

EI/ECSE Personnel Needs and Training Programs

Mary Beth Bruder, PhD

Rebekah Charles

Holly LaBrecque

Ashlee Houle

**University of Connecticut Center for Excellence
in Developmental Disabilities Education,
Research and Training**



Early Childhood Personnel Center

www.ecpcta.org

IHE Faculty Survey

- 30-item instrument developed collaboratively by a team of experts in the field of early childhood intervention services
- Qualtrics survey
- Pilot survey distribution
- Revisions from pilot

Table 5. Responses by Geographic Region

Geographic Region	Frequency	Percent
Midwest	25	34%
Northeast	19	26%
Southeast	7	10%
Southwest	9	12%
West	12	16%
Northern Marianas	1	1%
Total	73	100%



Respondent Characteristics

Table 7. *Survey Respondents' role(s) in the Program (n=73)*

Role	Frequency	Percent
Department Chair	18	25%
Faculty Member in Program	41	56%
Program Coordinator or Lead	45	62%
Project Director	5	7%
Other	10	14%



Table 8. 'Other' Roles Respondents Report Having (n=10)

Role	Frequency	Percent
Assistant Dean	2	20%
Dean	3	30%
Director of Prep Programs	2	20%
Department Coordinator or supervisor	2	20%
Former Program Lead	1	10%
Total	10	100%



Table 9. Respondents by Age/Range the Program Addresses (n=73)

Age/Range	Frequency	Percent
0-3	27	37%
0-5	33	45%
3-5	19	19%
3-8	27	37%
Other	22	30%



Table 10. *Respondents by Degree(s) Students Obtain through Program (n= 73)*

Degree	Frequency	Percent
BCBA	2	3%
Graduate (M.Ed./M.S./M.A.)	27	37%
Integrated Bachelors/Masters	1	1%
State or Nationally Recognized License, Certification or Endorsement in EI/ECSE	42	58%
Undergraduate (B.A./B.S.)	33	45%
University Certificate	8	11%
Other	9	12%



Table 11. *Total Number of Students Enrolled in Participating Programs During 2020-2021 Academic Year (n= 73)*

Number of Students	Frequency	Percent
None	2	3%
1-5	6	8%
5-10	16	22%
10-20	17	23%
20-40	13	18%
More than 40	19	26%
Total	73	100%



Table 12. *Percent of Students to Complete Program of Study in 2020-2021 Academic Year (n= 73)*

Percent	Frequency	Percent
90-100%	5	7%
70-90%	4	5%
50-70%	19	26%
Below 50%	45	62%
Total	73	100%



Table 13. *Programs reporting to have Received Grant Awards (n=73)*

Received Grants	Frequency	Percent
No	53	73%
Yes, from OSEP	13	18%
Yes, from other agency	7	10%
Total	73	100%



Table 14. *Frequency and Percent of Programs that Align with State License or Certification Standards (n=73)*

Adopted Standards	Frequency	Percent
Not Sure	5	7%
Not Yet Adopted	52	71%
Yes	16	22%
Total	73	100%

Table 15. *IHE Summary of Themes Data: Program Challenges (n=134)*

Theme	Frequency	Percent
Challenges due to COVID-19	5	4%
Collaborations	5	4%
Cost of Enrollment/Funding	24	18%
Issues within the Department/IHE	12	9%
Lack of Faculty (in quality/quantity)	37	27%
Practicum/Field Opportunities	23	17%
Program Requirements/Certifications/Standards	28	21%
Total	134	100%



Help Wanted: EI/ECSE Workforce Needs: A National Survey

Friedman-Krauss, A. H., Barnett, W. S., Jost, T., & Garver, K. (2023). Early Intervention and Early Childhood Special Education National Workforce Survey Results. *Research Report*. New Brunswick, NJ: **National Institute for Early Education Research**.

In collaboration with the Early Childhood Personnel Center.



