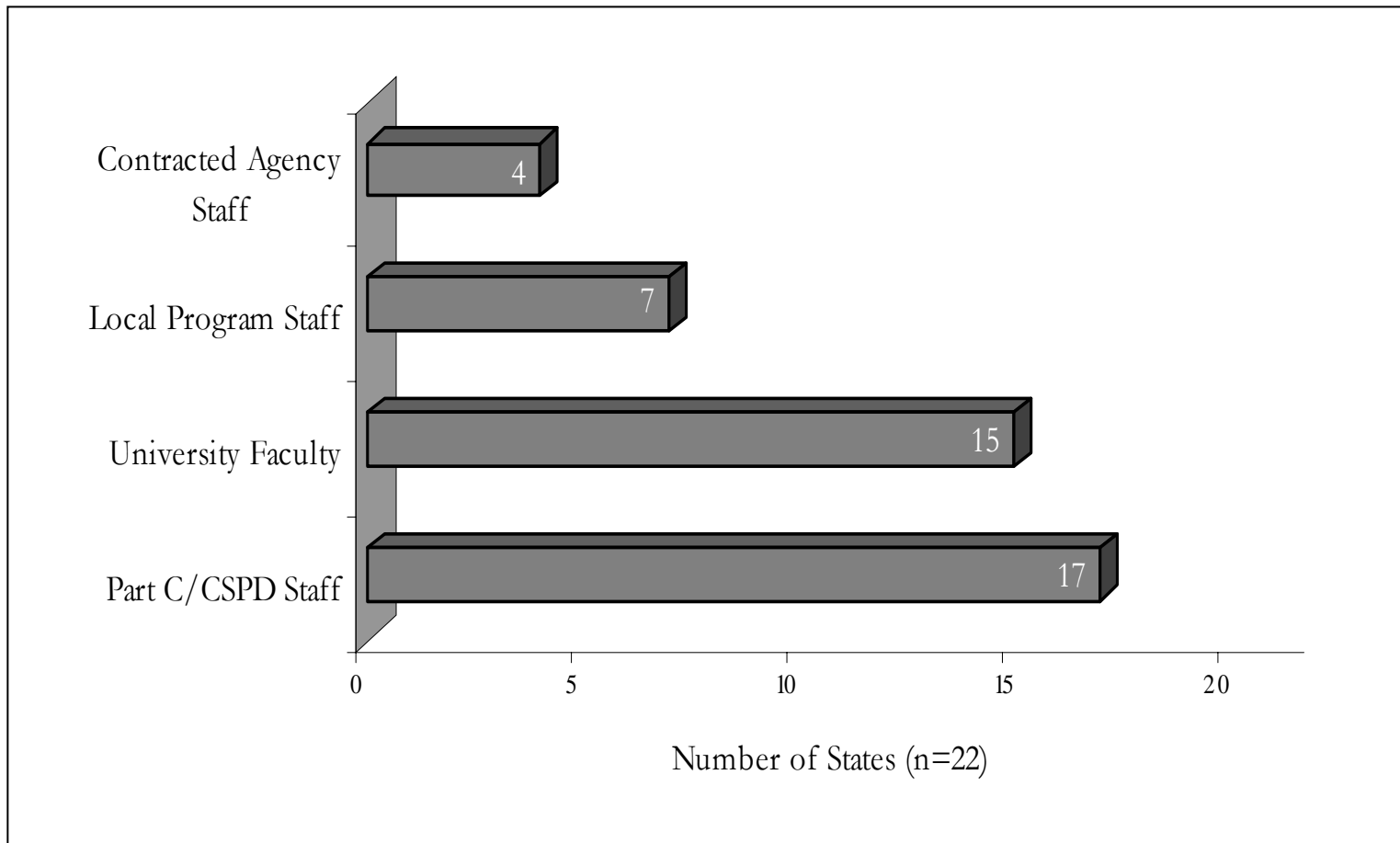
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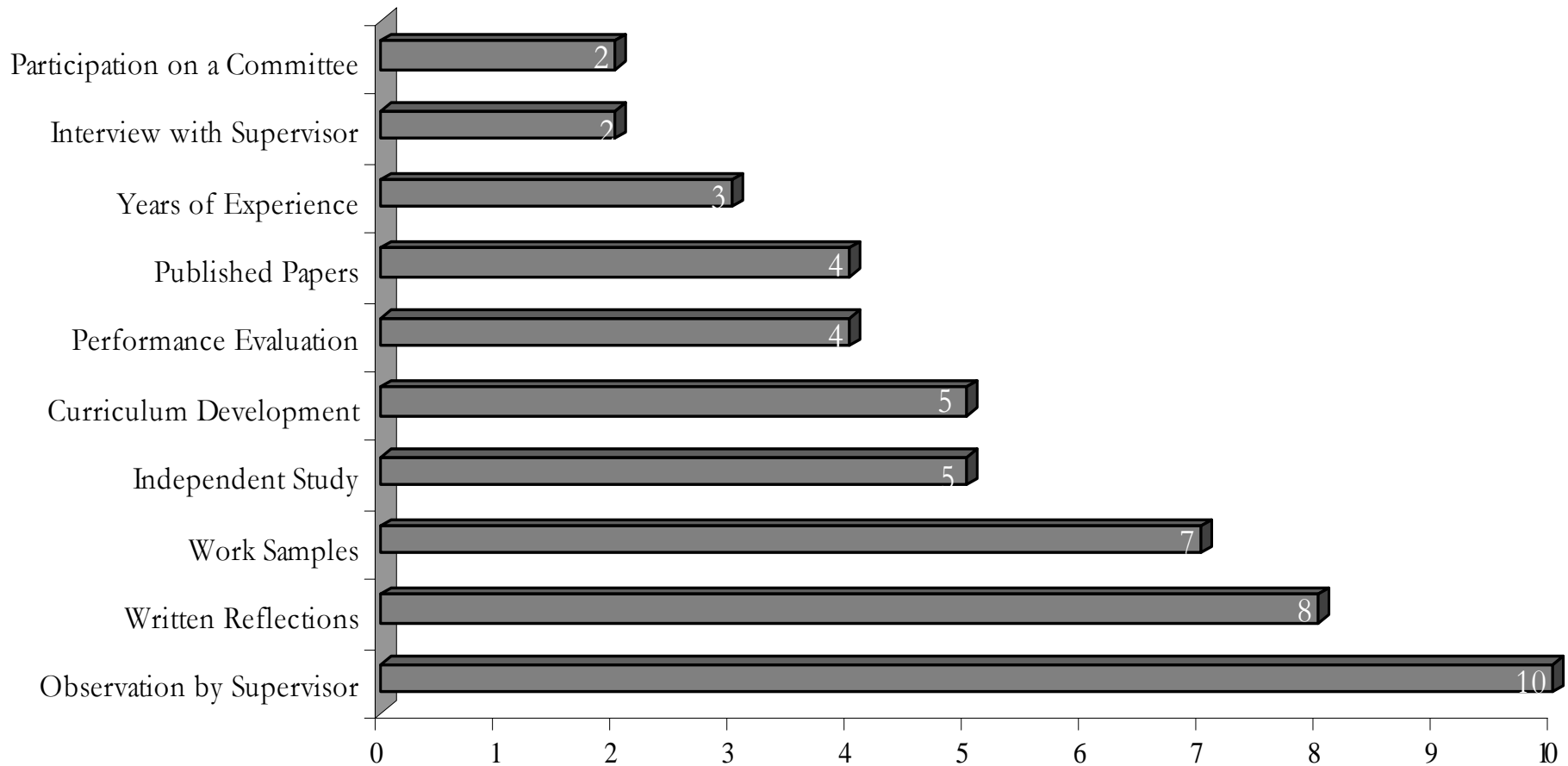
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Activities Required For Service Providers in States that Require Portfolios (n=10)

