



Study I
The National Landscape of Early Childhood Special Education (ECSE) in Personnel Preparation Standards under 619 of the Individuals with Disabilities Education Act (IDEA)

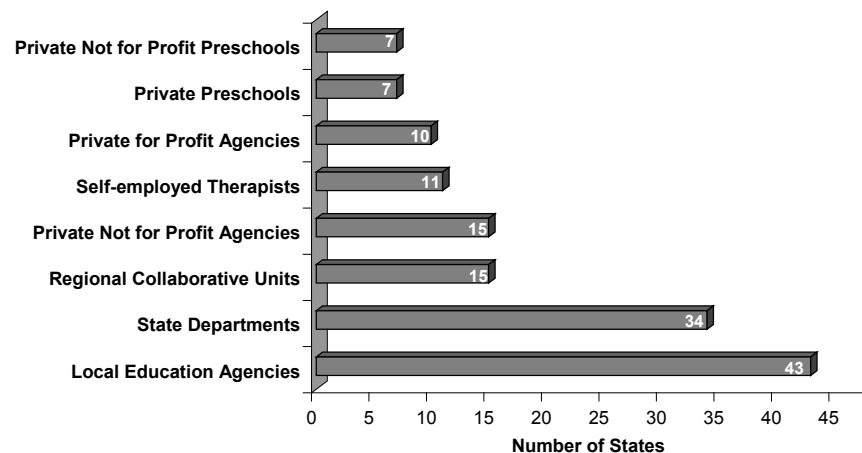
This study examined the personnel preparation systems for Preschool Special Education across the country. The 619 Coordinators from each state, District of Columbia, and the territories of Puerto Rico and the Virgin Islands were invited to complete the survey consisting of 42 multiple choice and open-ended questions. Forty-eight respondents completed the survey. The survey explored issues related to organizational structures of 619 programs, personnel preparation and supply, and state requirements for personnel.¹ Results from this study will contribute to a better understanding of 619 system organizations, personnel preparation opportunities, and ways to obtain qualified personnel.

Personnel Preparation and Requirements

- 98% of the 48 participants reported having higher education programs specific to ECSE.
- 56% of the 48 respondents reported making modifications to existing personnel requirements for teachers. For example, some states have increased training hours in reading instruction.

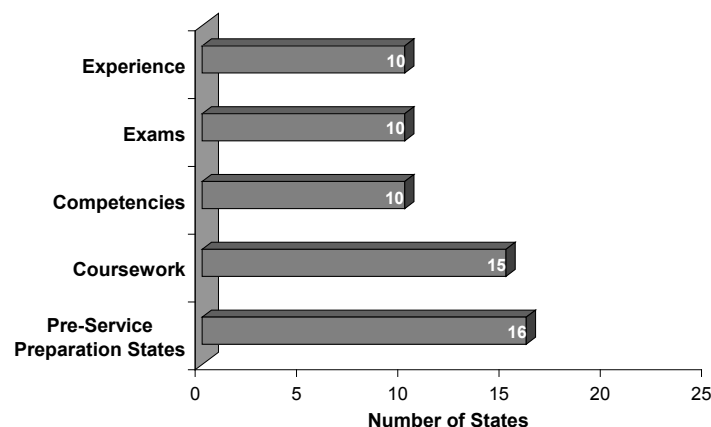
State 619 Organizational Structure

- 81% of the 48 respondents perceived their 619 organizational structures as being stable in their state.
- 44% of respondents perceived their funding as stable.
- ECSE personnel were employed by a variety of different entities, as displayed below:



ECSE Credentials

- 63% of the 48 respondents indicated that their state has developed credentials specifically for ECSE teachers.
- The most common procedures for qualifying for a credential were:





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

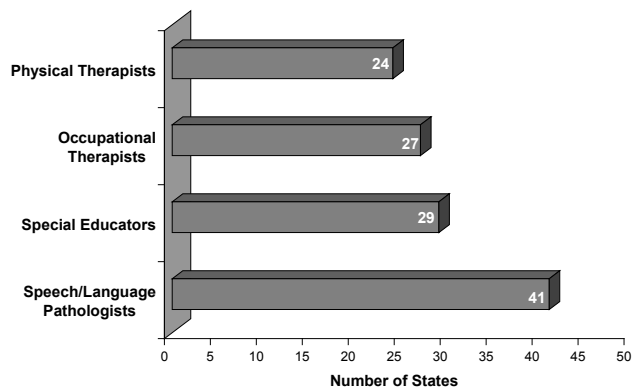


At a Glance...

