Possible Questions States and Local Programs Might Want to Answer About Personnel

|  | Questions about EI/ECSE Personnel | Preservice | Standards | Inservice | Recruitment/Workforce Characteristics | Retention |
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| 1 | How many of each type of personnel employed/contracted in EI/ECSE graduate from within state institutions of higher education each year? | X |  |  |  |  |
| 2 | What are the levels of education and years of experience of EI/ECSE practitioners? (2.A.1.b)\* | X |  |  | X |  |
| 3 | What are the levels of education and years of experience of the general early care and education practitioners working with children with IFSP/IEPs? (2.A.2.b)\* | X |  |  | X |  |
| 4 | How many EI/ECSE practitioners have specific types of credentials/licenses (e.g., EIS, preschool, special education, licensed therapist)? (2.A.1.c)\* |  | X |  | X |  |
| 5 | How many general early care and education practitioners working with children with IFSP/IEPs have specific types of credentials/licenses (e.g., early childhood, preschool, Child Development Associate [CDA], special education, licensed therapist)? (2.A.2.c)\* |  | X |  | X |  |
| 6 | How many new credentials/licenses for potential EI/ECSE personnel are awarded each year in the state? |  | X |  | X |  |
| 7 | What recruitment strategies are in place in the state? How many practitioners are hired through each strategy or combination of strategies? |  |  |  | X |  |
| 8 | How many qualified applicants apply for each position?  |  |  |  | X |  |
| 9 | How many and what kinds of positions stay open because a qualified applicant cannot be located?  |  |  |  | X |  |
| 10 | How many and what kind of positions are filled with candidates with lesser qualifications than the program wanted? |  |  |  | X |  |
| 11 | How many personnel are employed in EI/ECSE (number and FTE; employed and contracted by state, by program, by type of personnel)? |  |  |  | X |  |
| 12 | What are the demographic characteristics of EI/ECSE practitioners (e.g., age, gender, ethnicity/race, language[s] spoken)? (2.A.1.a.)\* |  |  |  | X |  |
| 13 | What professional development activities do EI/ECSE service providers/teachers participate in during employment? (2.A.3.a)\* |  |  | X |  |  |
| 14 | How much professional development (e.g., hours, continuing education units [CEUs]) did EI/ECSE practitioners receive over a given time period (e.g., in a year, over a 5-year period) by role and profession? (2.A.3.b.)\* |  |  | X |  |  |
| 15 | How much professional development specific to EI/ECSE did EI/ECSE practitioners receive over a given time period (e.g., in a year, over a 5-year period) by role and profession? (2.A.3.c)\* |  |  | X |  |  |
| 16 | How many and which EI/ECSE practitioners have received professional development in a particular topic (e.g., Pyramid model, Routines Based Intervention, etc.)? |  |  | X |  |  |
| 17 | What is the average length of time a practitioner in EI/ECSE stays employed by/under contract with each program? In the state? (by type of personnel) |  |  |  |  | X |
| 18 | What is the turnover rate among EI/ECSE practitioners (by year, state, or local program)? By type of position? (2.A.1.d)\* |  |  |  |  | X |
| 19 | Why do EI/ECSE practitioners leave their positions? |  |  |  |  | X |
| 20 | What retention strategies are used by programs that are especially successful in retaining personnel? |  |  |  |  | X |
| 21 | How do outcomes for children and families differ by characteristics of the workforce (e.g., years of experience, level of education, and participation in professional development)? (1.D.2.d.)\* |  |  |  | X |  |
| 22 | What is the relationship between child outcomes and characteristics of the general early care and education settings in which children with IFSP/IEPs spend time (e.g., child to caregiver ratio, type/variety of settings, curricula, staff experience, and quality)? (1.D.2.e.)\* |  |  |  | X |  |
| 23 | What factors (e.g., amount and type of service, level and type of personnel) contribute to better outcomes without increased cost? (1.D.2.f)\* |  |  |  | X |  |
| 24 | What personnel training needs have been identified? |  |  | X |  |  |

DaSy Critical Questions are marked with a \* and their number (e.g., 2.A.1.d).

| cid:image005.png@01D0F6AA.46487010 | *Framework connection:* The columns represent key subcomponents of the Personnel/Workforce component of the System Framework. Each question listed can be categorized under one or more subcomponent.  |
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# About Us

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