



Early Childhood Personnel Center

National Landscape of Early Childhood
Personnel Standards for Professionals Serving
Infants and Young Children with Disabilities
and Their Families under 619 and Part C of
the Individuals with Disabilities Education Act
(IDEA)



Data Report 1



The contents of this report were developed under a grant from the US Department of Education, #H325B120004. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Dawn Ellis, Ph.D.



Table of Contents

INTRODUCTION	1
PURPOSE OF THE REPORT	1
METHODOLOGY	2
Sample.....	2
Data Collection	4
Discipline	4
Variables.....	5
Methods	5
Reliability.....	5
Data Analysis.....	5
RESULTS.....	8
Introductory Information	9
Name of Licensure/Certification	9
Under Which Department.....	11
Type of Licensure/Certification.....	12
Age range	14
State Licensure/Certification Qualifications	18
Degree Level Requirement.....	19
Specific State-level Curriculum/Coursework.....	22
Specific State-level Field or Clinical Work	25
Licensure Dependent on an Exam	27
Additional Requirements	30
Additional Requirements Specific to Part C.....	31
Additional Requirements Specific for Working in Public Schools.....	33
Alternative Methods and Provisional License/Certificates	36
Alternative Methods	37
Provisional Licenses/Certificates	39

DISCUSSION..... 42
 Limitations..... 44
CONCLUSION..... 44
REFERENCES 44

List of Tables

1. Definitions of the 12 variables included in the final data analysis..... 7
2. Number of licensure/certification by type of licensure/certification and discipline..... 14
3a. Number of licensure/certification by specific age range and education related
 discipline 15
3b. Number of licensure/certification by specific age range and related service
 provider discipline..... 18
4. Number of licensure/certification by minimum degree required and
 discipline 21
5. Number of licensure/certification with /without specific state level
 curriculum/coursework by discipline 24
6. Number of licensure/certification with/ without specific state level field or
 clinical work requirements by discipline 27
7. Number of licensure/certification with/without specific state level examination
 requirements by discipline 30
8. Number of licensures/certifications with/without specific state level
 requirements for Part C by discipline 33
9. Number of licensure/certification with/without additional requirements for work
 in public school by discipline..... 36
10a. Number of licensure/certification with/without alternative methods of
 licensure/certification by discipline 39
10b. Number of licensure/certification with/without provisional licenses/certificates
 by discipline..... 42

List of Figures

1.	Regional state assignments for data collection	3
2.	Number of licensure/certification by discipline across all 50 states and the District of Columbia	9
3.	Percent of licensure/certification by type of licensure/certification and discipline	13
4.	Number of licensure/certification by minimum degree required	19
5.	Percent of licensure/certification by minimum degree required and discipline	20
6.	Percent of all licensure/certification with/ without specific state-level curriculum/coursework requirements	22
7.	Percent of licensure/certification with/ without specific state level curriculum/coursework requirements by discipline	23
8.	Percent of all licensure/certification with/ without specific state level field or clinical work requirements.....	25
9.	Percent of licensure/certification with/ without specific state level field or clinical work requirements by discipline.....	26
10.	Number of licensure/certification offered across discipline had at least one exam for the credential.....	28
11.	Percent of licensure/certification with/without specific state level examination requirements by discipline	29
12.	Percent of all licensure/certification with/without specific state level requirements for Part C	31
13.	Percent of licensure/certification with/without specific state level requirements for Part C by discipline for Part C by discipline.....	32
14.	Percent of all licensure/certification with/without additional requirements for work in public school.....	34
15.	Percent of licensure/certification with/without additional requirements for work in public school by discipline.....	35

16. Percent of all licensure/certification with/without alternative methods of licensure/certification	37
17. Percent of licensure/certification with/without alternative methods of licensure/certification by discipline	38
18. Percent of all licensure/certification with/without provisional licenses/certificates.....	40
19. Percent of licensure/certification with/without provisional licenses/certificates by discipline.....	41



INTRODUCTION

The Early Childhood Personnel Center (ECPC) is a national technical assistance center that was funded by the U.S. Department of Education, Office of Special Education Programs as a five-year project beginning in January 2013. The Center is housed at University of Connecticut Center for Excellence in Development Disabilities and has three regional partners: Florida State University, the University of Kansas and the University of Oregon.

The ECPC has multiple objectives: (1) serve as a national resource on personnel standards, competencies, and recommended practices; (2) assist states in aligning personnel standards to national professional organization standards for personnel who serve children with disabilities and their families, integrating those standards with standards for early childhood personnel of all children, and state competencies, certification or licensure requirements; (3) assist state agencies and Institutes of Higher Education (IHEs) in partnering to align pre-service and in-service training for personnel serving children with disabilities and their families; and (4) assist states to integrate early childhood professional development systems to ensure that the Individuals with Disabilities Education Act (IDEA), Part C and 619 programs and personnel in each state are included in professional development initiatives.

PURPOSE OF THE REPORT

One critical component of the ECPC activities is *Knowledge Generation*. In particular, the center is charged to:

- (1) Generate new knowledge and useful resources for early childhood personnel serving children with disabilities and their families.
- (2) Identify and document the current status of each state in regard to:
 - (a) The state's IDEA Part C and Part B preschool personnel standards and competencies, as well as certification or licensure requirements;
 - (b) How IDEA Part C and Part B preschool programs in the state and personnel working in the programs are integrated into the state's early childhood professional development systems and initiatives; and
 - (c) The state's efforts to develop personnel standards and competencies for serving infants, toddlers, and preschool children with disabilities for personnel working in early childhood programs other than IDEA Part C and Part B preschool programs (e.g., Early Head Start, Head Start, Child Care).

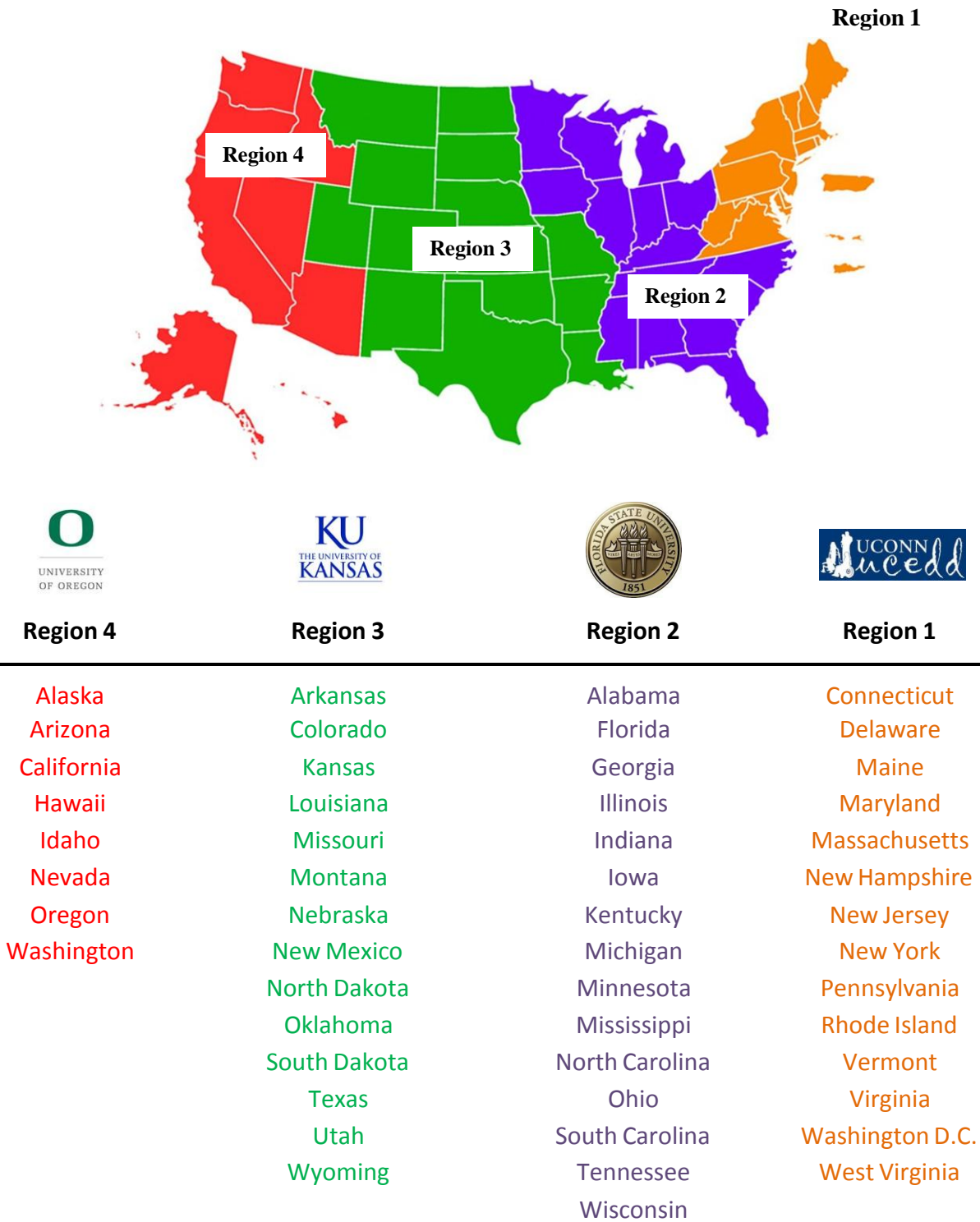
This report summarizes objective 2(a), the collection of state data on licensure or certification requirements including current personnel standards and competencies for those professionals providing services in states' IDEA Part C and Part B 619 programs.

METHODOLOGY

Sample

Data pertaining to state licensure/certification requirements for professionals providing services to children age birth to 5 years and their families under Part C and 619 of the IDEA were collected across all 50 states, the District of Columbia, and the seven territories including American Samoa, Guam, Marianna Islands, Marshal Palou, Micronesia, Puerto Rico, and the Virgin Islands. The final data set excludes the seven territories, as information was not readily available. Therefore, this report summarizes data from the 50 states and the District of Columbia. The collection of state data was distributed across the four ECPC regional sites as depicted in Figure 1.

Figure 1. Regional state assignments for data collection



Data Collection

Discipline. Initially data was collected on 24 professional disciplines. These included: (1) audiologist; (2) board certified behavior analyst; (3) board certified assistant behavior analyst; (4) deaf and hard of hearing specialist; (5) early childhood educator; (6) early childhood special educator; (7) early childhood special education paraprofessional; (8) family therapist; (9) infant mental health specialist; (10) nurse (registered); (11) occupational therapist; (12) occupational therapy assistant; (13) orientation and mobility specialist; (14) other paraprofessional; (15) physical therapist; (16) physical therapy assistant; (17) psychologist; (18) registered dietitian; (19) school psychologist; (20) service coordinator; (21) social worker; (22) speech and language pathologist; (23) speech and language pathology assistant; and (24) vision specialist. While gathering state level information, three disciplines (orientation and mobility, board certified behavior analyst, registered dietitian) were excluded because national personnel standards established by their professional organizations exist. The categories of infant mental health specialist and service coordinator were also excluded because so few states have specific licensure requirements for these disciplines. Additionally, the six paraprofessional disciplines (board certified behavior analyst assistant, early childhood special education paraprofessional, occupational therapy assistant, other paraprofessional, physical therapy assistant, and speech and language pathology assistant) were excluded because another national initiative (National Center on Child Care Professional Development Systems and Workforce Initiatives) is currently collecting information regarding paraprofessional preparation and licensure. As a result, data were collected for the following 13 disciplines:

- (1) Audiologist;
- (2) Deaf and hard of hearing specialist;
- (3) Early childhood educator;
- (4) Early childhood special educator;
- (5) Family therapist;
- (6) Nurse (registered);
- (7) Occupational therapist;
- (8) Physical therapist;
- (9) Psychologist;
- (10) School psychologist;
- (11) Social worker;
- (12) Speech language pathologist; and
- (13) Vision specialist.

Variables. Data were collected on 22 variables that ranged from the name of the state authority granting the professional licensure/certification, the name of the license/certificate, to specific education and experience criteria defined by the personnel standards (e.g., curriculum requirements, field work requirements). Please see Appendix A which provides a list of all variables with accompanying definitions.

Methods. A two-step procedure was implemented for data collection and verification. First, an examination of state licensure/certification data from publicly available Internet-based sources (e.g., state department, Part C, and 619 program websites) was conducted. An online database entry form was used to record information (shown in Appendix B). A drop-down menu was associated with each variable on which data was received and a corresponding comment section was provided for data collectors to record specific information. Next, telephone interviews were conducted with Part C and 619 state coordinators using a semi-structured protocol (see Appendix C) to verify information collected on state personnel standards. Any discrepancies between information gathered through internet searches and that received in telephone interviews were resolved by data collectors by additional data searches. When substantiated (supported by publically available documentation at the state level), revisions to the online database were made.

Reliability. Inter-rater reliability was calculated on the coding of data related to states' licensure/certification requirements within state personnel standards for 17 out of 22 variables. The five variables regarding demographic data (i.e., state, discipline, number and names of institutes of higher education, and state-level discipline website) were omitted from this analysis. A trained independent rater coded data for 25% of states (9 of 36) from Region 1 (3 of 14; 21.4%), Region 3 (3 of 14; 21.4%), and Region 4 (3 of 8; 38%). Point-by-point agreement (Salvia & Ysseldyke, 2012) was used to calculate inter-rater reliability in these Regions. At least 80% agreement was achieved for Region 1, 3, and 4 across variables. Inter-rater reliability was also calculated for all data collected in states in Region 2 (n=15) using consensus agreement.

Data Analysis

Across the four regions, data of the 17 variables on which inter-rater reliability information had been gathered were compiled into a single online database. Of these 17 variables, five (i.e., *national organization requirements/standards used as part of licensure requirements; unique state requirements/regulations/standards used as part of licensure requirements; post-academic clinical requirements; competency-based standards; and reciprocity*) were further excluded from the final analysis for the following two reasons: (a) insufficient information from

publically available sources; and (b) inability to establish inter-rater reliability (i.e., consensus agreement was used instead for one region). Additionally, for data clarification the two variables “provisional/temporary licensure” and “alternative and/or emergency licensure options” were regrouped into provisional licenses/certificates and *alternative methods*. The 12 variables included in the final data analysis were (see Table 1 for their definitions):

- (1) Name of licensure/certification
- (2) Under which state department
- (3) Type of licensure/ certification
- (4) Age range
- (5) Degree level requirement
- (6) Specific state-level curriculum/coursework
- (7) Specific state-level field or clinical work
- (8) Licensure dependent on an exam
- (9) Additional requirements specific to Part C
- (10) Additional requirements specific for working in public schools
- (11) Alternative methods
- (12) Provisional licenses/certificates

Descriptive statistics were computed using SPSS Version 20. These data were then analyzed to identify themes and patterns within and between disciplines and states.