Volume 1, No. 2 October 2007

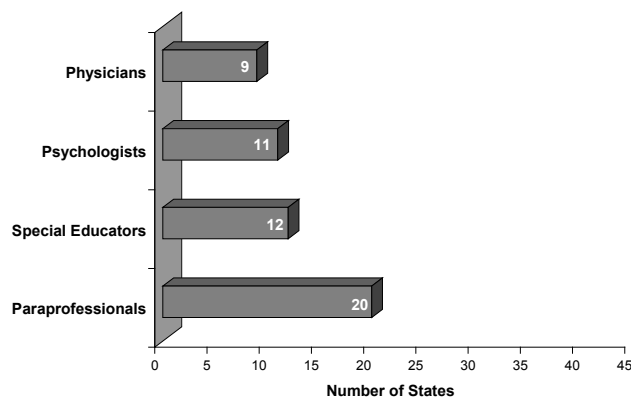
Adequacy of Supply

- Considerable shortages were reported across disciplines. The greatest shortages were reported in the following areas:



Adequacy of Training

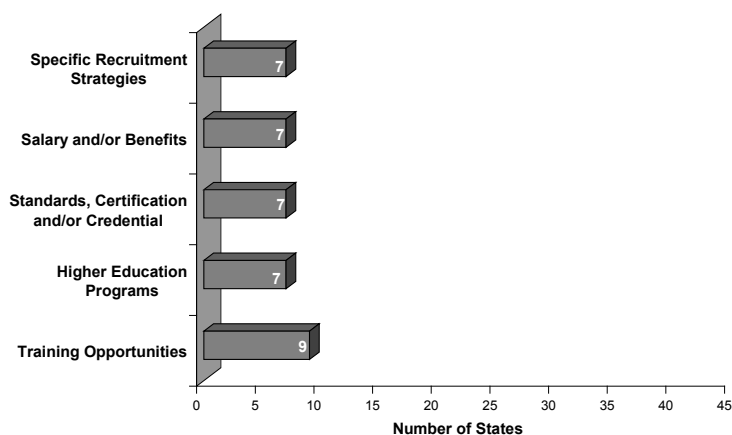
- Concerns were expressed about the training of personnel in all disciplines. The greatest number of respondents expressed concerns for:



Obtaining Qualified Personnel in EI

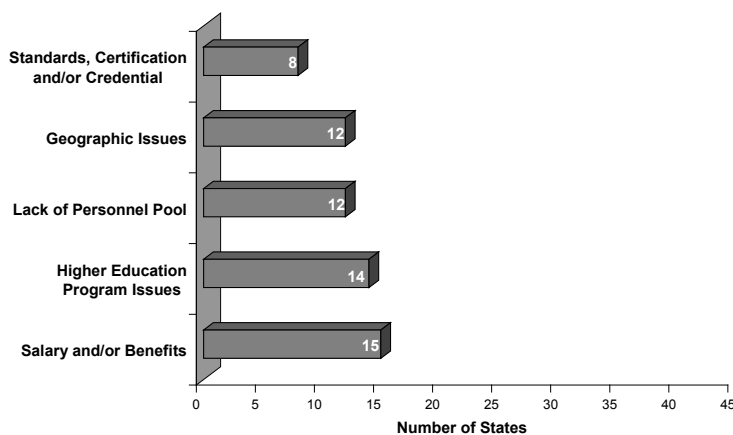
Facilitators

- The most frequently identified factors that facilitate obtaining qualified personnel to deliver ECSE services across disciplines are:



Barriers

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



1 Staff at each of the three research sites reviewed 20% of all telephone survey data for accuracy of interpretations and data entry. An inter-rater reliability of 91% was obtained.

For a copy of the full report go to: uconnuconnu.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
uconnuconnu.org



The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education is funded through grant #84.325J from the Office of Special Education Programs, U. S. Department and Education.

U.S. Office of Special Education Programs

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