Early Childhood Personnel Center

www.ecpcta.org

Sample

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Suburban	46.58	47.67	44.34	43.24
Rural	31.49	27.77	37.19	40.23
Urban	21.93	24.59	18.46	16.53



Early Childhood Personnel Center

www.ecpcta.org

Sample : From 48 States; DC ,and 2 Territories

- Total Respondents: 4610
 - EI Providers: 2962
 - ECSE Related Service Providers: 1105
 - ECSE Teachers: 962



Summary of Findings



Early Childhood Personnel Center

www.ecpcta.org

Demographic Mismatch

The EI/ECSE workforce is comprised of White (89%), nonHispanic/Latina (94%) females (97%) who speak only English (85%), with an average age of 45.



Qualified Workforce

- 84% of all respondents held a certification or license.
 - 58% for the early childhood years.
 - 37% for the lifespan.



Low Compensation

- Of those who reported a salary, the two most frequently reported salary categories were **\$50,000 to \$59,000** and **\$60,000 to \$69,000**.
- Those with higher educational attainment tended to earn higher salaries.



High Caseloads

- On average, members of the EI/ECSE workforce reported supporting caseloads of 16 infants and toddlers, and 18 preschoolers



Levels of Stress

- One-quarter (27%) of ECSE Teachers reported *severe or potentially dangerous* levels of stress.
- Nearly one-fifth of ECSE Related Service Providers reported *severe or potentially dangerous* stress levels
- 14% of EI Providers reported *severe or potentially dangerous* stress levels



Plans to Leave the Field

- 40% of respondents reported they are likely or very likely to leave the EI/ECSE workforce in the next 5 years.
- 25% reported looking for a new job outside the EI/ECSE field in the last 6 months.



Respondents who reported to be very knowledgeable on key EI/ECSE topics

- 42%: My state's Early Learning and Development Standards.
- 49%: Delivery of services in inclusive classrooms.
- 50%: Delivery of services in community-based programs.
- 50%: Authentic, informal and formal assessment models that are culturally and linguistically appropriate for all children.
- 51%: Delivery of individualized, responsive and intentional evidence-based practices with fidelity.
- 53%: Social-emotional competence and positive interventions to support challenging behavior.
- 54%: Reflective practice, leadership and advocacy to ensure children and families are provided appropriate and individualized services and intervention to meet their needs.

- 55%: Use of evidence-based curricula frameworks to inform and guide interventions.
- 58%: Delivery of services in the home.
- 59%: Family-centered practices that support families to make informed decisions and advocate for their own and their child's needs.
- 66%: Normative sequences of early childhood development and environmental and biological factors that impact development.
- 74%: Using data from child assessments and interventions for planning and evaluations.
- 77%: Partnering with families and other professionals to develop IEPs/IFSPs and support transitions.
- 70%: Engage with families to identify their own strengths and needs and those of their child so they may support children's development.
- 81% Interdisciplinary collaboration.



Need for More Professional Development

- Types, content, and hours of available professional development varied widely across respondents.
- Most respondents reported a need for more and stronger supports.



Professional Organization Membership

- 65% of respondents reported no affiliation/membership with a professional organization.

Early Intervention/Early Childhood Special Education (EI/ECSE) Educator Preparation Programs



Early Childhood Personnel Center

www.ecpcta.org

National Inventory

- Inventory of EI/ECSE educator preparation programs across 57 states/territories
- Examples of data collected:
 - State, IHE, Title of program
 - Program details (i.e., accreditation, credits, coursework, practicum, contact)
 - Credentialing information (i.e., age bands, type/category of credential)



Development of Coding Manual

Eight data collectors

Six Graduate-level students, two UCEDD Staff personnel

Developed consistent procedures

IHE websites in CT

Coding manual: ensure consistent procedures, and operational definitions of key terms