Table 1*Definitions of the 12 variables included in the final data analysis*

Variable	Definition
Name of licensure/certification	The title or name associated with this licensure entry retrieved from the state website and/or statute.
Under which state department?	The state level department and/or board that serves as the granting entity for the licensure in question.
Type of licensure/certification	A credential awarded by a state or similar jurisdiction to individuals who have completed state-established, minimum requirements such as approved programs of preparation and specialized examinations.
Age range	The age range for which a licensee is allowed to provide services for (e.g., birth to death; Kindergarten to third grade).
Degree level requirement	The minimum degree required to obtain a license/certificate for a discipline in a state.
Specific state-level curriculum/coursework	Specified curriculum and or coursework (e.g., named courses, specified number of credit hours, curricular areas) required at the state level for licensure in a discipline.
Specific state-level field or clinical work	Specified field or clinical requirements (e.g., specified number of hours, populations, age ranges, experiences) required at the state level for licensure in a discipline
Licensure dependent on an exam	State or nationally specified examination and passing score required for licensure.
Additional requirements specific to Part C	Requirements and/or parameters required in addition to the licensure/certification in question for the licensee to work in IDEA Part C.
Additional requirements specific for working in public schools	Requirements and/or parameters required in addition to the licensure/certification in question for the licensee to work in public school settings.

Table 1 (continued)

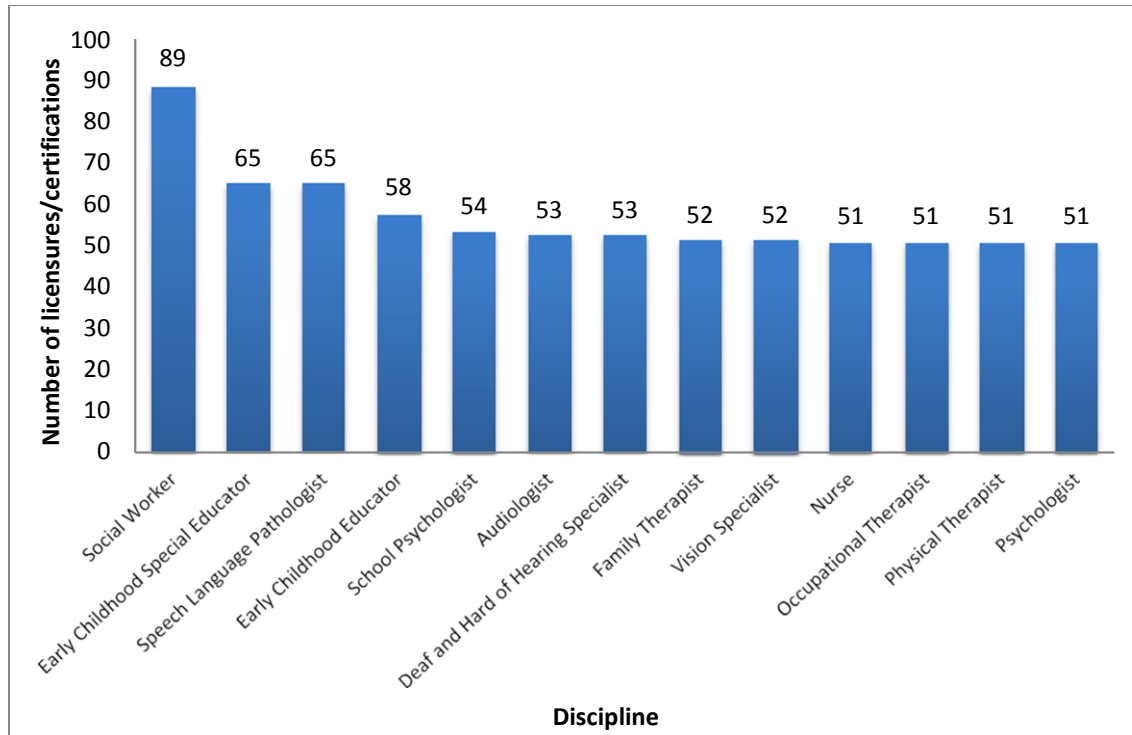
Variable	Definition
Alternative methods	Licensing/certifying options that permits a candidate to practice without having had completed a traditional preparation program (e.g., alternative paths to teaching licensure, such as Teach for America, or demonstration of a passing score on content area test).
Provisional licenses/certificates	Temporary/provisional/emergency licensure/certification that permits licensee/certificant to practice within the discipline after completion of a specified proportion of traditional preparatory requirements (e.g., licensee may be waiting for exam results) or because of the shortage areas in school districts.

RESULTS

In the following sections, the national landscape of early childhood personnel standards for professionals serving infants and young children with disabilities and their families under IDEA Part C and 619 programs are presented collectively and by discipline¹. All data analyzed was categorized under one of the following four general topics: (1) introductory information; (2) state licensure/certification qualifications; (3) additional requirements; and (4) alternative methods and provisional licenses/certificates. In this report the term “related service providers” collectively refers to audiologist, family therapist, nurse (registered), occupational therapist, physical therapist, psychologist, social worker, and speech language pathologist. “Education-related” licensure/certification collectively refers to a license/certificate regarding early childhood educator(ECE), early childhood special educator(ECSE), school psychologist, vision specialist, and deaf and hard of hearing specialist. Among related service providers, with the exception of the disciplines of social worker and speech and language pathologist, only one license/certificate option was identified in each state. Whereas, for education-related licenses/certificates, states often identified more than one license/certificate option (see Figure 2). Finally, the word “jurisdiction” is used interchangeably with the word “state” in reporting results.

¹ State specific licensure/certification requirements in personnel standards by discipline will be provided upon request.

Figure 2. Number of licensures/certifications by discipline across all 50 states and the District of Columbia



Introductory Information

Information on credentials for the 13 disciplines reviewed is summarized below under the categories: name of licensure/certification, under which department, type of licensure/certification, and age range

Name of Licensure/Certification. Information was gathered from official state websites on the exact name of licensures/certifications in each of the 13 disciplines. The names of related service provider licensures/certifications clearly identified the specific discipline and, in general, were fairly consistent across states (i.e., approximately 15 or less different names). For example, twelve different titles were found referring to “occupational therapist”:

- (1) Active occupational therapy license;
- (2) Licensed occupational therapist;
- (3) Licensure-occupational therapist registered;
- (4) Occupational therapist;

- (5) Occupational therapist license;
- (6) Occupational therapist licensure;
- (7) Occupational therapist registration;
- (8) Occupational therapy;
- (9) Occupational therapy license;
- (10) Occupational therapy licensure;
- (11) Occupational therapy registration; and
- (12) Registered occupational therapist.

(For detailed information for other related services provider disciplines, please request Appendix D from ECPC).

The most variability was observed in the names of education-related licensure/certification. Fifty or more titles were documented for most of the education-related licensures/certifications. For example, under “early childhood special educator” (ECSE), titles ranged from *infant toddler family specialist credential, special education preschool certificate, preschool special needs (preK-K,; special education preschool/early childhood endorsement, teacher of children with disabilities 0-5, to preliminary education specialist instruction credential with an early childhood special education specialty*. More complete data on education-related licensure/certification is listed in Appendix D.

Under which Department. Data was collected on the specific state departments or boards to which authority had been granted to issue specific licensure/certification. For education-related licensure/certification, across states, the department of education or comparable state governmental entity (e.g., Department of Elementary and Secondary Education, Department of Public Instruction, Department of Education and Early Development, Teacher Standards Board, and Education Professional Standards Commission) was the most frequently observed authority. The licensure/certification of related service providers was primarily overseen by discipline specific professional boards (e.g., board of occupational therapy, board of physical therapy, board of registration for the healing arts, board of speech language pathology and audiology, board of examiners for psychology, and board of nursing) or the state departments that governed health related services (e.g., Department of Health, Department of Health and Mental Hygiene, and Department of Public Health).

For instance, under “vision specialist” examples of the licensure/certification granting entities were *Bureau of Credentialing, Department of Education; Department of Education and Early Development; Department of Public Instruction; Education Professional Standards Board; Professional Standards Commission; Teacher Standards Board, State Board of Education; Board of Education Examiners; Department of Elementary and Secondary Education; Office of Public Instruction; Public Education Department; Education Standards and Practices Board, Agency of Education; Office of Educator Licensure and Accreditation; Commission of Teacher Credentialing; and Teacher Standards and Practices Commission*. For “family therapist” examples included *Board of Examiners in Marriage and Family; Board of Behavioral Health Examiners; Board of Examiners in Counseling; Behavioral Sciences Regulatory Board; Board of Allied Mental Health; Board of Counseling Professionals Licensure; Board of Licensure for Marriage and Family Therapists; Board of Professional Counselors; Board of Registration of Allied Mental Health and Human Services Professionals; Department of Commerce and Consumer Affairs; Department of Commerce; Community and Economic Development; Department of Financial and Professional Regulation; Department of Health; Department of Licensing and Regulatory Affairs; Department of Public Health; Department of Regulatory Agencies; Department of Safety and Professional Services; Division of Professional Regulation: Mental Health and Chemical Dependency Professionals; Professional Licensing Agency: Behavioral Health and Human Services Licensing Board; Professional Counselors Board of Examiners; Department of Labor and Industry; Department of Health and Human Services; Board of Mental Health Practice; Counseling and Therapy Practice Board; Office of the Professions; Department of Labor, Licensing and Regulation; Department of Social Services; State Committee of Marital and Family Therapists; and Division of Occupational and*

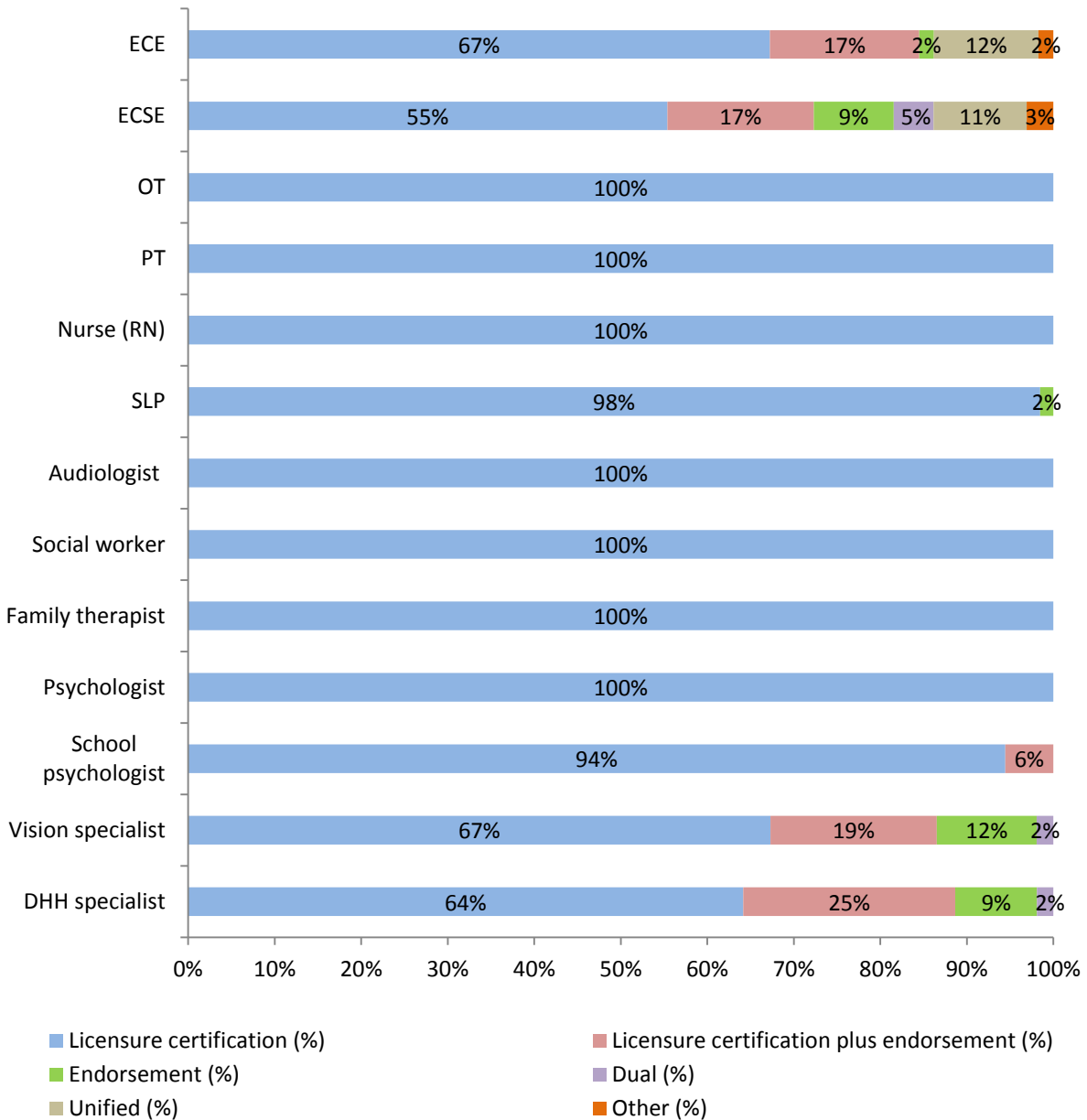
Professional Licensing. The licensure/certification granting entities across all disciplines are listed in Appendix E and may be obtained upon request from ECPC.

Type of Licensure/Certification. The types of licensure/certification for each discipline were coded into one of six categories (see Figure 3 and Table 2):

- (1) *Licensure certification:* A license or certification that stands alone
- (2) *Endorsement:* A particular endorsement that could not stand-alone and that could be added to a variety of base certifications
- (3) *Unified:* A single (common) certification acknowledging teachers are trained to work with young children both with and without disabilities; or 6) other, a category used for situations not meeting criteria for any above category.
- (4) *Licensure certification plus endorsement:* A specific first or base, stand-alone license and an added endorsement to that license were both required,
- (5) *Dual-certification:* States required two distinct stand-alone certifications
- (6) *Other:* A state does not require and/or possess a licensure for the discipline in question; requires specified training other than licensure; or is marked by some other situation that does not fit with any of the above categories.

For related service providers, with the exception of speech and language pathology, the only type of licensure/certification coded was “*licensure/certification.*” One state’s licensure/certification for “speech language pathology” was coded as “*Endorsement.*” Of all the education-related licensures/certifications, school psychologist showed the least variability. Across states, under “school psychologist” two type of licensure/certification were identified: (1) licensure/certification, and (2) licensure/certification plus endorsement. For the remaining education-related licensures/certifications, more than half were identified as “*Licensure/certification*” (i.e., ECE, 67%; ECSE, 55%; vision specialist, 67%; and deaf and hard of hearing specialist, 64%). Approximately 17% to one fourth of licensures/certifications across disciplines were categorized as “*Licensure/certification plus endorsement*” (i.e., ECE, 17%; ECSE, 17%; vision specialist, 19%; and deaf and hard of hearing specialist, 25%). The “endorsement” category was identified in less than 10% of licensures/certifications (i.e., ECE, 2%; ECSE, 9%; vision specialist, 12%; and deaf and hard of hearing, 9%). Approximately 2%-5% of licensures/certifications under education-related disciplines were categorized as “dual” or “other”. Most notably, only 12% of the licensures/certifications under ECE and 11% of those under ECSE were classified as “unified.”

