Initial Summary of Part B Personnel & CSPD Data for the Mountain Plains Regional Resource Center

MPRRC Part B, 619 Coordinators Meeting
August 19, 2014

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Topics

1. Early Childhood Personnel Center
   Task 1 & 2 Findings

2. Strategies to Address Recruitment & Retention

3. Role of 619 Coordinator in personnel development
Western Region – University of Oregon

Mid-Western Region - University of Kansas

South and Mid-Atlantic Region – Florida State University

Northeast Region – University of Connecticut
General Technical Assistance – Learning opportunities for a variety of stakeholders on topics related to personnel development

Targeted Technical Assistance - Supporting state agencies and IHEs with alignment of preservice and inservice and aligning personnel standards to national professional organization standards, state early childhood standards, and state competencies and certification/licensure standards

Intensive Technical Assistance – Supporting states in the development and implementation of an integrated comprehensive system of personnel development.
State Specific Requirements

Resources

www.ecpcta.org
http://ectacenter.org/
System Framework: Process and Partners

- **Iterative validation process**: the framework is being developed through an iterative process among national and state experts in the field.

- **Partner states**: the framework is being developed iteratively with 6 states (DE, ID, MN, NJ, PA, WV), so that it reflects (and is applicable to) the diversity of state systems (e.g. Lead Agency, eligibility criteria).

- **Technical Work Group (TWG)**: the Center has a technical work group (TWG) with experts in the field to advise the Center by providing early input on the elements, and later review and give input on drafts, as well as contribute resources available to support states on various elements.
System Framework

• **Products:**
  - components and subcomponents of an effective service delivery system (e.g. governance, finance, personnel)
  - quality indicators scaled to measure the extent to which a component is in place and of high quality
  - corresponding self-assessment for states to self-assess (and plan for improvement)
  - with resources related to the components of the system framework
Purpose of ECTA System Framework

What does a state need to put into place in order to encourage, support, require local implementation of effective practices?

ECTA System Framework

- Governance
- Quality Standards
- Accountability & Quality Improvement
- Finance
- Personnel/Workforce
- Data Systems

Implementation of effective practices

result

Good outcomes for children with disabilities and their families
Governance:
Vision, Mission, Purpose
Legal Foundations
Administrative Structures
Leadership and Performance Management

Finance:
Finance Planning Process/Forecasting
Fiscal Data
Procurement
Resource Allocation, Use of Funds and Disbursement
Monitoring and Accountability of Funds and Resources

Personnel/Workforce:
Leadership, Coordination & Sustainability Structures
Personnel Standards
Preservice & Inservice Professional Development
Recruitment and Retention Evaluation

Data System:
Purpose & Vision
Data Governance & Management
Stakeholder Engagement
System Design/Development
Data Use
Sustainability

Quality Standards:
Child Level Standards
Program Standards

Accountability & Quality Improvement:
Planning for Accountability & Improvement
Collecting & Analyzing Performance Data
Using Results for Continuous Improvement
Personnel / Workforce

Leadership
Inservice
TA
Evaluation
Personnel Standards
Preservice
Retention Recruitment
ECPC Knowledge Generation

Task I: Status of Licensure / Certification Requirements
  • Web-Search to understand requirements for Part C & B 619
  • 14 Disciplines across 50 states and territories

Task 2: States’ Perspective of our CSPD Framework
  • Part B 619 and Part C Coordinators and/or PD Providers Interviews
  • Common perceptions, practices, and innovative initiatives
  • Barriers and facilitators to CSPD Implementation
Task I: Web Search Licensure Requirements

Disciplines

ECSE
ECE
OT
PT
SLP
Audiologist
RN
Registered Dietitian
Social Worker

Family Therapist
Clinical Psychologist
School Psychologist
Vision Specialist
Deaf / HI Specialist
O & M (Orientation & Mobility Specialist)
BCBA (Board Certified Behavior Analyst)
Infant Mental Health Specialist

From All 50 States & Territories
http://www.ecpcta.org/personnel_standards/

Select Which State(s) to Search.