Incorporated common terminology

Continuous review of the coding manual

Additional feedback from faculty



Early Childhood Personnel Center

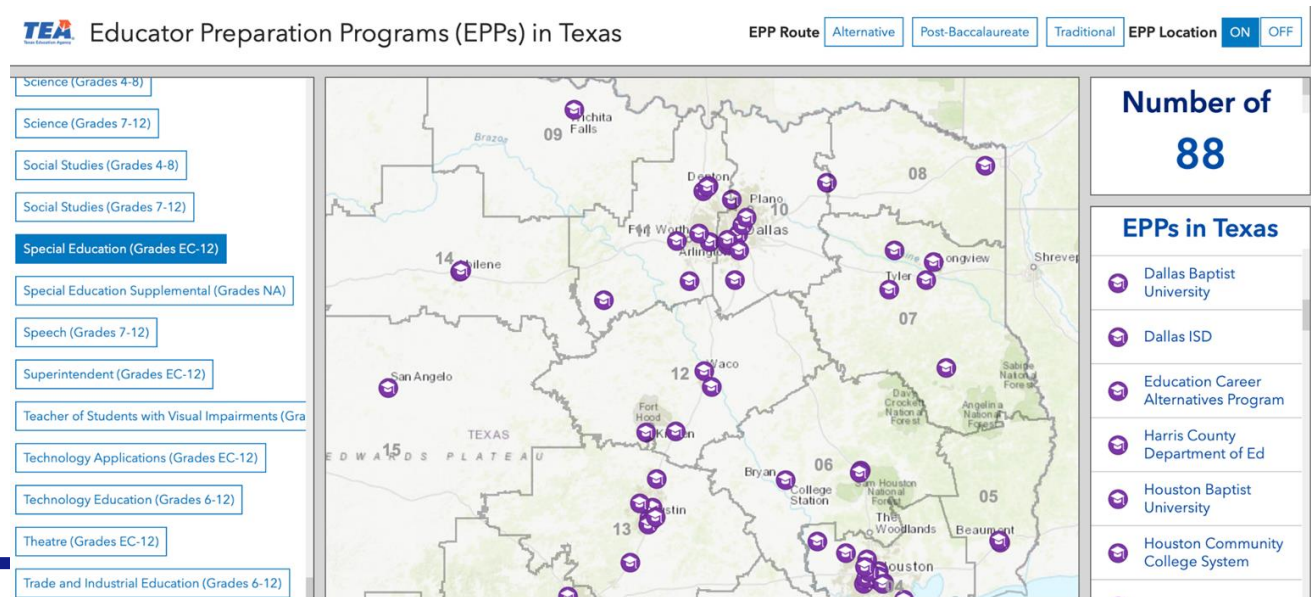
www.ecpcta.org

Methodology: Data Collection Process

1. States were divided amongst data collectors
2. State licensure for each state/territory was reviewed prior to coding

Example: Texas

- Early Childhood Education Pre-K to Grade 3
- Early Childhood Education, Pre-K to Grade 6
- Special Education, Early Childhood to Grade 12



Methodology: Data Collection Process

3. Information for each Institute of Higher Education (IHE) was gathered from the Institute of Education Sciences, National Center for Education Statistics, and the Integrated Postsecondary Education Data System (IPEDS)
 - a. Information Gathered:
 - i. IHE Name
 - ii. Carnegie Classification 2021
4. Data collectors visited each IHE website and searched for the following key terms: Early Childhood Education (ECE); Early Childhood Special Education (ECSE); Early Intervention (EI); Teacher Preparation; Special Education (SE); Elementary Education; etc.