Figure 3. Percent of licensures/certifications by type of licensure/certification and discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing

Table 2

Number of licensures/certifications by type of licensure/certification and discipline

Discipline	<i>n</i>	Licensure certification	Licensure certification + endorsement	Endorsement	Dual	Unified	Other
ECE	58	39	10	1	0	7	1
ECSE	65	36	11	6	3	7	2
OT	51	51	0	0	0	0	0
PT	51	51	0	0	0	0	0
Nurse (RN)	51	51	0	0	0	0	0
SLP	65	64	0	1	0	0	0
Audiologist	53	53	0	0	0	0	0
Social worker	89	89	0	0	0	0	0
Family therapist	52	52	0	0	0	0	0
Psychologist	51	51	0	0	0	0	0
School Psych	54	51	3	0	0	0	0
Vision specialist	52	35	10	6	1	0	0
DHH specialist	53	34	13	5	1	0	0

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing

Age Range. Data was collected on the age range for which a related service provider or educator is allowed to provide services in a state. Some states reported sets of age ranges for one discipline (i.e., “birth – pk or pk – 3rd grade”). Results of all education-related licensures/certifications by age range are listed in Table 3a. Data indicated that ECE and ECSE credentials presented the most variability. Across jurisdictions, ECE and ECSE licensures/certifications reported 23 different sets of age ranges. Examples include: *birth – 3 yrs; birth – 4 yrs; birth – pk; birth – 2nd grade; birth – 3rd grade or pk – 3rd grade; 3 yrs – 4 yrs; 3 yrs – 2nd grade; pk – 4 yrs; pk – 3rd grade; pk – k or pk – 3rd grade.* The most common age range reported across states for the ECE licensure/certification was “three years to 3rd grade.” For

ECSE licensure/certification, the most common age range reported across states was “*birth to five years.*” Thirteen different sets of age ranges were reported for vision specialist licensure/certification (i.e., birth – 21 yrs; birth – 22 yrs; birth – 12th grade; birth - pk or pk - 3rd grade or pk - 12th grade; 3 yrs - 12th grade; 3 yrs - 21 yrs; pk - 21 yrs; pk - 12th grade; pk – adult; pk - k or pk - 3rd grade; ec - 12th grade; k - 12th grade; and k - 6th grade or 5 yrs - 8 yrs or 6th grade - 12th grade or k - 12th grade) , with “*three years to 12th grade*” as the most common category across jurisdictions.

Sixteen sets of age ranges were defined for deaf and hard of hearing specialist (i.e., birth – 5 yrs; birth – 21 yrs; birth – 22 yrs; birth – 12th grade; birth – death; birth - pk or pk - 3rd grade or pk - 12th grade; 3 yrs - 12th grade; 3 yrs - 21 yrs; pk - 21 yrs; pk - 12th grade; pk – adult; pk - k or pk - 3rd grade; pk - 3rd grade or pk - 12th grade; ec - 12th grade; k - 12th grade; and k - 6th grade or 5 yrs - 8 yrs or 6th grade - 12th grade or k - 12th grade). “*Three years to 12th grade*” was described as the most common age range for deaf and hard of hearing specialist licensure/certification. Eight different age ranges were reported for school psychologist, including *birth – 21 yrs; birth – 12th grade; birth – death; 3 yrs - 12th grade; pk - 12th grade; pk – adult; ec – adult; and k - 12th grade* with “*kindergarten to twelfth grade*” as the most commonly report age range.

Table 3a

Number of licensures/certifications by specific age range and education related discipline

Age Range	Discipline				
	ECE <i>n (%)</i>	ECSE <i>n (%)</i>	Sch Psy <i>n (%)</i>	Vision <i>n (%)</i>	DHH <i>n (%)</i>
Birth - 3 yrs	1 (2)	7 (11)	-	-	-
Birth - 4 yrs	1 (2)	-	-	-	-
Birth - 5 yrs	5 (9)	12 (18)	-	-	1 (2)
Birth - 6 yrs	1 (2)	3 (5)	-	-	-
Birth - 7 yrs	-	1 (2)	-	-	-
Birth - 8 yrs	7 (12)	6 (9)	-	-	-
Birth - 21 yrs	-	-	3 (6)	5 (10)	3 (6)
Birth - 22 yrs	-	-	-	1 (2)	1 (2)

Table 3a (continued)

Age Range	Discipline				
	ECE	ECSE	Sch Psy	Vision	DHH
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Birth - Pk	2 (3)	1 (2)	-	-	-
Birth - K	-	2 (3)	-	-	-
Birth - 2 nd grade	3 (5)	3 (5)	-	-	-
Birth - 3 rd grade	6 (10)	6 (9)	-	-	-
Birth - 4 th grade	-	1 (2)	-	-	-
Birth - 12 th grade	-	-	1 (2)	4 (8)	3 (6)
Birth - death	-	-	4 (8)	-	3 (6)
Birth - 3 rd grade or Pk - 3 rd grade	1 (2)	1 (2)	-	-	-
Birth - Pk or Pk - 3 rd grade or Pk - 12 th grade	-	-	-	1 (2)	1 (2)
3 yrs - 4 yrs	2 (3)	-	-	-	-
3 yrs - 5 yrs	3 (5)	3 (5)	-	-	-
3 yrs - 2 nd grade	2 (3)	1 (2)	-	-	-
3 yrs - 3 rd grade	12 (21)	5 (8)	-	-	-
3 yrs - 12 th grade	-	2 (4)	14 (26)	18 (34)	17 (32)
3 yrs - 21 yrs	-	1 (2)	-	2 (4)	2 (4)
Pk only	1 (2)	-	-	-	-
Pk - 4 yrs	1 (2)	-	-	-	-
Pk - 6 yrs	1 (2)	-	-	-	-
Pk - 8 yrs	-	1 (2)	-	-	-
Pk - 21 yrs	-	-	-	1 (2)	1 (2)
Pk - 3 rd grade	3 (5)	1 (2)	-	-	-
Pk - 4 th grade	1 (2)	1 (2)	-	-	-

Table 3a (continued)

Age Range	Discipline				
	ECE	ECSE	Sch Psy	Vision	DHH
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Pk - 12 th grade	-	3 (5)	6 (11)	4 (8)	5 (9)
Pk - adult	-	-	1 (2)	1 (2)	1 (2)
Pk - k or Pk - 3 rd grade	1 (2)	1 (2)	-	1 (2)	1 (2)
Pk - 3 rd grade or Pk - 12 th grade	-	-	-	-	1 (2)
EC - 6 th grade	1 (2)	-	-	-	-
EC - 12 th grade	-	1 (2)	-	1 (2)	1 (2)
EC - adult	-	-	1 (2)	-	-
K - 3 rd grade	1 (2)	-	-	-	-
K - 12 th grade	1 (2)	1 (2)	9 (17)	9 (17)	8 (15)
K - 6 th grade or 5 yrs - 8 yrs or 6 th - 12 th grade or K - 12 th grade	-	-	-	1 (2)	1 (2)
Not specified	1 (2)	1 (2)	15 (28)	3 (6)	3 (6)

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; Sch Psy = School psychologist; Vision = Vision specialist; DHH = Deaf and hard of hearing specialist; Pk = Pre-kindergarten; K = Kindergarten; EC = Early childhood; - = Not applicable

Table 3b shows results of all related service provider licensures/certifications by age range. “*Birth to death*” was the most common age range reported for all related service provider licensures/certifications. In some jurisdictions, audiologist and social worker reported “*birth to 21 years*” and “*birth to 12th grade*” as additional age ranges for which licensed providers were authorized to provide services. The most variability in age ranges was reported for speech language pathologist (*birth – 21 yrs; birth – 12th grade; 3 yrs – 12th grade; pk – adult; and k – 12th grade*).

Table 3b

Number of licensures/certifications by specific age range and related service provider discipline

Age Range	Discipline							
	OT	PT	Nurse	SLP	Aud	SW	FT	Psy
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
Birth - 21 yrs	-	-	-	2 (3)	1 (2)	1 (1)	-	-
Birth - 12 th grade	-	-	-	1 (2)	1 (2)	-	-	-
Birth - death	51 (100)	51 (100)	51 (100)	50 (77)	50 (94)	83 (93)	52 (100)	51 (100)
3 yrs - 12 th grade	-	-	-	7 (11)	-	4 (5)	-	-
Pk - adult	-	-	-	1 (2)	-	-	-	-
K - 12 th grade	-	-	-	1 (2)	-	-	-	-
Not specified	-	-	-	3 (5)	1 (2)	1 (1)	-	-

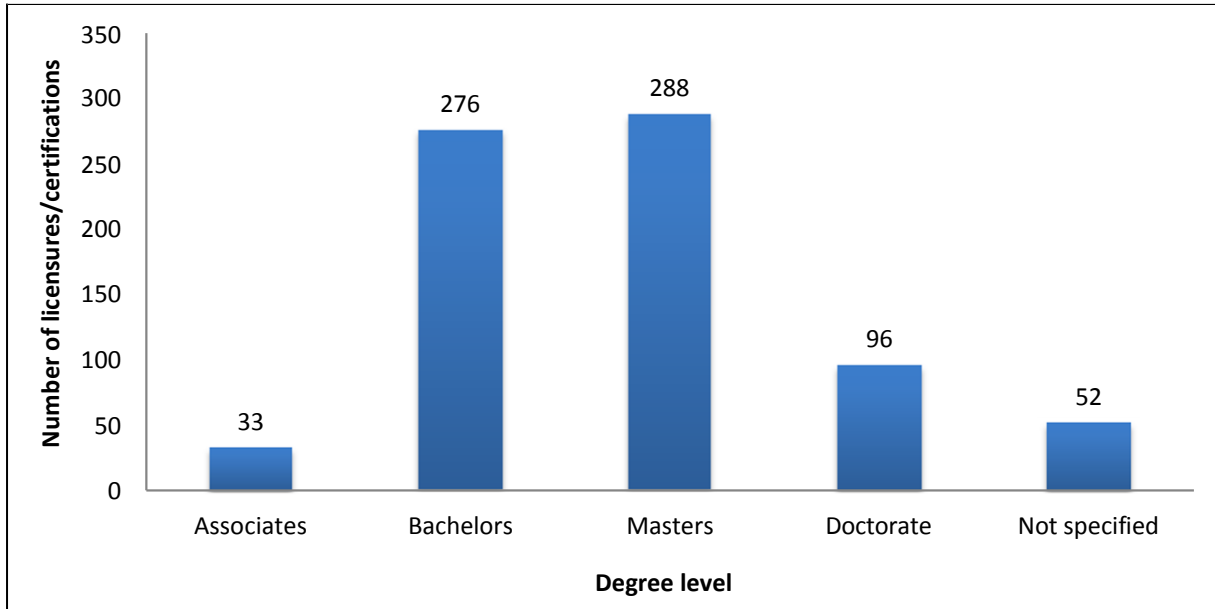
Note: OT = Occupational therapist; PT = Physical therapist; SLP = Speech language pathologist; Aud = Audiologist; SW = Social worker; FT = Family therapist; Psy = Psychologist; Pk = Pre-kindergarten; K = Kindergarten; EC = Early childhood; - = Not applicable

State Licensure/Certification Qualifications

Data was collected on specific personnel standards for each jurisdiction. These licensure/certification qualifications and requirements have been categorized as *degree level requirement, specific state-level curriculum/coursework, specific state-level field or clinical work, and licensure dependent on an exam.*

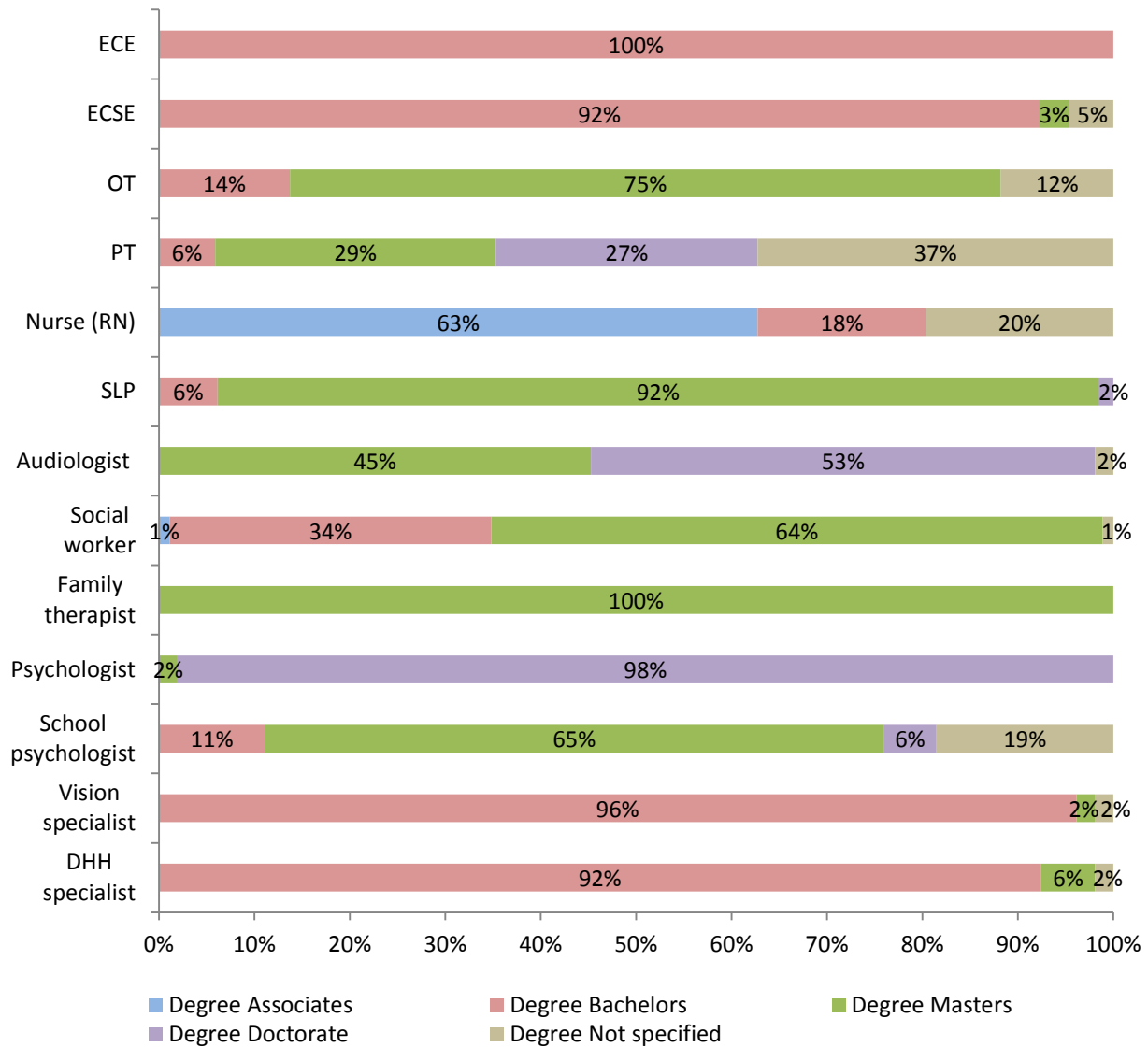
Degree Level Requirement. Overall, the minimum degree required for licensures/certifications across disciplines varied (see Figure 4).