If you don't have a preference, select “Any State”.
Once you've made your selections, click "Continue"
<table>
<thead>
<tr>
<th>State</th>
<th>Discipline</th>
<th>State Department</th>
<th>License/Certificate</th>
</tr>
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<tr>
<td>Colorado</td>
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<td>Department of Regulatory Agencies, Division of Professions and Occupations, Office of Occupational Therapist Registration</td>
<td>Occupational Therapy Registration</td>
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<td>Occupational</td>
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</tr>
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<td>Occupational</td>
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## Related Service Providers (OT, PT, SLP)

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<th>State</th>
<th>Age Range</th>
<th>National Exam</th>
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<td>X</td>
</tr>
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<td>Birth to Death</td>
<td>X</td>
</tr>
<tr>
<td>MT</td>
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<td>X</td>
</tr>
<tr>
<td>NE</td>
<td>Birth to Death</td>
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<tr>
<td>SD</td>
<td>Birth to Death</td>
<td>X</td>
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<tr>
<td>UT</td>
<td>Birth to Death</td>
<td>X</td>
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# OT Requirements

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<tr>
<td><strong>Min Degree</strong></td>
<td>Masters</td>
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<td>Masters</td>
<td>Masters</td>
<td>Masters</td>
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<th>WY</th>
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<tbody>
<tr>
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<td>Graduate*</td>
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<td><strong>University Programs</strong></td>
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* Must be a graduate from an accredited OT program
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<td>Graduate*</td>
<td>Masters</td>
<td>Masters</td>
<td>Masters</td>
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<tbody>
<tr>
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<td>Graduate*</td>
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<td>Masters</td>
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<tr>
<td>University Programs</td>
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* Must be a graduate from an accredited PT program
# SLP Requirements

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<td>Masters</td>
<td>Masters</td>
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<tr>
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<td>Masters</td>
<td>Masters</td>
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<td>University Programs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
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</table>
Summary: OT, PT, SLP

• National Professional Organization Exam
• State Board Licenses
• Birth to Death
• 0 – 4 University Programs per state
## ECSE / ECE

<table>
<thead>
<tr>
<th>State</th>
<th>Name of Certificate or License</th>
<th>Age Range</th>
<th>University Programs</th>
</tr>
</thead>
</table>
| AZ    | • Early Childhood Special Education  
       • Early Childhood Education | B – age 5  
       B – age 8 | 2  
       4 |
| CO    | • Early Childhood Special Education  
       • Early Childhood Education | B – age 8  
       B – age 8 | 3  
       7 |
| KS    | • Early Childhood Unified (Blended) | B – 3rd grade  
       B – K | 9 |
| MT    | • Special Education Endorsement*  
       Added on (minor in SPED) | P – 12th grade | 7 |
| NE    | • Early Childhood Inclusive (Blended)  
       • Preschool Disabilities  
       • ECSE Endorsement* | B – K  
       B – 3rd grade  
       B - K | 7 |

* = other degree combinations may count (ex. ECE + Gen SPED)
<table>
<thead>
<tr>
<th>State</th>
<th>Name of Certificate or License</th>
<th>Age Range</th>
<th>University Programs</th>
</tr>
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<tr>
<td>NM</td>
<td>• Early Childhood</td>
<td>B – 3rd grade&lt;br&gt;PK – 12th grade</td>
<td>8 5</td>
</tr>
<tr>
<td></td>
<td>• Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ND</td>
<td>• Early Childhood Endorsement</td>
<td>B – 3rd grade</td>
<td>3 2</td>
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<tr>
<td></td>
<td>• Early Childhood Special Education</td>
<td>B – 3rd grade</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>• B- Preschool Special Ed. Endorsement*</td>
<td>B – age 8</td>
<td>1</td>
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<tr>
<td></td>
<td>(18 Hours of coursework added on)</td>
<td>B – Preschool</td>
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<tr>
<td></td>
<td>• B-Preschool Ed. Endorsement* OR EC Regular Education (added on to Elem)</td>
<td>B – Preschool</td>
<td></td>
</tr>
<tr>
<td>UT</td>
<td>• Preschool Special Education</td>
<td>B – age 5</td>
<td>2 3</td>
</tr>
<tr>
<td></td>
<td>• Elementary Education + Early Childhood area of concentration</td>
<td>B – 3rd grade</td>
<td></td>
</tr>
<tr>
<td>WY</td>
<td>• Early Childhood / Special Education</td>
<td>B – age 5</td>
<td>3 5</td>
</tr>
<tr>
<td></td>
<td>• Early Childhood</td>
<td>B – age 8</td>
<td></td>
</tr>
</tbody>
</table>

* = degree combinations (ex. ECE + Gen SPED) or add-on endorsements may count
Limited Consistency . . .