Methodology: Data Collection Process

Inclusion Criteria	Exclusion Criteria
Undergraduate level (BA/BS)	<ul style="list-style-type: none">● Community colleges/associate level Programs● Undergraduate minors (unless leading to credentialing)● Director programs● Administrative programs
Graduate level (Cert., MA/MS, PhD, EdS)	
Resulting in working with target population (early childhood ages based on state licensure)	
Resulting in teacher licensure (i.e., no degree programs, alternate route programs)	



Variables of Interest

- Total Number of IHEs
- Total Number of Programs
- Programs by “Program Type”
 - EI/ECSE, Special Ed, Dual, Blended
- Programs by Level of Degree
 - Bachelor’s, Master’s, Advanced Certificate, etc.
- Alternate Routes to Certification
- Category and Age Bands of Credentialing
- Carnegie Classification
- Program Contact Information
- Course Content
 - Disability, Inclusion, Diversity & Practicum Information

Methodology: Reliability Process

All data collectors submitted completed programs weekly.

20% of all programs submitted each week were coded independently by a trained graduate assistant.

Percent agreement was calculated for:

- Individual Program
- Each Data Collector
- Overall Agreement (across programs/data collectors)

Weekly meetings were held to address all discrepancies.

Reliability was also completed for each state to check for the number of programs found.



Full Dataset: Inter-Rater Reliability

Round (Date)	Percent Agreement (%)	Round (Date)	Percent Agreement (%)
Round 1 (8/25/22)	94.03	Round 8 (10/13/22)	93.77
Round 2 (9/1/22)	93.52	Round 9 (10/20/22)	90.79
Round 3 (9/8/22)	94.47	Round 10 (10/27/22)	91.71
Round 4 (9/15/22)	93.58	Round 11 (11/3/22)	90.64
Round 5 (9/22/22)	93.96	Round 12 (11/10/22)	93
Round 6 (9/29/22)	92.10	Round 13 (11/17/22)	96.31
Round 7 (10/06/22)	94.5		



Methodology: Course Content Analysis

1. All ECSE and Blended undergraduate and graduate programs were copied into a new document from the National Inventory for course content analysis
2. Coding Rubrics were developed by the research team for three content areas:
 - Disability, Inclusion, and Diversity
3. Programs were divided amongst the research team, and the department code, title, and description of each course was coded:
 - Disability, Inclusion, Diversity, and Practicum Credits/Setting
4. Weekly reliability was completed for 20% of all programs coded

Disability Rubric

	For Students <u>With</u> and Without Disabilities			For Students with Disabilities	
	1	2 (Ages 0-8)	3	4 (Ages 0-8)	5
Criteria	Course dept. code, title, and/or description does not mention disabilities.	Course dept. code, title, and/or description includes young children (ages 0 to 8) with disabilities and without (i.e., 'typically developing,' 'for students with and without disabilities').	Course dept. code, title, and/or description includes children with disabilities and without (i.e., 'typically developing,' 'for students with and without disabilities') but does not specify an age range or the age range goes beyond 0 to 8.	Course dept. code, title, and/or description includes young children (ages 0 to 8) with disabilities.	Course dept. code, title, and/or description includes children with disabilities but does not specify an age range or the age range goes beyond 0 to 8.



Inclusion Rubric

	a.	b.	c.	d.
Criteria	Course dept. code, title, and/or description states inclusive teaching, strategies, learning, for children with and without disabilities (or with disabilities) . *No fieldwork, practicum or related experience.	Course dept. code, title, and/or description states inclusive practicum placement, clinical experience, internship for children with and without disabilities (or with disabilities) .	Course dept. code, title, and/or description of inclusive teaching/strategies/etc. (a) WITH inclusive practicum/fieldwork/observation (b) .	No mention of inclusion or related terms.



Diversity Rubric

Code	Diversity Term	Examples
Diversity	Language	English language learners, bilingual education, and linguistic diversity
	Culture	Culture, cultural diversity, cultural experiences, and sociocultural
	Ethnicity	Ethnicities, ethnic backgrounds, and Native American
	Race	n/a
	Religion	Christianity, bible, and religious studies
	Diverse students, families, populations	n/a
	Gender	Gender and gender identity
	Other	Age, sexual orientation, disability (in the context of the breadth of diversity), class, inequity in education, inequities, inequitable services, inequalities in education practices, geographic, equity, equitable practices, social justice, anti-racist curriculum, and socioeconomic status
No mention of diversity	No language referencing diversity, race, culture, religion, ethnicity, etc. Note, "diverse learners," "diverse classroom," and "diverse settings" were considered outside the scope of this category.	