Figure 4. Number of licensures/certifications by minimum degree required



The minimum degree requirements for licensures/certifications for each discipline are summarized in Figure 5 and Table 4. With regard to ECE and family therapist, the minimum degree required across all licensures/certifications in these disciplines was reported to be bachelor's degree and master's degree, respectively. There was variability in the minimum degree required for all other disciplines. For example in ECSE, occupational therapy, vision specialist, and deaf and hard of hearing specialist, the minimum degree required was reported to be bachelor or master. For a physical therapist, speech language pathologist and school psychologist, the minimum degree required was bachelor, master or doctorate. For a registered nurse, an associate or bachelor degree was required. The minimum degree required of an audiologist and psychologist was reported to be a master or doctorate degree. Social workers were reported to be required to possess an associate, bachelor, or master degree. Furthermore, the response category *"Not specified"* included vague descriptions of degree requirements. For example, in some states, to be a licensed/certified physical therapist, the minimum degree required was described as a "graduate degree".

Figure 5. Percent of licensures/certifications by minimum degree required and discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 4

Number of licensures/certifications by minimum degree required and discipline

Discipline	Degree				
	Associates	Bachelors	Masters	Doctorate	Not specified
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
ECE	0	58	0	0	0
ECSE	0	60	2	0	3
OT	0	7	38	0	6
PT	0	3	15	14	19
Nurse (RN)	32	9	0	0	10
SLP	0	4	60	1	0
Audiologist	0	0	24	28	1
Social worker	1	30	57	0	1
Family therapist	0	0	52	0	0
Psychologist	0	0	1	50	0
School Psych	0	6	35	3	10
Vision specialist	0	50	1	0	1
DHH specialist	0	49	3	0	1

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Specific State-Level Curriculum/Coursework. Specific curriculum and/or coursework (i.e., named courses, specified number of credit hours, curricular areas) required by licensure/certification in each discipline was examined (see Figure 6). Fifty-nine (59%) percent of all licensure/certification did not require specific curriculum/coursework.

Figure 6. Percent of all licensures/certifications with/ without specific state-level curriculum/coursework requirements

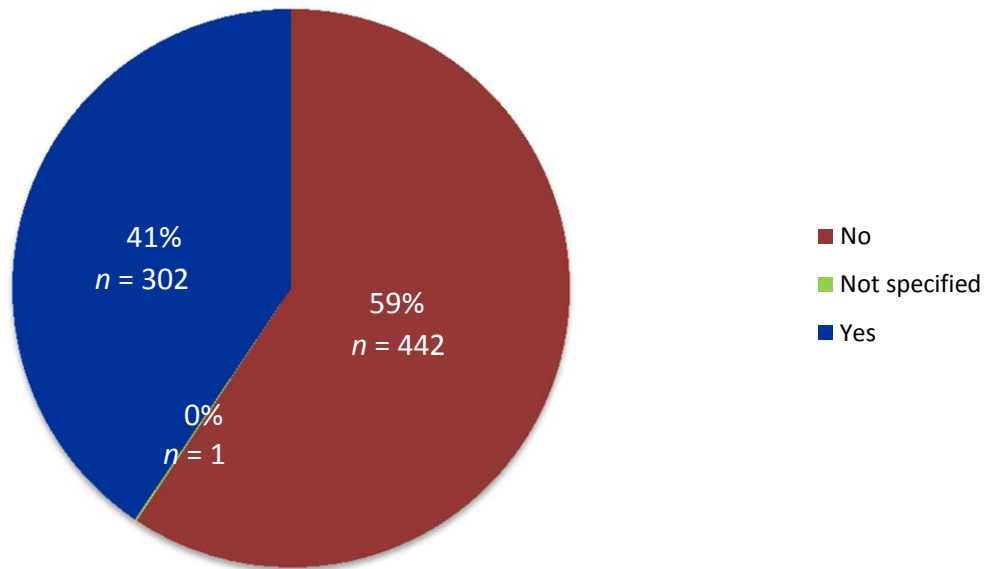
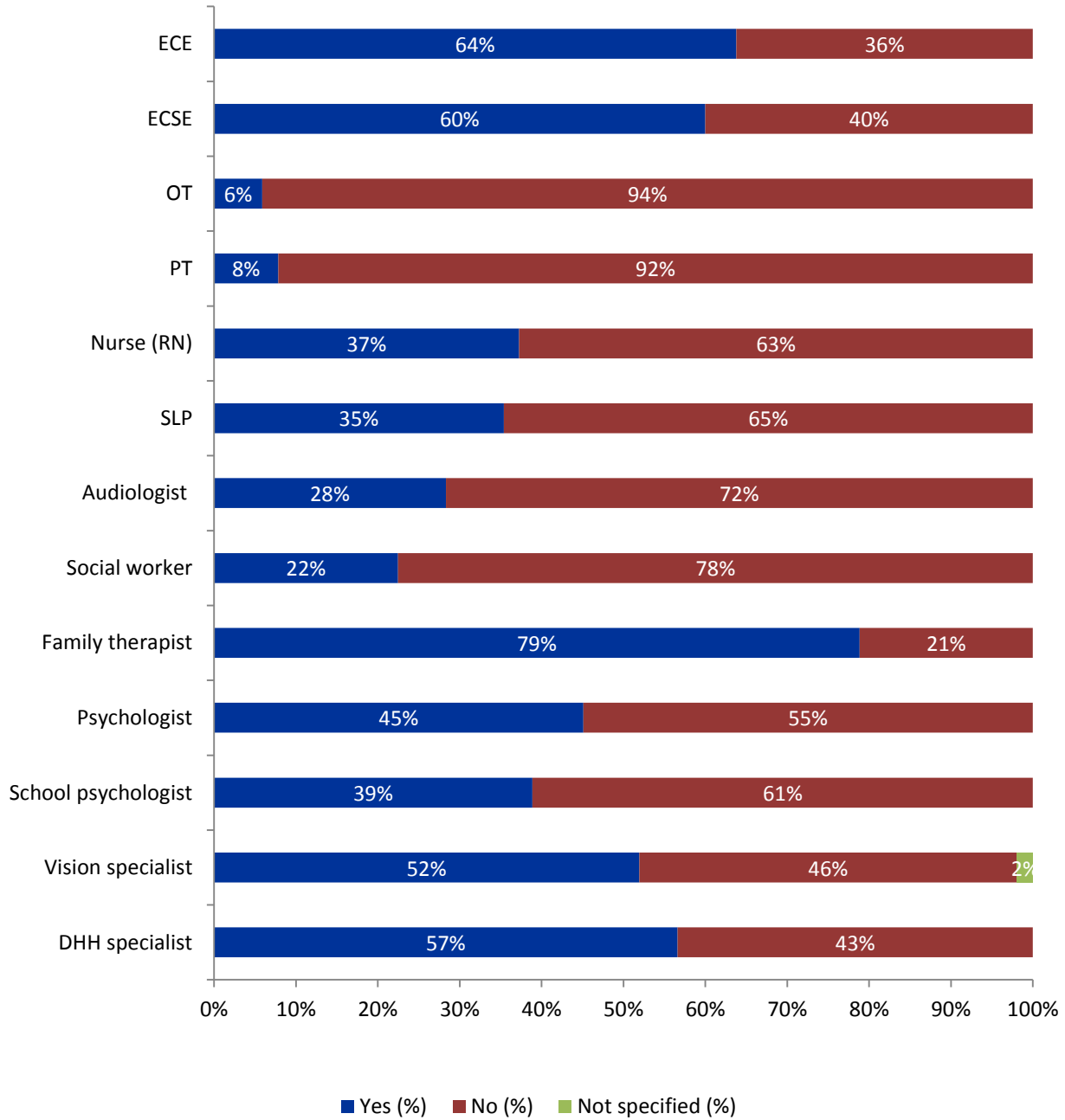


Figure 7 and Table 5 analyze the results by discipline. Across all licensures/certifications 5 (38%) of the 13 disciplines (i.e., family therapist, 79%; ECE, 64% ; ECSE, 60%; vision specialist, 52%; deaf and hard of hearing specialist, 57%) more than 50% of licensure/certifications identified specific curriculum/coursework requirements. For licensures/certifications which defined specific curriculum/coursework in less than 10% of licensure/certifications (i.e., occupational therapist, 6%; physical therapist, 8%) deference appeared to be given to the accreditation standards of the discipline’s national-level professional association. For example, in some states, to be a licensed/certified physical therapist, the therapist must have graduated from a program accredited by the American Physical Therapy Association. Detailed information regarding specific curriculum/coursework required by states is contained in Appendix F and can be obtained upon request from ECPC.

Figure 7. Percent of licensures/certifications with/ without specific state level curriculum/coursework requirements by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 5

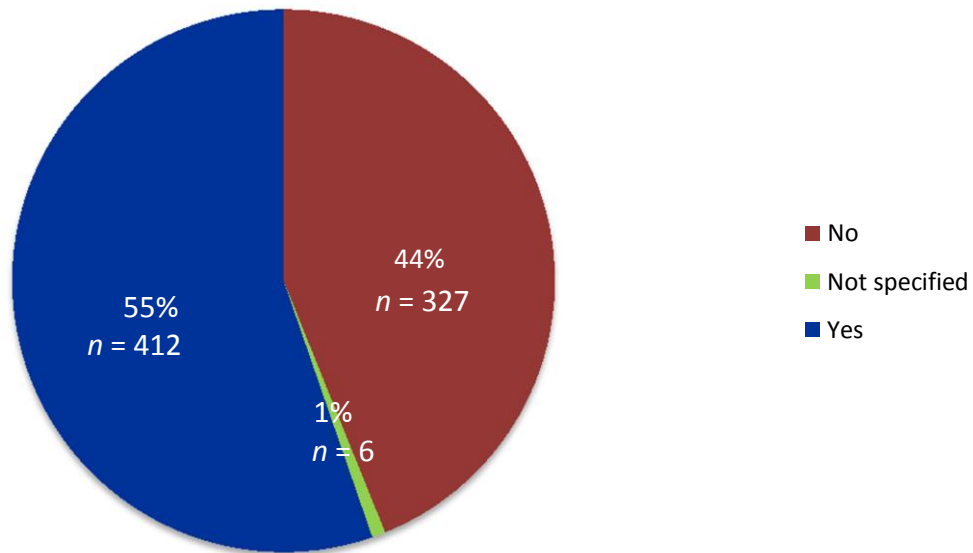
Number of licensures/certifications with /without specific state level curriculum/coursework by discipline

Discipline	Yes	No	Not specified
ECE	37	21	0
ECSE	39	26	0
OT	3	48	0
PT	4	47	0
Nurse (RN)	19	32	0
SLP	23	42	0
Audiologist	15	38	0
Social worker	20	69	0
Family therapist	41	11	0
Psychologist	23	28	0
School psychologist	21	33	0
Vision specialist	27	24	1
DHH specialist	30	23	0

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

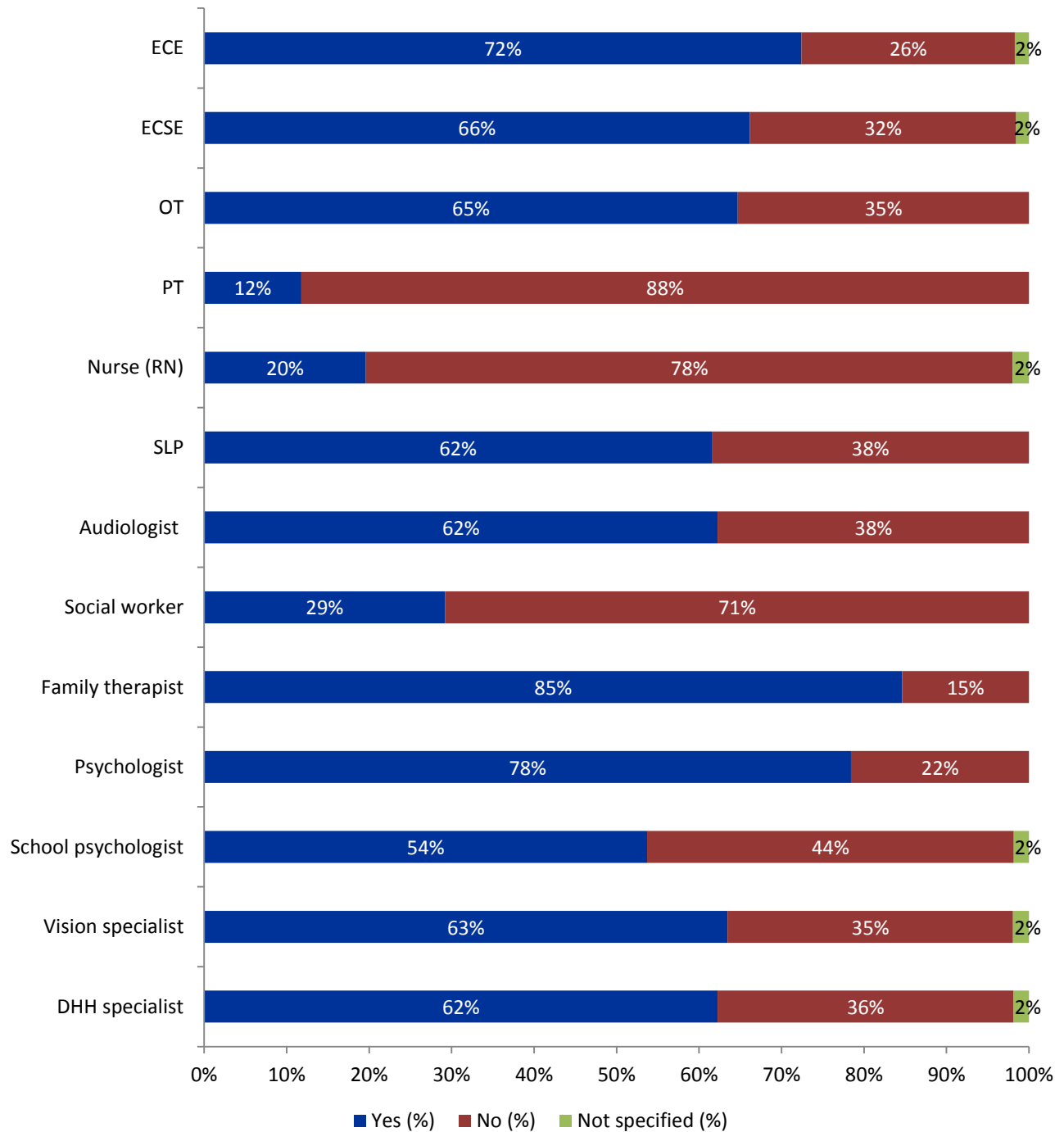
Specific State-Level Field or Clinical Work. Figure 8 illustrates that 55% of all licensures/certifications reviewed included specific field/clinical work requirements (i.e., specified number of hours, populations, age ranges, experiences).

