



The Center To Inform

Personnel Preparation Policy And Practice

In Early Intervention & Preschool Education

Personnel Preparation: What we Know and What we Need to Know

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

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'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.

The Center's Completed 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
 - Think Tank in Simsbury, CT September 11-12, 2006
- **Study IV:** The Impact of Credentials on Early Intervention Personnel Preparation (Credentialing Part C)
 - Think Tank in Washington, DC May 24-25, 2006
- **Study V:** Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators (619)
 - Think Tank in Washington, DC June 11-12, 2007
- **Study VI:** Training and Technical Assistance Survey of Part C & 619 Coordinators
- **Study VII:** Confidence and Competence of 619/Part C Service Providers

The Center's Ongoing Projects

- **Study VIII:** Alignment of ECSE Higher Education Curricula with National Personnel Standards
- **Study IX:** Parent Perceptions of Confidence and Competence of 619/Part C Service Providers
- **Study X:** Case Studies Highlighting States from Study VI on Training and TA

Preservice Recommendations: Single Disciplines (Studies II, VIII)

- Require alignment of curriculum with DEC, CEC, NAEYC, and other discipline standards (as appropriate).
- Require field experiences across the age range addressed by the IHE program
- Support and encourage “active” family involvement in planning, implementing and evaluating IHE programs.
- Fiscally support and encourage collaboration across disciplines within IHE programs to implement common core content and training
- Develop valid and measurable competencies for student and program evaluation.

Preservice Recommendations: Cross-Discipline (Study II)

- Require alignment of curriculum with DEC, CEC, and NAEYC (as appropriate) standards (Study IV, Think Tank)
- Require field experiences across the age ranges addressed by the IHE program
- Fiscally support and encourage collaboration across disciplines within IHE programs to implement common core content and training
- Support and encourage “active” family involvement in IHE programs
- Develop valid and measurable constructs for program evaluations (Study IV, Think Tank)

Preservice Recommendations: Leadership (Study III)

- Increase the level of funding to recruit and retain students through program completion.
- Target funding to address critical faculty shortages and specific to EI/ECSE.
- Fiscally support projects to link and share expertise to facilitate a unified direction for the field.
- Encourage linkages with UCEDDs and LENDs.
- Decrease and clarify OSEP service obligation.
- Create/require common benchmarks for high quality programs.
- Develop valid and measurable competencies for student and program evaluation.

Inservice Recommendations: Training and TA (Studies VI, VII, IX, X)

- Support training and TA for faculty in IHEs to align curriculum with national standards and evidenced based practice.
- Require state improvement grants/plans to include EI and ECSE training systems that link with the state credential/certification/standards.
- Require that training and TA through state improvement grants be based on national standards.
- Support and encourage “active” family involvement in planning, implementing, and evaluating of training.
- Support training and TA for evidenced based practice and specializations in EI/ECSE
- Encourage alternative training/learning delivery formats.
- Develop valid and measurable competencies for participant and program evaluation.

Certification/Credential/Standards: Recommendations (Study V)

- Continue to support projects that lead to certification/credential/standards, while allowing for specializations for specific disciplines/roles.
- Support projects that meet national standards when there are no state credential/certification (e.g., paraprofessionals, early intervention).
- Support and encourage reciprocity across states (e.g., common standards, state crosswalks).
- Require competency based standards as the basis for state certification/credentials.

OSEP Recommendations

- Sponsor think tanks on service delivery issues and the relationship to quality personnel preparation.
- Fund a Training and TA Center for higher education specific to EI/ECSE.
- Consider funding to develop a national credential in EI/ECSE.

Recommendations for IDEA: CSPD

- Multiple Audiences
- Needs Assessment
- Preservice
- Inservice
- Technical Assistance
- Personnel Standards
- Evaluation

Web Site Information

Center Information

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

Data Reports

http://www.uconnuceedd.org/projects/early_childhood/publications.html

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