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

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The Center's Purpose

To guide the development of policy and practice for personnel preparation in early intervention & preschool education by...

... examining issues & recommending actions to ensure an adequate supply of well qualified personnel to serve infants, toddlers and preschoolers with disabilities.

Center Activities

1. Conduct research that synthesizes information about:
 - ❑ Licensure, certification standards and requirements
 - ❑ Preservice preparation
 - ❑ Current and projected supply of and demand for personnel
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Center Activities

2. Identify critical gaps in knowledge and design and conduct a program to address these gaps.
 3. Develop and disseminate recommendations regarding policy and practice.
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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**
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Study III: The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education

Research Questions

1. What factors influence recruitment and retention of students into OSEP funded doctoral programs?
 2. What are the primary program supports for the OSEP funded doctoral programs?
 3. What are the programmatic characteristics of the OSEP funded doctoral programs?
 4. What are the primary characteristics of the OSEP funded doctoral programs' curricula?
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Methodology - Instrumentation

- Web Searches
 - Survey
 - Electronic attachment
 - Structured protocol with closed and open-ended questions
 - Telephone Interview
 - 10 Semi-structured
 - 2 Structured items
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Methodology - Sample

- ❑ PIs of OSEP funded leadership projects
 - ❑ 69 PIs contacted by phone
 - ❑ 28 (41%) address B-5 years
 - ❑ 25 (89%) agreed to participate
 - ❑ 23 (82%) final response rate (survey)
 - ❑ 20 (71%) response rate (interview)
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Discipline of Doctoral Program

Discipline	n	%
Audiology	3	13
ECSE (Birth – Five Years)	3	13
Psychology (School & Developmental)	3	13
Special Education	7	30
Speech/Language Pathology	1	5
Interdisciplinary	6	26

Program Age Ranges

Age Ranges	n	%
Birth – 5 Years	7	30
Birth – 8 Years	1	4.5
Birth – 10 Years	1	4.5
Birth – 13 Years	1	4.5
Birth – 21 Years	7	30
3-21 Years	5	22
Lifespan	1	4.5

Target Enrollment

- Range of 3 to 24 students
 - Mean – 11 students
 - Mode – 12 students (n=6, 26%)
 - Target enrollment not met (n=12, 52%)
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Current Enrollment

- Full-time – 166 students
 - Mean full-time – 7 students
 - Part-time – 18 students
 - Mean part-time – 4 students
 - Do not admit part-time students (n=18, 78%)
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Age Range of Students

Age Ranges	n	%
25-30 Years	13	57
31-35 Years	9	39
41-45 Years	1	4

Demographic Characteristics of Full-Time Students

Demographic Characteristic	n	Range	% Enrolled
Female	137	2-10	83
Male	29	0-5	17
Disability	15	0-3	9
Permanent residence within 60 mile radius of University	103	2-11	62
Non U.S. citizen	4	0-2	2

Demographic Characteristics of Full-Time Students

Demographic Characteristic	n	Range	% Enrolled
American Indian or Alaskan Native	2	0-1	1.5
Asian/Pacific Islander	13	0-5	8
Black, non-Hispanic	19	0-3	11
Hispanic	14	0-4	8
White	116	0-10	70
Other	2	0-1	1.5

Demographic Characteristics of Part-Time Students

Demographic Characteristic	n	Range	% Enrolled
Female	17	1-7	94
Male	1	0-1	6
Disability	4	0-1	22
Permanent residence within 60 mile radius of University	12	0-8	67
Non U.S. citizen	1	0-1	5

Demographic Characteristics of Part-Time Students

Demographic Characteristic	n	Range	% Enrolled
American Indian or Alaskan Native	0	0	0
Asian/Pacific Islander	3	0-2	17
Black, non-Hispanic	3	0-2	17
Hispanic	1	0-1	5
White	11	0-1	61
Other	0	0	0

Assistantship Support (n=22, 96%)

- Range \$2,500 - \$29,000
 - \$15,000 or greater (n=13, 59%)
 - \$10,000-\$12,000 (n=4, 18%)
 - Less than \$10,000 (n=4, 18%)
 - Amount not provided (n=1, 5%)
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Availability of Assistantship Funds Per Year

Availability Per Year	n	%
9 Months Per Year	6	39
12 Months Per Year	15	65
9 or 12 Months Per Year	2	9

Number of Students Awarded Assistantships Per Year (n=22)

Length of Time	n	%
Duration of Program	9	39
Four Years	4	17
Three Years	6	26
Two Years	5	22
One Year	1	4