Figure 8. Percent of all licensures/certifications with/ without specific state level field or clinical work requirements



In 3 of the 13 disciplines (i.e., physical therapist, 12%; nurse, 20%; and social worker, 29%), less than one-third of the licensure/certification identified required specific field/clinical work. As shown in Figure 9 and Table 6, 85% of family therapist licensures/certifications required the applicant to fulfill certain hour or setting requirements. Once again, many licensures/certifications which were reviewed deferred to the accreditation standards of the discipline's national-level professional associations and required applicants to complete a program that was accredited by that discipline's national professional association. For instance, in several states, an audiologist applying for licensure/certification must have graduated from a program accredited by the American Speech–Language–Hearing Association and have fulfilled all program requirements, including field or clinical work. Appendix G contains all detailed information regarding specific state-level field or clinical work requirements and may be obtained from ECPC upon request.

Figure 9. Percent of licensures/certifications with/ without specific state level field or clinical work requirements by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 6

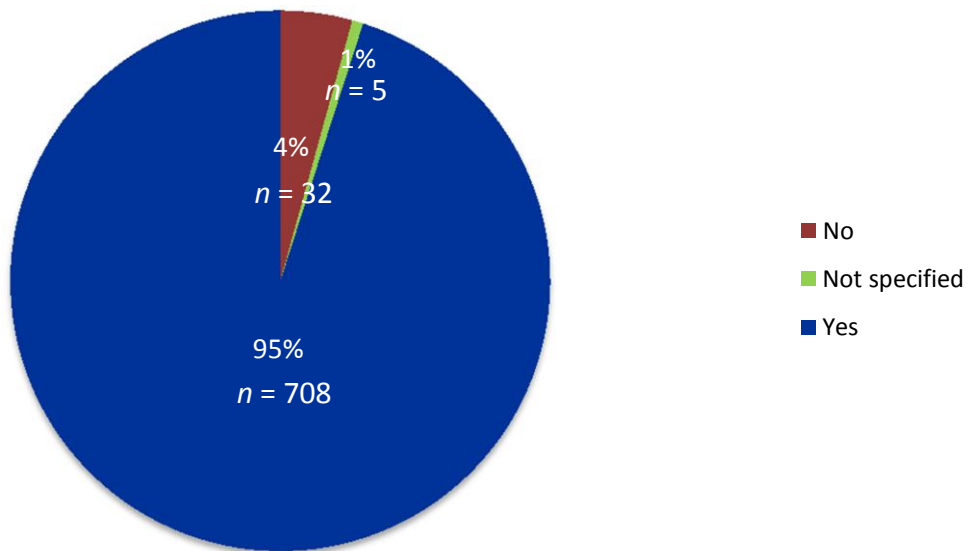
Number of licensures/certifications with/ without specific state level field or clinical work requirements by discipline

Discipline	Yes	No	Not specified
ECE	42	15	1
ECSE	43	21	1
OT	33	18	0
PT	6	45	0
Nurse (RN)	10	40	1
SLP	40	25	0
Audiologist	33	20	0
Social worker	26	63	0
Family therapist	44	8	0
Psychologist	40	11	0
School psychologist	29	24	1
Vision specialist	33	18	1
DHH specialist	33	19	1

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

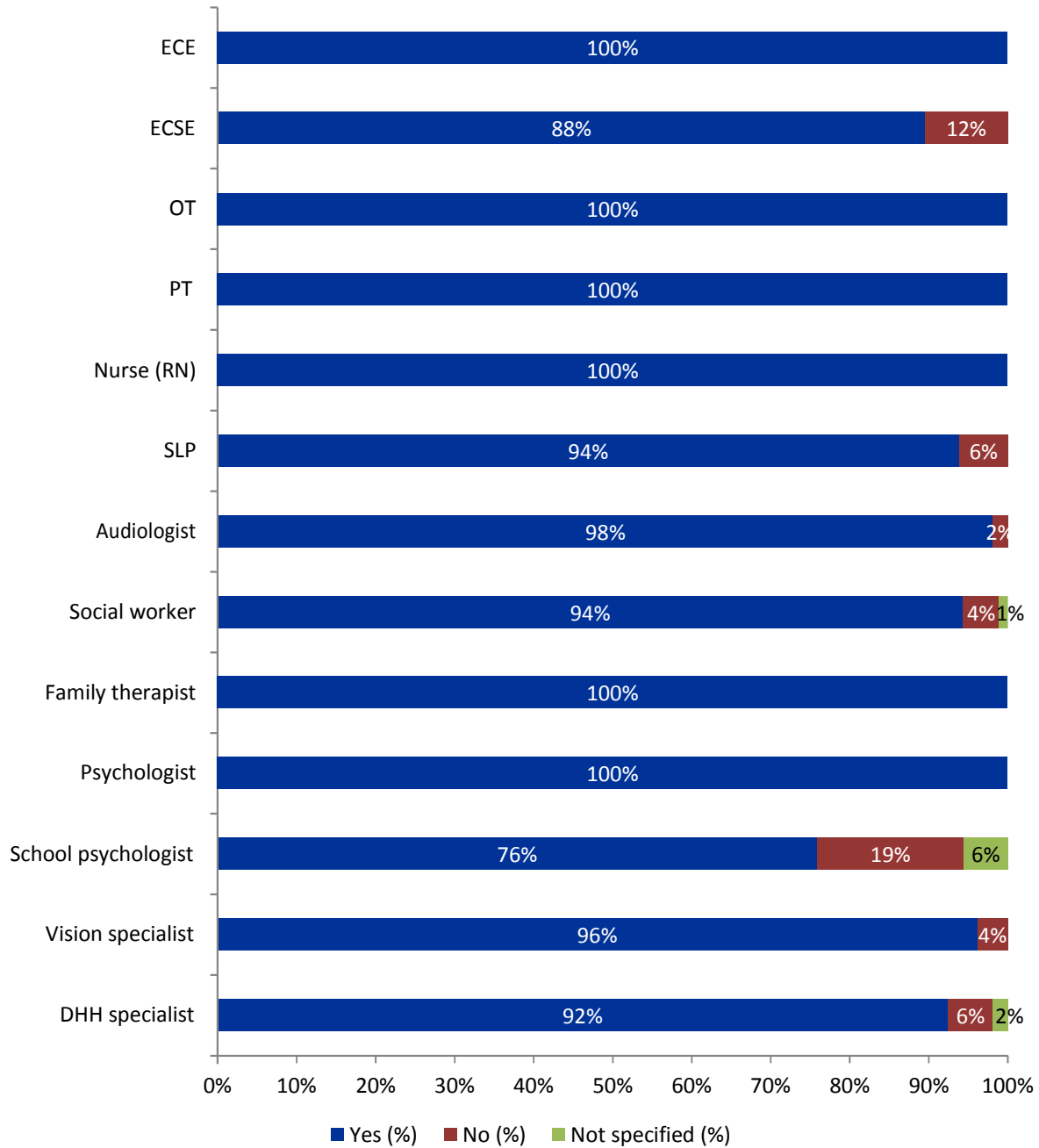
Licensure Dependent on an Exam. Ninety-five (95%) percent of all licensures/certifications specified one or more examinations which were required to be taken and passed by the applicants for licensure/certification in various disciplines (see Figure 10).

Figure 10. Number of licensures/certifications offered across discipline had at least one exam for the credential



Ninety-two (92%) percent or more of licensures/certifications in 11 of the 13 disciplines (i.e., ECE, 100%; occupational therapist, 100%; physical therapist, 100%; nurse, 100%; speech language pathologist, 94%; audiologist, 98%; social worker, 94%; family therapist, 100%; psychologist, 100%; vision specialist, 96%; deaf and hard of hearing specialist, 92%) required specific examinations to be taken and passed. Seventy-six (76%) of licensures/certifications for school psychologist and eighty-eight (88%) of licensures/ certifications for ECSE included an examination requirement (See Figure 11 and Table 7). Particularly for related service provider disciplines, states required passing scores on national level examinations (e.g., the National Council Licensure Examination for Registered Nurses, the Association of Social Work Boards Exam, National Board of Certified Occupational Therapist Exam, National Physical Therapy Exam, National Examination in Speech- Language Pathology, Praxis Exam in Audiology, Association of Marital and Family Therapy Regulatory Board Examination in Marital and Family Therapy, The Examination for Professional Practice in Psychology). Appendix H details the examination requirements for all jurisdictions by discipline and may be obtained from ECPC upon request.

Figure 11. Percent of licensures/certifications with/without specific state level examination requirements by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 7

Number of licensures/certifications with/without specific state level examination requirements by discipline

Discipline	Yes	No	Not specified
ECE	58	0	0
ECSE	57	8	0
OT	51	0	0
PT	51	0	0
Nurse (RN)	51	0	0
SLP	61	4	0
Audiologist	52	1	0
Social worker	84	4	1
Family therapist	52	0	0
Psychologist	51	0	0
School psychologist	41	10	3
Vision specialist	50	2	0
DHH specialist	49	3	1

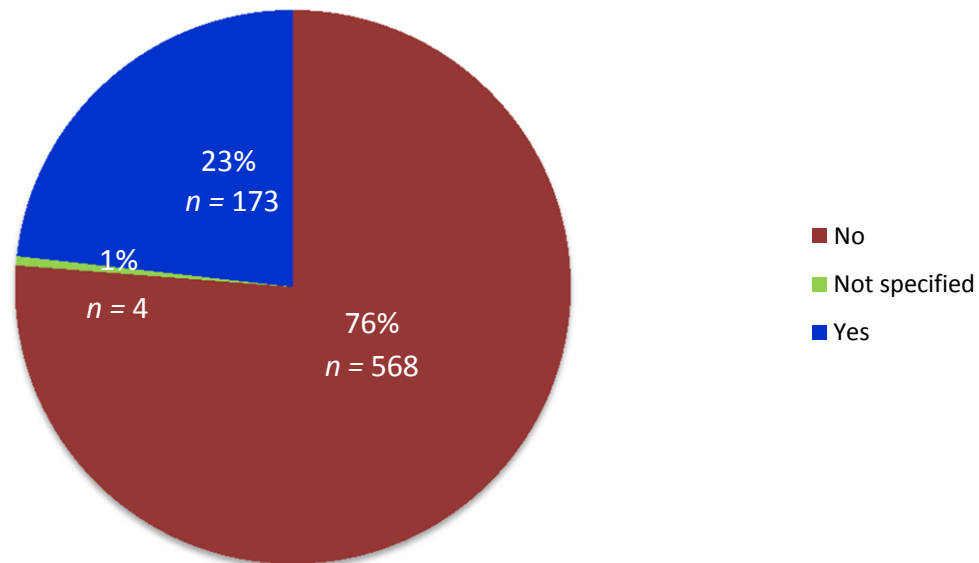
Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Additional Requirements

Some states have established additional licensure/certification requirements for disciplines working in Part C programs and in the public school system. Results of two variables were described: *additional requirements specific to Part C* and *additional requirements specific for working in public schools*.

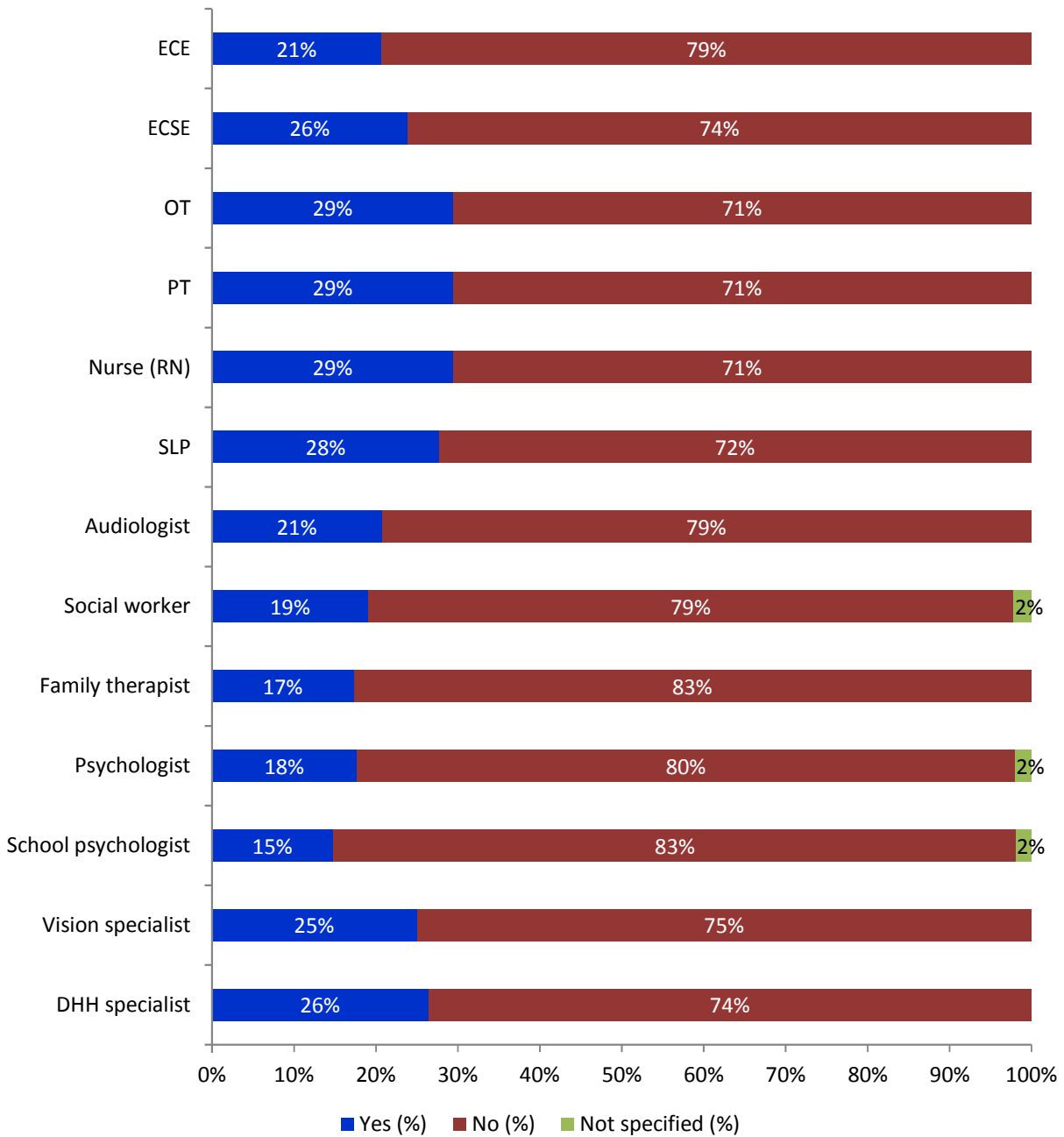
Additional Requirements Specific to Part C. As indicated in Figure 12, most (76%) licensures/certifications had not identified additional licensure/certification requirements for those professionals working in Part C programs.