- Education License
  - EC
  - ECSE
  - Elem
  - SPED
  - Endorsement (added on)
- Degree: Minor in SPED to Bachelor’s
- Age Range: B - 5 to P - 12\textsuperscript{th} grade
- 1 to 9 University Programs per state
ECPC Knowledge Generation

Task I: Status of Licensure / Certification Requirements
- Web-Search to understand requirements for Part C & B 619
- 14 Disciplines across 50 states and territories

Task 2: States’ Perspective of our CSPD Framework
- Part B 619 and Part C Coordinators and/or PD Providers Interviews
- Common perceptions, practices, and innovative initiatives
- Barriers and facilitators to CSPD Implementation
# MPRRC: Part B, 619 CSPD Components

<table>
<thead>
<tr>
<th>CSPD Components</th>
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<tr>
<td>Ongoing Needs Assessment</td>
<td>5 states</td>
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<tr>
<td>Appropriate Licensure or Certification</td>
<td>4 states</td>
</tr>
<tr>
<td>IHE Programs to provide Pre-service Training</td>
<td>6 states</td>
</tr>
<tr>
<td>Ongoing, Systematic and Effective PD In-service Opportunities</td>
<td>7 states</td>
</tr>
<tr>
<td>Evaluation of System</td>
<td>5 states</td>
</tr>
<tr>
<td>Data System for Personnel</td>
<td>5 states</td>
</tr>
<tr>
<td>TA Availability</td>
<td>9 states</td>
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<tr>
<td>Dissemination of EBP</td>
<td>8 states</td>
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### Results Across 47 States

<table>
<thead>
<tr>
<th>Part B 619 or Part C</th>
<th>Count</th>
<th>CSPD Components</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Ongoing Needs Assessment</td>
</tr>
<tr>
<td>Part B 619 (47 states)</td>
<td>Total Y</td>
<td>15 (32%)</td>
</tr>
<tr>
<td>Part C (46 states)</td>
<td>Total Y</td>
<td>24 (52%)</td>
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</tbody>
</table>

- **Ongoing Needs Assessment**: 32%
- **Evaluation**: 34%
Common Themes

- Recruitment & Retention
- Licensure / Certification Requirements
- Funding
- E-learning
- Systematic & Ongoing PD
Recruitment and Retention of Personnel

• Are you attracting and hiring personnel in a variety of roles and disciplines?
• Are you able to keep them?
• How long are you able to keep them?
• Does your state have any data and a plan?
• What kinds of strategies are being employed and are they working?
National Centers Funded by OSEP

• **Center on Personnel Studies in Special Education** (COPSSE)
  The formerly funded OSEP project provides Research Syntheses and Policy Briefs regarding supply and demand and teacher retention and attrition.

• **National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities** (Personnel Improvement Center)
  The formerly funded OSEP Center located at NASDSE focused on state capacity to recruit, prepare and retain diverse highly qualified special educators, early intervention and related service providers.
National Centers Funded by OSEP

• National Center To Inform Policy And Practice In Special Education Professional Development (NCIPP) formerly funded by OSEP to focus on induction and mentoring

• Early Childhood Personnel Center (ECPC) serves as a national resource on the professional development of personnel providing early intervention to infants, toddlers, and preschool children with disabilities and their families.
Personnel Recruitment and Retention

**Recruitment Strategies**
- alternative routes to certification
- opportunities for advancement through a variety of processes such as articulation between two and four year institutions of higher education and access to career pathways/ladders
- certification, licensure, credential and endorsement reciprocity agreements between states and institutions of higher education
- designing and/or participating in online recruitment systems

**Retention Strategies**
- ongoing support to implement effective and evidence-based practices such as coaching.
- induction strategies, such as improving administrative supports and using a variety of mentoring models to support and retain personnel
- surveys or focus groups to gain input and better understand personnel perceptions of workplace conditions.
Personnel Recruitment and Retention

Recruitment and Retention Strategies

• opportunities for advancement through a variety of processes such as articulation between two and four year institutions of higher education and access to career pathways/ladders.
• incentives and recognition strategies such as financial compensation, scholarships, loan reimbursement and/or tuition reimbursement to improve access to preservice and inservice professional development.
• Surveys or focus groups to gain input and better understand personnel perceptions of workplace conditions.
Recruitment & Retention Strategies in Kansas

Kansas Education Employment Board (KEEB) Free teacher recruitment service

www.kansasteachingjobs.com

Higher Education Program Agreements

• Valdosta (DHH)
• Texas Tech (VI)
<table>
<thead>
<tr>
<th>Discipline</th>
<th>State Department</th>
<th>Degree Level Requirement</th>
<th>Programs in Kansas</th>
<th>National Requirements</th>
<th>Exam</th>
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<tr>
<td>Early Childhood &amp; Early Childhood Special Educator</td>
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<td>Doctorate</td>
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Role of 619 Coordinator in PD

Discussion

All states are different . . .

1. What has your role been in ongoing professional development in your state?

2. Share current or recent Part B, 619 professional development initiatives in your state.
ECPC Mid-Western Region

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The Early Childhood Personnel Center is a project of the University of Connecticut funded through cooperative agreement (# H325B120004) from the Office of Special Education Programs, U.S. Department of Education, with subcontracts with Florida State University, University of Kansas, and University of Oregon.