ECSE Data: Inter-Rater Reliability

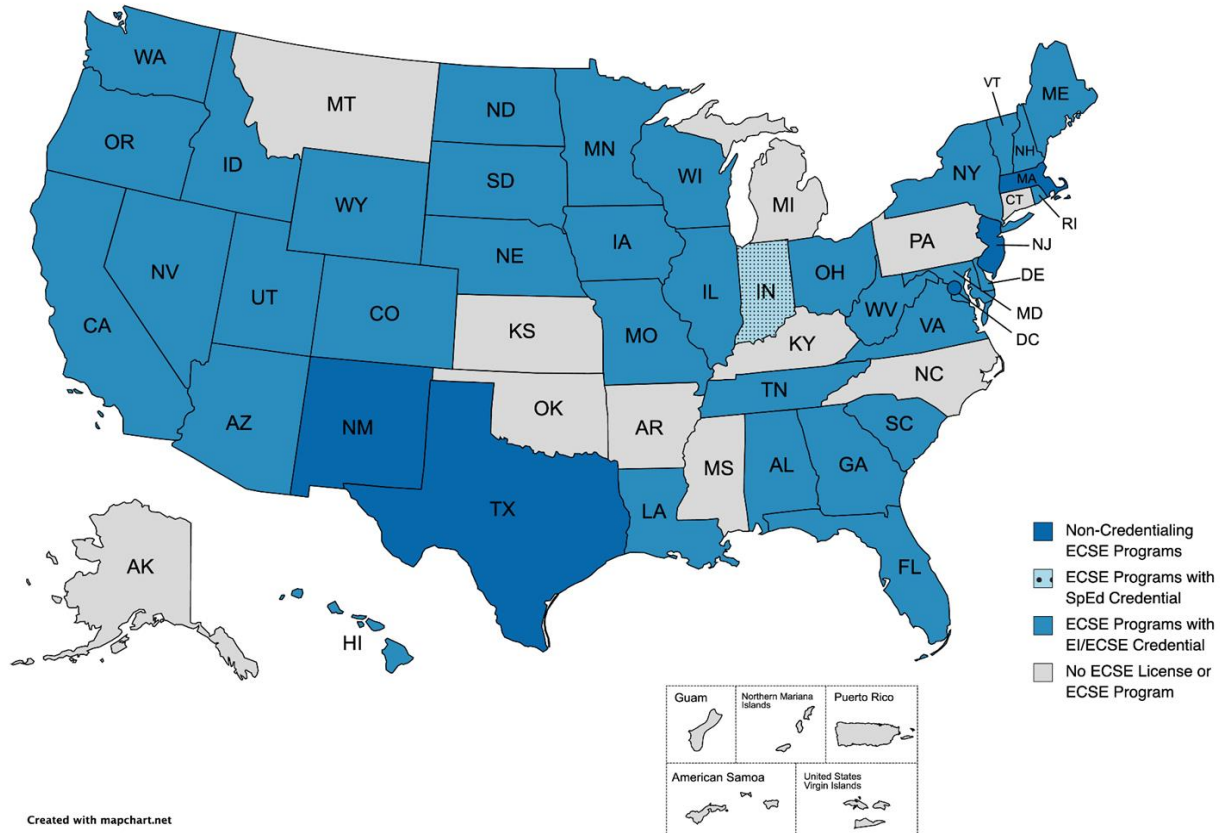
Round (Date)	Percent Agreement (%)
Round 1 (6/5/23)	89.99
Round 2 (7/3/23)	94.18
Round 3 (7/6/23)	94.69
Round 4 (7/10/23)	93.71