Figure 12. Percent of all licensures/certifications with/without specific state level requirements for Part C



In those states which did require professionals in various disciplines to comply with additional licensure/certification requirements specific to Part C programs, the disciplines targeted included *occupational therapist*, *physical therapist*, and *nurse* (See Figure 13 and Table 8). Anecdotal information gathered from states further indicated that most of the additional requirements focused on specific coursework or field experience on the topic of infants and young children with special needs. States which did not have additional requirements accepted the licensure/certification issued by the state as meeting the personnel standards for Part C programs. For example, in those states, a clinical psychologist who was licensed by the State Board of Psychology could serve as a service provider under a state's Part C program. Detailed information regarding additional licensure/certification requirements specified by states is listed in Appendix I and may be obtained from ECPC upon request.

Figure 13. Percent of licensures/certifications with/without specific state level requirements for Part C by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 8

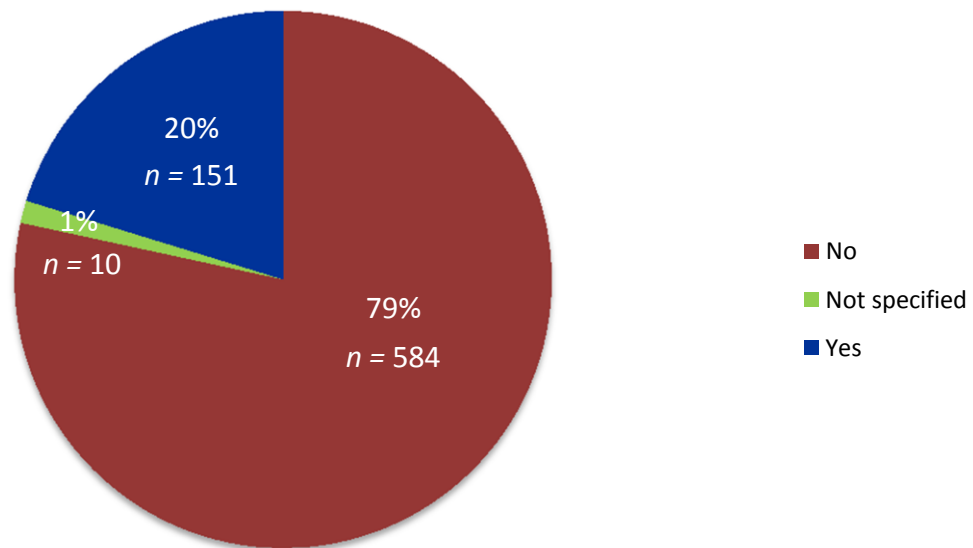
Number of licensures/certifications with/without specific state level requirements for Part C by discipline

Discipline	Yes	No	Not specified
ECE	12	46	0
ECSE	17	48	0
OT	15	36	0
PT	15	36	0
Nurse (RN)	15	36	0
SLP	18	47	0
Audiologist	11	42	0
Social worker	17	70	2
Family therapist	9	43	0
Psychologist	9	41	1
School psychologist	8	45	1
Vision specialist	13	39	0
DHH specialist	14	39	0

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

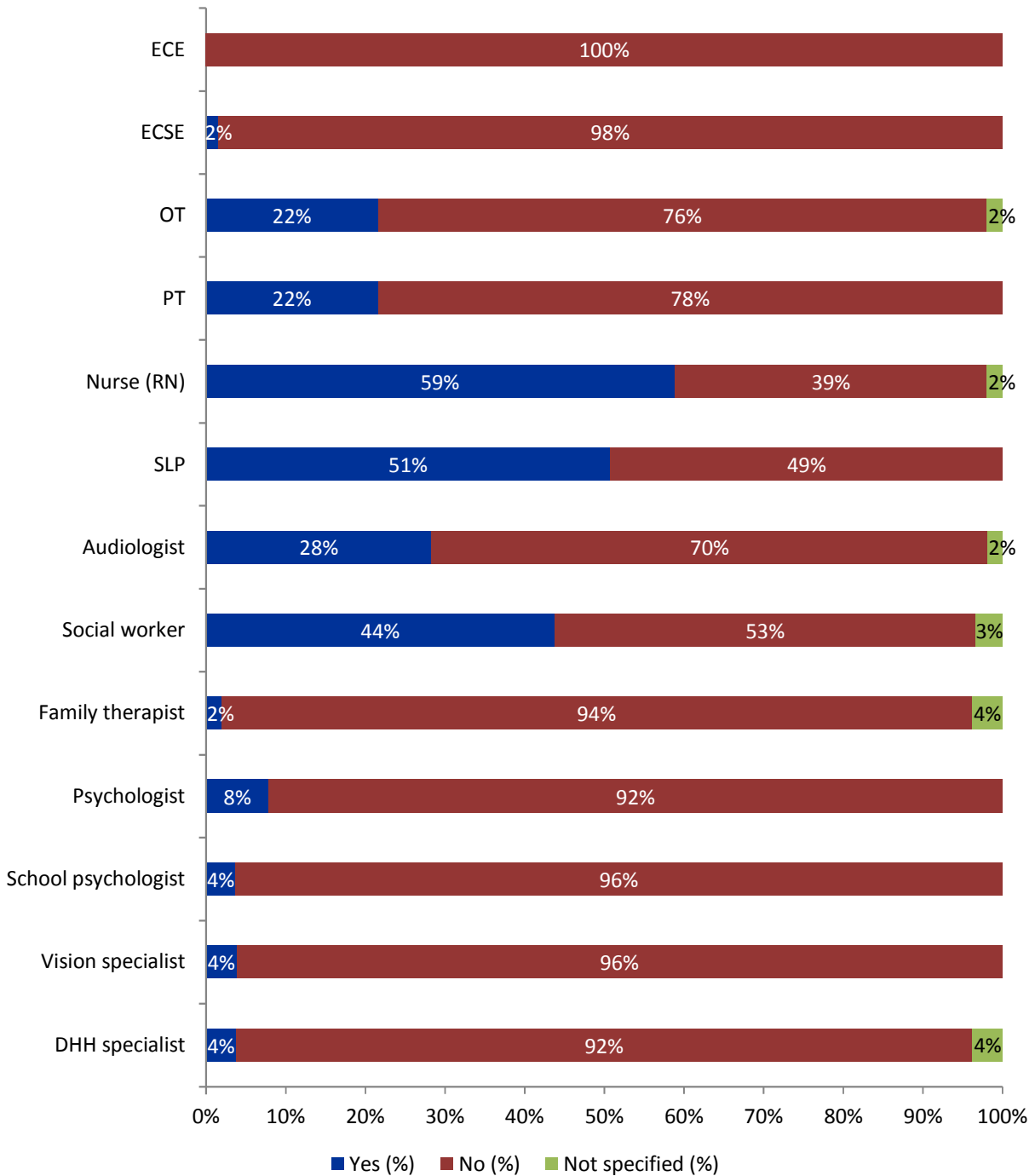
Additional Requirements Specific for Working in Public Schools. Additional requirements for professionals working in the public school system were not noted in 79% of all licensures/certifications reviewed (see Figure 14).

Figure 14. Percent of all licensures/certifications with/without additional requirements for work in public school



Generally, in those states which had additional requirements for professionals working in the public school system, the requirements targeted related service discipline providers (see Figure 15 and Table 9). Nurses (59%) had the highest percentage of licensure/certification which specified additional requirements for working in public schools. Specific additional requirements included a specific degree requirement, extra coursework, and field experience in a school setting. Those related service disciplines which were the least likely to have additional requirements were family therapist (2%) and psychologist (8%). This may be due to the fact that in a public school system, specific providers such as, school counselors or school psychologists, function similarly regardless of student age. With regard to education-related disciplines, licensure/certification is typically sufficient for employment in public schools. Detailed information regarding additional licensure/certification requirements specified by states is listed in Appendix J and may be obtained from ECPC upon request.

Figure 15. Percent of licensures/certifications with/without additional requirements for work in public school by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 9

Number of licensures/certifications with/without additional requirements for work in public school by discipline

Discipline	Yes	No	Not specified
ECE	0	58	0
ECSE	1	64	0
OT	11	39	1
PT	11	40	0
Nurse (RN)	30	20	1
SLP	33	32	0
Audiologist	15	37	1
Social worker	39	47	3
Family therapist	1	49	2
Psychologist	4	47	0
School psychologist	2	52	0
Vision specialist	2	50	0
DHH specialist	2	49	2

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

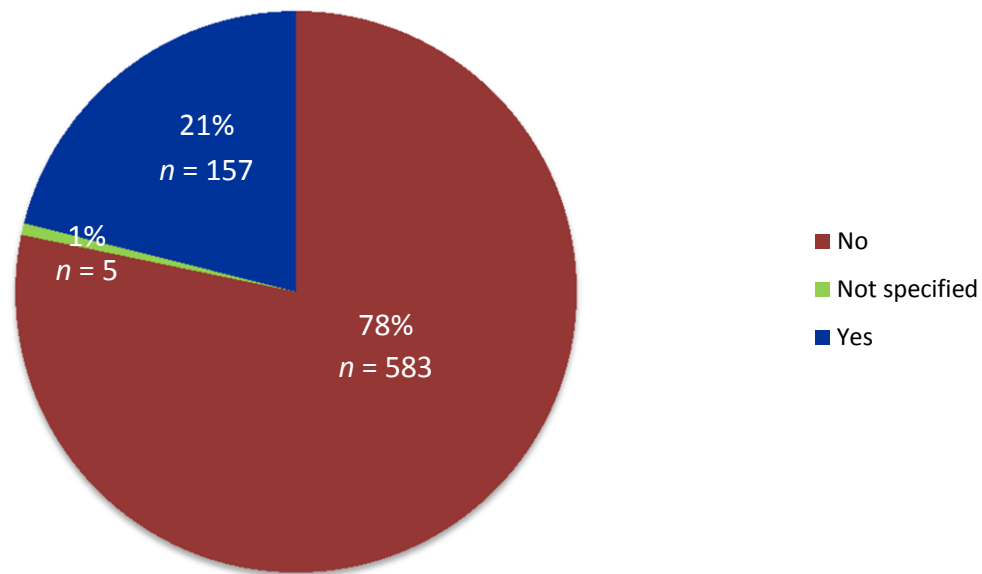
Alternative Methods and Provisional Licenses/Certificates

Licensure/certification options that permit a candidate to practice without having completed a traditional preparation program (e.g., alternative paths to teaching licensure, such as Teach for America, or demonstration of a passing score on content area test) were examined across all licensures/certifications. Also, the granting of temporary, provisional, or emergency licensure/certification which permit the professional to practice within the discipline after completion of a specified proportion of traditional preparatory requirements (e.g., licensee may

be waiting for exam results) or to address shortage of personnel in certain disciplines was examined across all licensures/certifications. These results are discussed next.

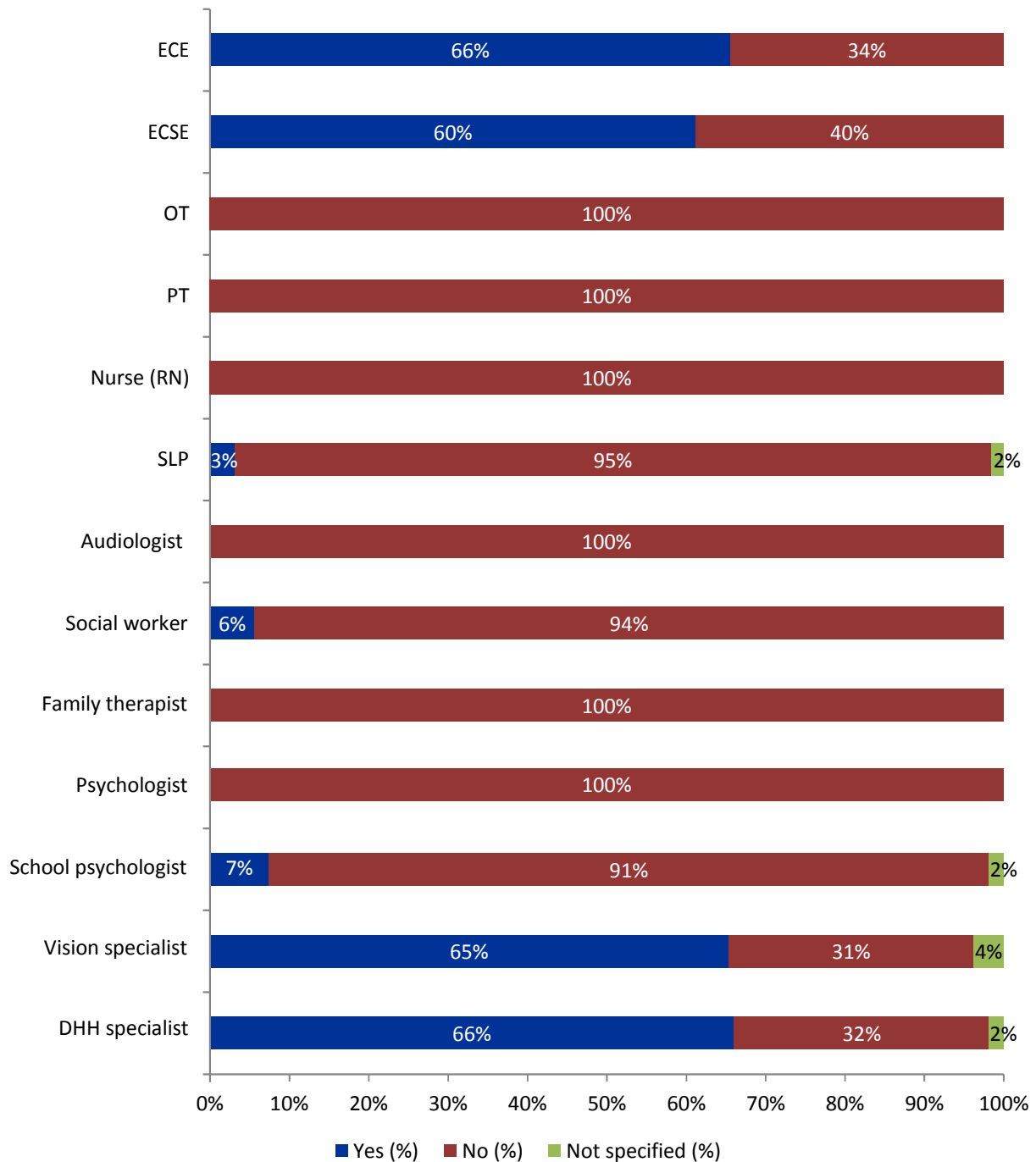
Alternative Methods. Twenty-one percent (21%) of all licensures/certifications examined offered alternative paths to licensure/certification (see Figure 16).