Percentage of Tuition Funded through Leadership Project

Tuition Support	n	%
100%	18	79
75%	1	4
60%	1	4
In-state tuition rate for all students	1	4
0%	2	9

Assistantship Opportunities/Responsibilities

Assistantship Opportunities	n	%
Co-teach undergrad or master's	15	65
Independent teaching	13	57
Supervise student's	13	57
Assist with research activities	21	91
Present/attend national meetings	3	13
Assist with grant writing	17	74
Additional clinical placements	2	15
Other – entire experience, their job	1	4

Full-Time Program Faculty

- Total faculty 144
 - Range 2-5 faculty
 - Mode 4 faculty (n=6, 27%)
 - Mean 6 faculty
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Tenure Status Full-Time Faculty

Tenure Status	Total Faculty	Range of Faculty	Mean	%
Tenured	112	1-12	4.9	78
Non-tenured	21	1-3	0.9	15
Neither tenure track nor tenured	11	1-3	.48	7

Part-Time Program Faculty (n=12)

- Total 28 faculty (n=8)
 - Range 1-8 faculty (n=8)
 - Mean 3.5 faculty (n=8)
 - Full-time faculty, part-time to program – 28 (n=4)
 - Mean 7 faculty (n=4)
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Faculty Searches/Retirement

- 7 programs conducting searches (30%)
 - 17 programs project retirements in 1-10 years (74%)
 - 8 faculty projected to retire in 1-5 years
 - 14 faculty projected to retire in 6-10 years
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Academic Credits

Academic Credits	Range	Mean
Required coursework, seminars	15-90	53.2
Required coursework, seminars B-5 emphasis	0-45	10.5
Elective coursework, seminars B-5 emphasis	0-21	7
Required internships, practica	0-24	11
Required research, dissertation	0-30	15.3
Total required credits	30-130	81.6

Full-Time Students – Time for Program Completion

Years	n	%
5	2	9
4 – 5	3	13
3 – 5	1	4
4	9	39
3 - 4	4	17
3	2	9
2	2	9

Types of Positions Obtained by Graduates (n=23 reporting, 18 with graduates)

Position/role	n	%
IHE faculty	24	41
Administration	13	22
Research (non-faculty)	10	17
Teaching/direct services	10	17
Emphasis not B-5	1	1.5
No information provided	1	1.5

Regions Where Graduates Employed

Region Employed	n	%
Employed within the assigned geographic region that the University serves	8	35
Employed outside of assigned region that the University serves	10	43
No graduates to date	5	22

Factors Affecting Graduates' Choice of a Higher Education Faculty Position

Factor	n	%
Salary	7	35
Benefits (e.g., childcare, insurances)	5	25
Promotion & career advancement	1	5
Match with professional interests	9	39
Working conditions & supports	10	43
Colleagues with whom will be working	6	30

Themes – Telephone Interviews

- General recruitment strategies
 - Recruitment strategies – underrepresented groups
 - Retention and matriculation
 - Cost benefits of OSEP funding
 - Implications of no OSEP funding
 - Faculty recruitment
 - Primary roles of graduates
 - Curriculum
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General Recruitment Strategies

- Personal contacts (e.g., phone, e-mail)
 - Visibility or reputation of the program
 - Electronic media
 - Paid advertisements
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Recruitment Strategies – Underrepresented Groups

- Visibility or reputation of program in supporting students/faculty from underrepresented groups
 - Professional networking within and external to the university
 - Special supports for recruitment
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Retention/Matriculation of Students

- Financial support
 - Faculty mentorship
 - Student cohorts
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Cost Benefits OSEP Funding

- Recruitment & retention of students
 - University relationships
 - Curricular benefits
 - Enhanced external relationships
 - Benefits to the field at large
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Implications of No OSEP Funding

- Decreased enrollment & matriculation
 - Curricular implications
 - Collaboration
 - Knowledge base in the field
 - Faculty recruitment
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Faculty Recruitment

- Reputation of the institution or program
 - Sense of community
 - Programmatic factors
 - Support to conduct research
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Primary Roles of Graduates

- Higher education faculty positions – teaching and research
 - Policy analysts and policy makers
 - Administration – schools, clinical settings, state/federal agencies
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Program Curriculum

- Relationship of specialization area to core doctoral requirements in major
 - Specialization component
 - Individualization of the specialization component
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Web Information

- Center Information & Data Reports
<http://www.uconnucedd.org/>