ECSE Programs

Figure 1

States with EI/ECSE Programs and Respective Credentialing



Early Childhood Personnel Center

www.ecpcta.org

ECSE Data

Table 1

Number of States, IHEs, and EI/ECSE Programs

Variables	<i>N</i>
States	40
Institutes of Higher Education	168
Programs	336



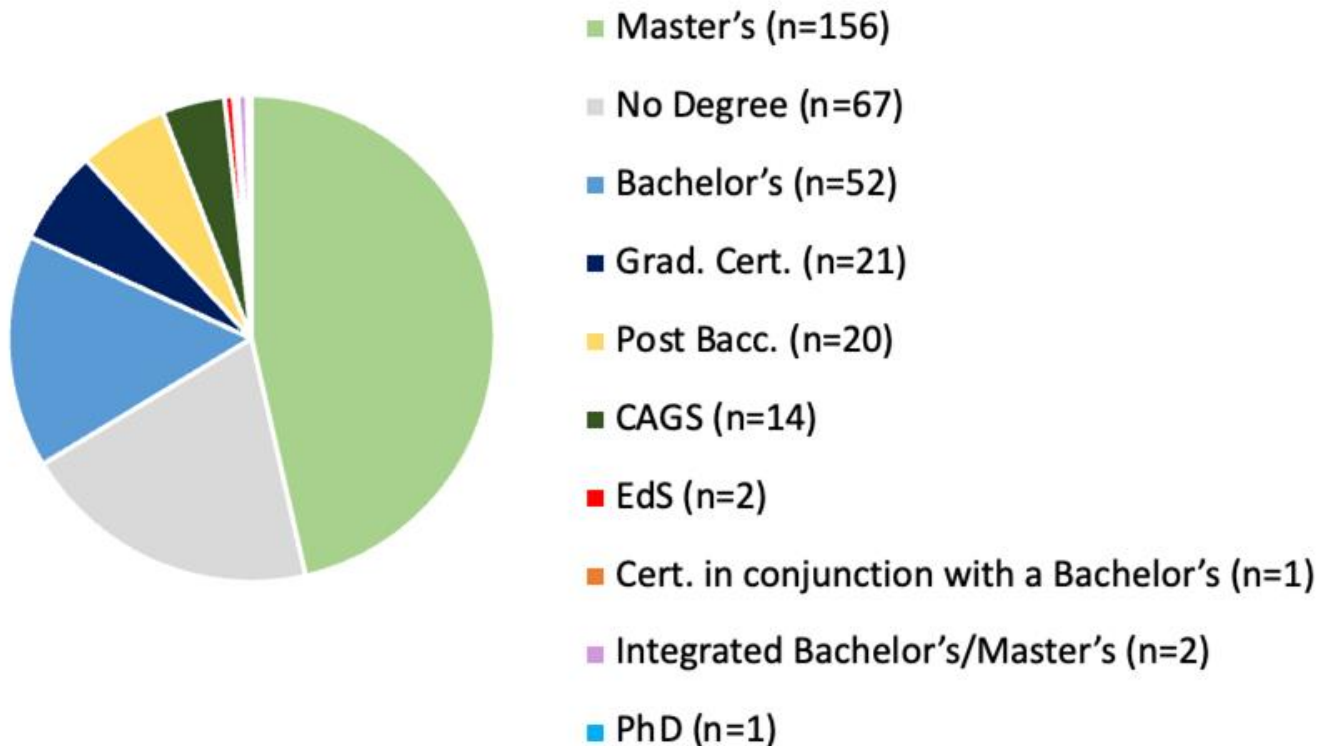
Early Childhood Personnel Center

www.ecpcta.org

ECSE Data

Figure 2

Number of Programs per Level of Degree Across States (n=336)



ECSE Data

Table 2

Average Percent of Coursework with Diversity terms

Course Type (Number of Programs)	%
Not an Elective (325) ^a	22
Either/Or (126)	15
Elective (29)	20

Note. This table summarizes percentages for not an elective ($n=4,028$), either/or ($n=740$) and elective ($n=156$) coursework across programs. A total of 6 programs did not have courses and were not included in this table.