Figure 16. Percent of all licensures/certifications with/without alternative methods of licensure/certification



Alternative methods for licensure/certification were primarily available to professionals in the five education-related disciplines (i.e., ECE, 66%; ECSE, 60%; school psychologist, 7%; vision specialist, 65%; and deaf and hard of hearing specialist, 66%; see Figure 17 and Table 10a). Alternative methods or non-traditional routes for licensure/certification for related service providers was reported to be available for professionals in two disciplines, speech language pathologist (7%) and social worker (6%). Examples of alternative methods reported included Teach for America and demonstration of a passing score on a discipline related examination. Appendix K lists all alternative routes for each discipline across all states and may be obtained from ECPC upon request.

Figure 17. Percent of licensures/certifications with/without alternative methods of licensure/certification by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 10a

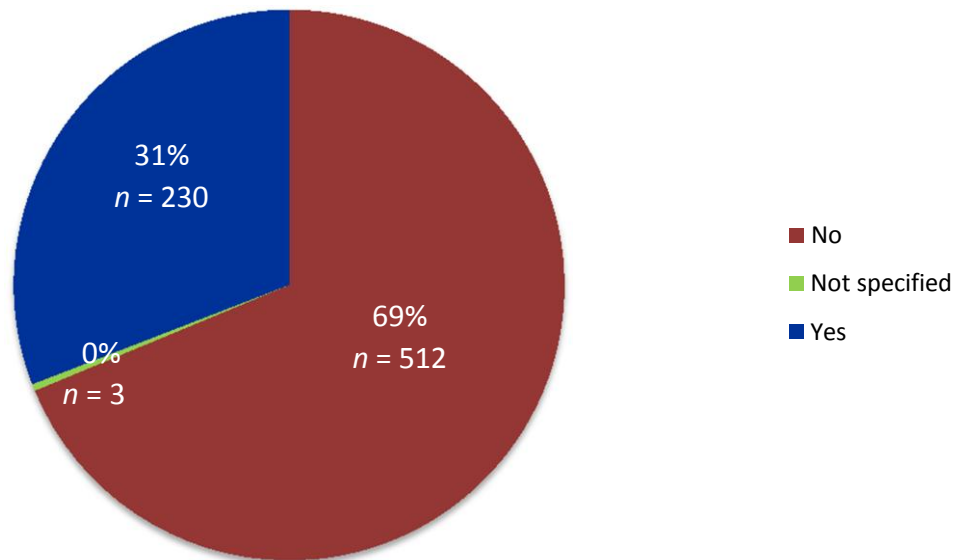
Number of licensures/certifications with/without alternative methods of licensure/certification by discipline

Discipline	Alternative Methods		
	Yes	No	Not specified
ECE	38	20	0
ECSE	39	26	0
OT	0	51	0
PT	0	51	0
Nurse (RN)	0	51	0
SLP	2	62	1
Audiologist	0	53	0
Social worker	5	84	0
Family therapist	0	52	0
Psychologist	0	51	0
School psychologist	4	49	1
Vision specialist	34	16	2
DHH specialist	35	17	1

Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

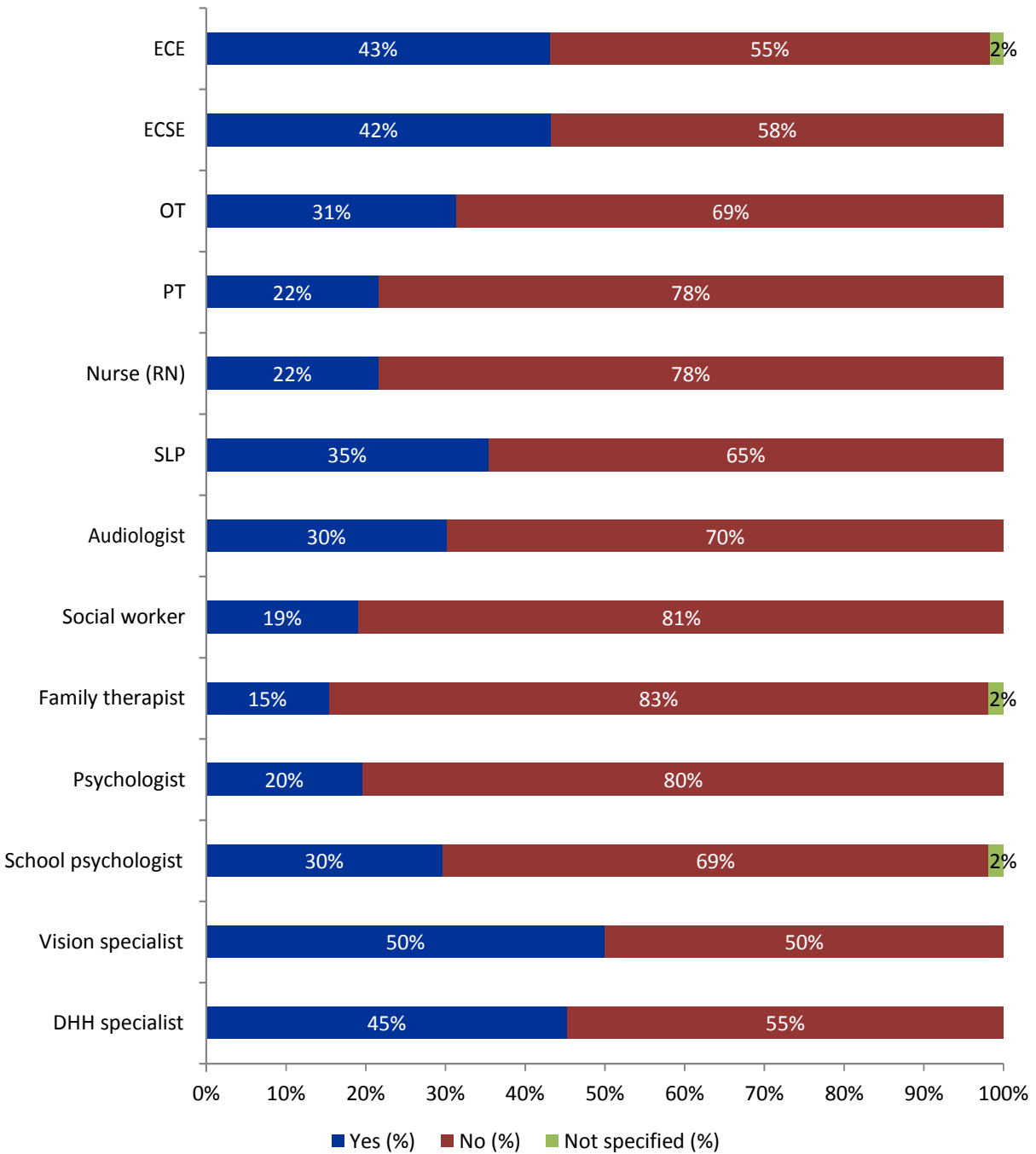
Provisional Licenses/Certificates. Thirty-one percent (31%) of all licensures/certifications examined offered provisional, temporary, or emergency licensure/certification for various disciplines (see Figure 18).

Figure 18. Percent of all licensures/certifications with/without provisional licenses/certificates



Furthermore, the frequency with which provisional licensure/certification was offered varied by the discipline as shown in Figure 19 and Table 10b. Fifty percent (50%) of licensure/certification for vision specialists included a provisional licensure/certification, while only 15% of licensure/certification for family therapists included this option. Anecdotal information collected from states indicated that this licensure/certification was offered to: (1) address personnel shortage; (2) allow applicants to fulfill post-academic clinical work requirements or before obtaining permanent license/certificate; and (3) practice under supervision while waiting for examination or application results. Thus, the provisional licenses/certificates expired after a certain amount of time (e.g., a year), and typically could be renewed once. Detailed information regarding provisional licensures/certifications in each discipline is listed in Appendix L and may be obtained from ECPC upon request.

Figure 19. Percent of licensures/certifications with/without provisional licenses/certificates by discipline



Note: ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

Table 10b

Number of licensures/certifications with/without provisional licenses/certificates by discipline

Discipline	Provisional Licenses/Certificates		
	Yes	No	Not specified
ECE	25	32	1
ECSE	27	38	0
OT	16	35	0
PT	11	40	0
Nurse (RN)	11	40	0
SLP	23	42	0
Audiologist	16	37	0
Social worker	17	72	0
Family therapist	8	43	1
Psychologist	10	41	0
School psychologist	16	37	1
Vision specialist	26	26	0
DHH specialist	24	29	0

Note. ECE = Early childhood educator; ECSE = Early childhood special educator; OT = Occupational therapist; PT = Physical therapist; RN = Registered Nurse; SLP = Speech language pathologist; DHH = Deaf and hard of hearing.

DISCUSSION

Based on the work of The Center to Inform Personnel Preparation Policy and Practice in Early Intervention and Preschool Education (referred to hereafter as the CIPPPP), it is understandable that personnel shortages and preparation were one of the greatest challenges facing the field of early childhood intervention in order to meet the educational needs of young children with special needs. The CIPPPP stressed the need and significance of preparing a high-quality workforce in for both Part C and 619 systems, which served as one of the core goals for the

ECPC. Furthermore, the ECPC expanded the focus to all personnel within the service disciplines mandated by the IDEA. By searching publicly available sources of information and conducting phone interview verifications with the state coordinators, information about the most current early childhood personnel was collected and carefully organized to create a national landscape of early childhood personnel standards across 50 states and the District of Columbia. This will serve as the solid groundwork for providing future technical assistance at different levels and with various jurisdictions. The following is a discussion of the major findings from this study.

Overall, the data collected in this study reveal that there is dramatic variance in states' early childhood personnel standards, particularly licensure/certification requirements for education related disciplines. Licensure/certification requirements for related services disciplines appeared to have less variability nationwide. States' personnel standards for disciplines with national professional associations (e.g., American Speech-Language-Hearing Association) which had clearly outlined personnel or accreditation standards were fairly consistent.

In general, the state department of education, or a similarly functioning state agency, served as the licensure/certification granting authority for education-related disciplines. For related service provider disciplines, licensure/certification was most commonly granted by professional discipline specific state boards (e.g., Board of Examiners in Marriage and Family and Board of Examiners for Occupational Therapy).

States differed in the type of licensure/certification necessary for ECE and ECSE, often reporting more than one type of licensure or certification per state. Furthermore, only 7 out of 123 (6%) of ECE and ECSE licensures/certifications provided a unified type of licensure/certification for ECE/ECSE. For education related disciplines, there was large variability across states in the age ranges for which an educator was allowed to provide services. However, for related services provider disciplines, their licenses/certificates often authorized the provision of services from "birth to death."

Less than one-third of all licensure/certification specified additional requirements for working with infants and young children with special needs in Part C programs. While verifying information during telephone interviews, several state coordinators discussed the need for a specific early intervention licensure/certification. Some coordinators also elaborated on the lack of preparation of some related service providers for working with the youngest population, and mentioned that their states mandate providers to complete new staff orientation or training modules to help better prepare them to serve young children effectively.

Limitations

While the purpose of this data report was to provide a comprehensive and accurate presentation of national early childhood personnel standards, two limitations should be kept in mind while reading it. First, the data collected by the research team took five months to compile and, as a result, may not reflect the most current version of each state’s early childhood personnel standards. Second, although the research team conducted telephone interviews with Part C and 619 state coordinators in an effort to verify findings from publically available internet-based searches, some state coordinators were unable, due to lack of knowledge, to confirm licensure/certification information regarding the personnel standards for some related service provider disciplines.

CONCLUSION

As mentioned earlier, preparing a high-quality workforce is critical, yet challenging. The knowledge generated from this study is contained in an early childhood personnel standards search tool (web address: <https://ecpcta.org/personnel-standards/>) that is hosted by the ECPC. The information will also support the development of technical assistance options that the ECPC will provide to states. Most importantly, the results indicated that there is a need to promote communication and collaboration between professional associations of different disciplines in order to build a high quality workforce that will meet the needs of infants and young children with disabilities and their families.

REFERENCES

Salvia, J., Ysseldyke, J. E., & Bolt, S. (2012). *Assessment: In special and inclusive education*. Independence, KY: Cengage Learning.

APPENDIX A

VARIABLES PERTAINING TO STATE LICENSURE REQUIREMENTS AND ASSOCIATED DEFINITIONS

Variable	Definition
State	Name of the state associated with data entry.
Discipline	Name of the discipline associated with data entry.
Under which state department?	The state level department and/or board that serves as the granting entity for the licensure in question.
Name of licensure/certification	The title or name associated with this licensure entry retrieved from the state website and/or statute.
Type of licensure/certification	<p>Licensure/certification: a credential awarded by a state or similar jurisdiction to individuals who have completed state-established, minimum requirements such as approved programs of preparation and specialized examinations. Licensure options were categorized by:</p> <ul style="list-style-type: none"> • Licensure/certification defined for the purposes of this study as a license or certification that stands alone; • Licensure/certification plus endorsement, defined as situations where a specific first or base, stand-alone license and an added endorsement to that license were both required; • Endorsement, as defined as when requirements specified a particular endorsement that could not stand-alone and that could be added to a variety of base certifications; • Dual-certification defined as when states required two distinct stand-alone certifications; • Unified or blended certification defined as a single (common) certification acknowledging teachers are trained to work with young children both with and without disabilities; • Other reserved for situations when a state does not require and/or possess a licensure for the discipline in question; requires specified training other than licensure; or is marked by some other situation that does not fit with any of the above categories.
Age range	The age range for which a licensee is allowed to provide services for (e.g., birth to death; Kindergarten to third grade).