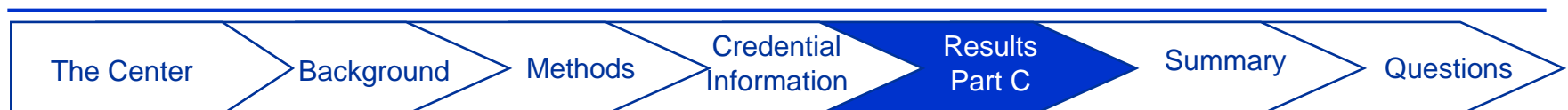


Number of States (n=10)



Content for Competencies and Training (n=22)

- Child/family development
- Early intervention policies, procedures, process
- Family-centered practice
- Natural Environments
- Professionalism
- Evaluation and assessment
- IFSP
- Program implementation



Type of Funding for Additional Requirements (n=22)

Funding Source	n	%
Federal and state funds	8	36
Federal funds only	7	32
Federal, state and family fees	2	9
State funds only	1	5
Unable to report funding source	4	21
Total	22	100

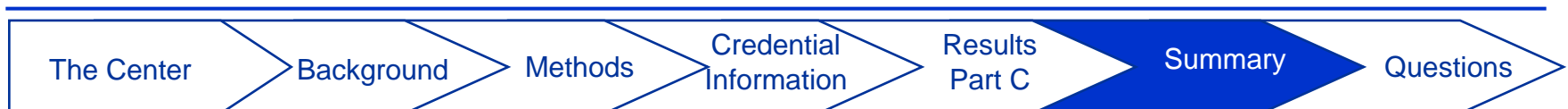


Type of Mandates for Additional Personnel Preparation Requirements (n=26)

Type of Mandate	States with Formal Credential (n=16)		States with Training Only (n=6)	
	n	%	n	%
State regulations	4	25	1	17
Policy	7	44	2	33
Billing	5	31	0	0
Voluntary	2	13	3	50

Future Studies

- 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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- Center Information

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

- Data Reports

http://www.uconnuceedd.org/per_prep_center/publications.html