^a Five courses did not have “not an elective” type coursework.

ECSE Data

Table 3

Average Percent of Coursework Mentioning Disability

Course Type (Number of Programs)	Average Percent of Coursework with Disability Terms				
	No Disability	With and Without Disabilities 0 to 8	With and Without Disabilities	Disabilities 0 to 8	Disabilities
Not an Elective (325) ^a	27.59	8.34	3.45	31.15	29.48
Either/Or (126)	43.03	3.98	2.49	27.36	23.13
Elective (29)	30.96	12.55	8.99	19.97	27.53

Note. This table summarizes percentages for not an elective ($n=4,028$), either/or ($n=740$) and elective ($n=156$) coursework across programs. A total of 6 programs did not have courses and were not included in this table.

^a Five courses did not have “not an elective” type coursework.



ECSE Data

Table 4

Average Percent of Coursework with Inclusion Terms

Course Type (Number of Programs)	Average Percent of Coursework with Inclusion Terms			
	Inclusion in Lecture	Inclusion with Field Experience	Inclusion in Lecture with Field Experience	No Mention of Inclusion
Not an Elective (325) ^a	12.67	0.33	3.33	83.67
Either/Or (126)	5.04	1.97	3.08	89.91
Elective (29)	13.86	0.00	4.08	82.05

Note. This table summarizes percentages for not an elective ($n=4,028$), either/or ($n=740$) and elective ($n=156$) coursework across programs. A total of 6 programs did not have courses and were not included in this table.

^a Five courses did not have “not an elective” type coursework.

ECSE Data

Table 5

Average Percent of Practicum Courses per Program by Setting

Course Type (Number of Programs)	Average Percent of Practicum Courses per Program by Setting						
	Not Enough Info.	Spec. Ed.	Gen Ed.	Inclusive	Spec. Ed. Gen. Ed.	Spec. Ed. Inclusive	Spec. Ed. Gen. Ed. Inclusive
Not an Elective (269)	71.95	16.36	2.11	7.42	1.79	0.26	0.11
Either/Or (62)	73.34	19.59		1.14		5.93	
Elective (14)							



ECSE Data

Table 6

Average Percent of Embedded Courses per Program by Setting

Course Type (Number of Programs)	Average Percent of Embedded Courses per Program by Setting					
	Not Enough Info.	Spec. Ed.	Gen Ed.	Inclusive	Spec. Ed. Gen. Ed.	Spec. Ed. Inclusive
Not an Elective (269)	92.59	5.08	0.47	1.74	0.07	0.05
Either/Or (62)	89.57	1.02	0.34	9.07		
Elective (14)	36.90	38.10		25.00		