Variable	Definition
Degree level requirement	The minimum degree required to obtain a license/certificate for a discipline in a state.
Additional requirements specific to Part C	Requirements and/or parameters required in addition to the licensure/certification in question for the licensee to work in IDEA Part C.
Additional requirements specific for working in public schools	Requirements and/or parameters required in addition to the licensure/certification in question for the licensee to work in public school settings.
National organization requirements/standards used as part of licensure requirements	Standards and/or requirements for licensure and/or practice developed and/or enforced by a national organization specific to the discipline.
Unique state requirements/ regulations/ standards used as part of licensure requirements	State level standards and/or requirements for licensure that are unique to and developed by the state. Standards and/or requirements that are different from or in addition to any offered by a national organization
Specific state-level curriculum/coursework	Specified curriculum and or coursework (e.g., named courses, specified number of credit hours, curricular areas) required at the state level for licensure in a discipline.
Specific state-level field or clinical work	Specified field or clinical requirements (e.g., specified number of hours, populations, age ranges, experiences) required at the state level for licensure in a discipline
Licensure dependent on an exam	State or nationally specified examination and passing score required for licensure.
Competency-based standards	State or national standards focused on the demonstration of specified skills related to a discipline.
Post-academic clinical requirements	Clinical or field preparation required after completion of degree program for candidates completing traditional preparation routes.
Provisional/temporary licensure	Temporary licensure that permits licensee to practice within the discipline after completion of a specified proportion of traditional preparatory requirements (e.g., licensee may be waiting for exam results)

Variable	Definition
Alternative and/or emergency licensure options	Licensure, either temporary or permanent that permits a candidate to practice without having had completed a traditional preparation program (e.g., alternative paths to teaching licensure, such as Teach for America, or demonstration of a passing score on content area test; emergency licensure that allows school districts to fill shortage areas)
Number of Institutes of Higher learning (IHE's)	The number of IHEs that have state approved programs leading to the state-level licensure.
Names of Institutes of Higher learning (IHE's)	The names and weblinks for the IHE's with approved programs leading to state-level licensure.
Reciprocity	Formal or informal agreements between states and related requirements that permit either: 1) an initial licensee to be eligible for licensure in a state other than that in which s/he completed preparation requirements, and/or; 2) that permit an individual who already possesses licensure in one state to be eligible for licensure in another.
State-level website for discipline	The Internet address (weblink) for the state-level website defined as the primary source of information for the discipline (e.g., the granting entity, state department or board)

APPENDIX B

INTERNET-BASED DATA COLLECTION TOOL

ECPC-State Data Collection Form

This Internet form is created to collect data on licensure/certification requirements for disciplines providing IDEA services within early intervention and early childhood contexts. Information entered will be automatically imported to the Smartsheet spread sheet that serves as the database.

Sources should be listed with EACH SURVEY ITEM.

1) Region*

Please indicate which region the data you are entering are associated with.

UConn FSU KU UO

2) State*

Select the state you are entering data for.

3) Discipline*

Each entry should focus on the typical, main, licensure path in the discipline with differences (e.g., part C, school) documented in the appropriate fields/columns. Strange situations (such as the school OT case discussed in 6/28 call where only a school license was required NOT a typical OT license) enter under the associated discipline as a separate survey entry. Use the "Comments for Discipline" field to enter details as applicable/needed.

BCBA, infant mental health specialist, registered dietitian, and lead head start teacher will use national information.

Do NOT need to enter information regarding paraprofessionals for now.

ECSE (Special Educator) ECSE Paraprofessional (if applicable, please specify the different types of paraprofessional) ECE (Regular Educator) Occupational Therapist Occupational Therapy Assistant/Aide Physical Therapist Physical Therapy Assistant/Aide Nurse Speech Language Pathologist Speech Language Pathology Assistant Other Paraprofessional (please specify other types of paraprofessionals at the next column) Audiologist Registered Dietitian

Social Worker Family Therapist Psychologist (please specify "school" or "clinical" at the next column) Service Coordinator Vision Specialists Orientation and Mobility Specialists BCBA BCaBA Infant Mental Health Specialist Other (please specify at the next column)

Comments for Discipline

Use this field to clarify information regarding this discipline.

4) Under Which State Department

List the state department responsible for setting requirements and granting each license/certificate.

5) Type of Licensure/Certificate*

LICENSURE/CERTIFICATION:

Initial License/Certificate

LICENSURE WITH ENDORSEMENT:

Endorsements are in addition to the requirements for a general or specific license/certificate. Endorsements cannot stand alone - meaning an individual cannot obtain an endorsement without having a base license first (at times requirements for an endorsement can be completed concurrently with licensure prep). Use THIS option when a SPECIFIC/NAMED base STAND ALONE license and endorsement are BOTH required. (e.g., elementary license plus early childhood endorsement required)

ENDORSEMENT:

Use THIS when an endorsement can be added to a variety of base STAND ALONE licenses.

UNIFIED/BLENDED/MERGED LICENSE [e.g., EC/ECSE]:

A single (common) certification acknowledging teachers are trained to work with young children both with and without disabilities (Müller, 2006). Those states requiring two licensure/certification types (e.g., K-12 license and ECSE endorsement) would NOT fall under this category.

DUAL CERTIFICATION (IF REQUIRED AT STATE LEVEL):

Requirement for two distinct licensure/certification types (State level NOT IHE program level) (e.g., K-12 and ECSE license/certificate)

OTHER

Use this option when a state does not require licensure/cert but does require some specified training (e.g., advanced training in specialization) that does not lead to additional licensure/certification or endorsement. This may be required of an organization or program but not of the state. If your info doesn't fit in any of those options, use "others" as well.

- Licensure/Certification Licensure/Certification (SPECIFIC) with Endorsement
Endorsement (Added to various licenses) Unified/Blended License/certificate [e.g., EC/ECSE]
 Dual Certification (IF TWO DISTINCT Certifications are REQUIRED AT STATE LEVEL) Other
(e.g., advanced training not leading to licensure or endorsement; please specify at the next column)

Comments for Types of Licensure/Certification

Add clarifying text here when appropriate/needed.

6) Age Range*

Enter the age range for the base, main license. Specify under comments if more than one age range applies (e.g., dual certificate where each has a different age range).

Situations such as when school level requirements apply to a more narrow range will be detailed in the comments section for "school requirements".

7) Degree Level Requirement*

Enter minimum required and use comments to indicate if other levels are also present. Look to national requirements if applicable.

- Associates Bachelors Masters Doctorate Other (please specify at the next column)

8) Additional requirements specific to Part C?*

Add requirements and parameters (e.g., added endorsement, specific coursework, experience and applies to specific age range or setting)

- Yes NO Unknown N/A

9) Additional requirements specific for schools?*

Add requirements and parameters (e.g., added endorsement, specific coursework, experience, and applies to specific age range or setting).

- Yes NO Unknown N/A

10) National Organization Requirements/Standards?*

Does the state use National Organization Requirements and/or standards as basis for state licensure requirements?

Yes NO Unknown N/A

If "Yes", Specify the Professional Organization. Enter the organization names and links.

11) State Requirements/ Regulations/ Standards Used?*

This relates to requirements used to base licensure on that are UNIQUE to and DEVELOPED by the state. They could be things that are above and beyond national standards or in place of national standards.

DO NOT PUT NATIONAL INFO HERE!!

Yes NO Unknown N/A

12) Licensure Require Specific Curriculum/Coursework?*

Does the STATE require SPECIFIC curriculum/coursework or other curricular requirements in preparation programs leading to licensure eligibility?

Yes NO Unknown N/A

If "Yes", Specify parameters/requirements

13) Licensure Require Specific Field or Clinical Work?*

Does the STATE require a specific number of field/clinical hours or other parameters? (e.g. specific hours; work with specific populations)

Yes NO Unknown N/A

If "Yes", Specify the hours/Work required

14) Licensure Dependent on an Exam?*

Is a State or National exam required?

Yes NO Unknown N/A

If "Yes" Specify State or Nat, Name& Passing Score

15) Are requirements competency based?*

Yes NO Unknown N/A

Comments for competency based

Enter name and link for competencies. Use state website as the first choice source, then statues/regulations.

NOTE: If the state says applicant must have successful completion of a nationally accredited program and that accreditation is based on competencies, enter "YES" and enter the national organization with link to competencies.

16) Clinical Prep Required post prep TYPICAL PATH*

This category is for TYPICAL post-academic clinical requirements that are part of TYPICAL licensure/certification path. For example the temporary permit granted to allow interns to practice while waiting for exam results, fulfilling post-graduate clinical fellowships, or provisional licensure situations.

Yes NO Unknown N/A

Comments for Clinical Requirements POSTPREPTYPICAL PATH

17) Alt Routes/Emergency/Temporary*

Only use ATYPICAL temp/emergency for situations (e.g., related to shortage areas). NOT for temporary or provisional license that is part of the typical traditional preparation.

This will likely be mostly if not all pertaining to teaching. However, if you come across another discipline that has this, enter it.

Yes NO Unknown N/A

Comments for Alt/Emergency/Temp

18) # of IHEs Offering Programs Leading to Licensure*

19) IHE Names and Weblinks

20) State License Have Reciprocity with Other States?*

Reciprocity = If an individual is licensed in one state, they are eligible based on that license for similar licensure in another state.

Yes NO Unknown N/A

If "Yes", Please List the States & Requirements

21) Additional Information

Enter any additional information here, and also comment on the ease/difficulty of finding information.

22) Question??

Use this field to enter questions you had when completing this entry.

23) Responses

Look here (in the smartform) for responses to your questions. Thank you!!

APPENDIX C

VERIFICATION INTERVIEW PROTOCOL

National Licensure, Certification and Endorsement Criteria Study

Analysis of State Licensure/Certification Requirements

For Early Childhood Special Educators and Related Disciplines

Telephone Verification

Circle one: **Part C** **Part B 619**

ID: _____

Date Web search completed: _____

Date of phone verification: _____ State/Territory: _____

Interviewer: _____

Participant: _____ Title: _____

Hello, this is _____ from the Early Childhood Personnel Center. As part of the Center, we are calling to ask you a few questions to confirm some information we have on licensing/certification, higher education programs and professional development programs for personnel serving infants, toddlers and preschoolers under Parts C and B of IDEA.

We would like to spend about 30 minutes with you while we ask you some questions to verify this information. Is this a good time for you?

[IF YES, CONTINUE. IF NO, SCHEDULE A CONVENIENT TIME TO CALL BACK IN THE BOX BELOW.]

Before we begin I would like to inform you that your participation is voluntary and if you wish not to answer any of the questions, I will respect your decision. You may withdraw or stop participating in this survey at any time. You will not be paid for completing this survey. The information we are asking you to verify has been collected through publicly available sources. Your name will not be used in the reporting of the data, information will be reported by state. Anything that you report as your own opinion will not be identified by name or by state and this data will be coded using a two digit code.

Questions about this study may be directed to the Principal Investigator, Dr. Mary Beth Bruder at 860-679-1500, or IRB Representative at 860-679-8729 or 860-679-3054.

Do you agree to participate in this survey?

Yes No

I would like to record our conversation to verify that the notes I take are accurate, do you agree to this?

Yes No

Fill out the information below to schedule a more convenient time for telephone interview:

Name: _____

Phone number: _____

Fax: _____

Email: _____

Date or day of week: _____

Time: _____

Web Search Table-

The websites and documents listed in the excel spreadsheet were reviewed to identify specific certification/ licensure requirements in your state for individuals who work with children birth to five years with developmental delays or disabilities. Your assistance in reviewing the table for completeness and accuracy is requested. Please provide any missing information and correct any inaccurate information. If comments would help us understand any specific requirements, please provide them.

(If necessary ask for information that could not be found during the web review.)

____Table was reviewed with Coordinator **during** phone verification call

____Table was reviewed by Coordinator **before** phone verification call

Interview Protocol-

1. Are the licensing/certification requirements accurate as you know it? Why or why not?
 Yes No

2. Are there any changes anticipated in the licensing/certification for any discipline? If yes please describe.
 Yes No

3. We have developed a list of universities and colleges in your state that offer approved programs for these licensure/certifications for these disciplines (please see spreadsheet). Are there additional universities or colleges that you are aware of that should be listed? If you are not the person who has that information could you provide the contact person and his/her contact information, or is there a website where we could obtain that information?
 Yes No

Website URL: _____

Name of contact person for university list: _____

Phone number: _____

Email: _____

4. Does your state have a “system” for providing on-going training and technical assistance (T/TA) to those serving infants, toddlers and preschoolers with disabilities? By “system” we refer to an infrastructure that is funded, provides for individualized and on-going professional development (vs. periodic workshops), and is sustainable and accountable.
- Yes No

Please explain your answer.

5. Does your state have a Comprehensive System of Personnel Development (CSPD) for Part C/B?
- Yes No

6. If your state **has** a CSPD, which of the following components do you feel you have addressed adequately to meet the needs of infants, toddlers, and preschoolers with disabilities? Please explain your answers.

If your state **does not** have a CSPD, which of the following components do you feel would be the highest areas of need for your state to implement? Please describe and explain your answers.

- Ongoing needs assessment for all personnel serving infants, toddlers and preschoolers with disabilities
- Appropriate licensing and certification
- Higher education programs to provide preservice training
- Ongoing, systematic and effective professional development inservice opportunities
- Evaluation
- A data system for personnel currently employed in the Part C/B system that includes the above
- Technical assistance availability
- Dissemination

7. In which of the above areas of a CSPD do you feel your state has a need for technical assistance? Please describe.

8. Has your state previously or is your state currently participating in any National TA Center activities? If yes, what TA Center and what is the focus or expected outcome?

9. Is there anything else you would like to share regarding the licensure/certification requirements for EI or ECSE personnel in your state? Is there anyone else you feel we should speak with to help complete this analysis?

Thank you for your time in completing this interview. The information you have shared will provide us with a greater understanding of ECSE licensure/certification requirements. We sincerely appreciate your thoughtful responses and your contribution to our research efforts. Your responses will be transcribed and e-mailed to you so that you can review them for accuracy.

If you have any questions/concerns please free to contact:

Dr. Mary Beth Bruder at 860 679-1500.

Table 1: Critical Components of a CSPD

Needs Assessment: The state conducts an annual in service needs assessment using a representative sample of certified staff, non-certified staff, and parents. The goal is to identify training needs, develop a system to evaluate CSPD components, activities, and projects, and ensure that each CSPD component includes collaboration. The results of the needs assessment is the catalyst for determining in service training and technical assistance.

Preservice: Pre service is the preparation of certified and non-certified staff for employment as administrators and service providers for students with disabilities. Institutions of higher education are given the responsibility to prepare individuals with adequate skills that lead to quality services. CSPD will collaborate with higher education in strengthening educational training programs to help ensure quality staff. CSPD should be involved with certification issues and assuring collaboration between the various institutions of higher learning.

Inservice: The state and regional CSPD Councils and school districts provide relevant training for staff and parents that improves skills in serving students with disabilities. In service is usually based upon data received from needs assessment and requirements of the state.

Technical Assistance: The state CSPD provides trainers and technical assistance providers for a wide variety of critical issues. The end result will be quality education and services for students with disabilities.

Collaboration: Collaboration involves sharing resources and information, setting common goals, and working together. Collaboration is the glue that holds the other CSPD Components together. A main objective of CSPD is to offer opportunities for members of the educational community and parents to work together for a common cause, namely improving services to students with disabilities. The CSPD Council is made up of a broad representative of stakeholders, including parents. Council meetings and activities offer the opportunity for CSPD stakeholders to communicate and collaborate with each other.

Dissemination: CSPD involves the dissemination of research validated educational and behavioral practices for service providers of students with disabilities. Promising practices are shared with educators and parents throughout the state.

Evaluation: All CSPD activities should be evaluated regarding their outcome and impact to programs for students with disabilities. Evaluation helps determine if CSPD activities are making a real difference. Each section of the CSPD strategic plan should have an evaluation component. Evaluation results should be used as part of the decision making process.

Recruitment/Retention: There are frequent shortages of qualified special education personnel,

especially in rural areas. Planning and collaboration should occur at the state, regional and school district level to ensure adequate staff to serve the needs of students with disabilities. Strategies need to be implemented that promote retaining qualified staff members.