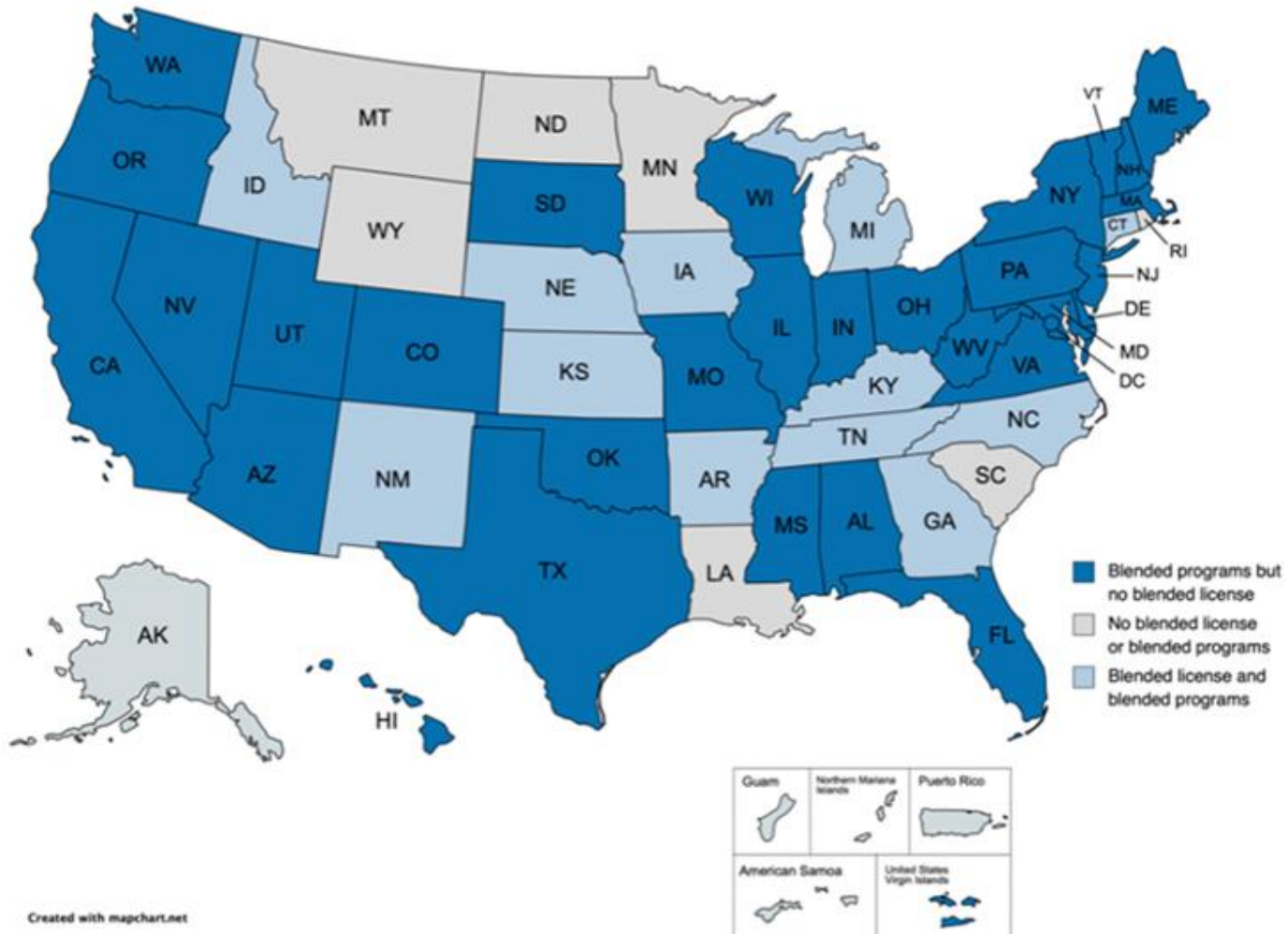


Blended Data: Inter-Rater Reliability

Round (Date)	Percent Agreement (%)
Round 1 (7/18/23)	89.99
Round 2 (8/7/23)	94.18
Round 3 (8/21/23)	94.69
Round 4 (8/25/23)	93.71



Blended Programs



Blended Data

Table 1

Number of States, IHEs, and Blended Programs

Variables	<i>N</i>
States	44
Institutes of Higher Education	249
Programs	485



Early Childhood Personnel Center

www.ecpcta.org

Blended Data

Table 2

Number of Programs per Level of Degree

Level of Degree	Number of Programs (n=485)
Bachelor's	247
Master's	151
No Degree	41
Grad. Cert.	20
Integrated Bachelor's/Master's	9
Post Bacc.	9
CAGS	5
EdS	2
Cert. in conjunction with a Bachelor's	1



Early Childhood Personnel Center

www.ecpcta.org

Questions?

Contact Information

PI: Mary Beth Bruder, PhD

bruder@uchc.edu



Early Childhood Personnel Center

www.ecpcta.org