

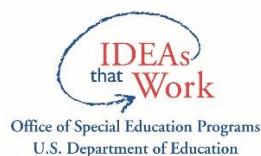


Personnel Needs Assessment



Data Report

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**Personnel Needs Assessment
October 22-26, 2018
Data Summary**

Overall

Forty-two total participants responded to the needs assessment from Sunday November 11 through Tuesday November 13, 2018. As shown in Table 1, the respondents of the survey identified as higher education faculty (24%), state early childhood employees (21%), family members (12%), doctoral students (2%), or other role (41%).

Table 1. *Frequency of Responses by Primary Role (n=42)*

	N (%)
Higher Education Faculty	10(24)
Doctoral Students	1(2)
State Early Childhood Employees	9(21)
Family Members	5(12)
Other	17(41)

AUCD Membership and Participation

Twenty-five of the survey respondents were AUCD members (64%), however, the majority of these respondents did not participate in the AUCD Early Childhood Special Interest Group (SIG) (67%). See Table 2 for a breakdown of AUCD membership and participation by role.

Table 2. *AUCD Membership and Activities (n=211)*

	Are you a member of AUCD?	Do you participate in the AUCD Early Childhood Special Interest Group (SIG)?
	N (%)	N (%)
Higher Ed Faculty (n=10)		
Yes	8 (80)	5 (50)
No	2 (20)	5 (50)
Doctoral Students (n=1)		
Yes	1 (100)	1 (100)

No	--	--
State Early Childhood Employees (n=6)		
Yes	1 (17)	--
No	5 (83)	6 (100)
Family Members (n=5)		
Yes	3 (60)	2 (40)
No	2 (40)	3 (60)
Other (n=17)		
Yes	12 (71)	5 (29)
No	5 (29)	12 (71)
Total (n=39)		
Yes	25 (64)	13 (33)
No	14 (36)	26 (67)

Higher Education Faculty

Ten of the survey respondents reported that they held a faculty position in a higher education setting. The majority of these faculty reported working in a four-year public college or university (70%), and that they have been teaching between 11-20 years (40%). When asked about their experience prior to working in a faculty setting, 90% of respondents reported that they had previous experience as a practitioner. This descriptive data is displayed in Table 3.

Table 3. *Faculty Characteristics (n=10)*

	N (%)
University Setting	
Four-year private college/university	2 (20)
Four-year public college/university	7 (70)
International college/university	1 (10)
Years Taught (n=93)	
0-5 years	2 (20)
6-10 years	1 (10)
11-20 years	4 (40)
21+ years	3 (30)
Practitioner Experience	
Yes	9 (90)
No	1 (10)

Table 4 shows the additional characteristics of the higher education settings of these respondents. Most respondents reported that there were five or less faculty besides themselves working in early childhood/early intervention, but the majority reported that their program has either remained the same size or grown within the past five years. All of these programs graduate less than 100 students per year, and most of the faculty who

responded to the survey reported mentoring doctoral students. One third of the programs described are reported as being CAEP accredited, and about half of these programs were blended early childhood and early childhood education. Finally, there was almost an even split between the certifications students were eligible for once completing these programs. When asked about trainings with other faculty in the same topic area, all faculty said that they would be interested in attending. They also described the areas in which they would like to have additional materials, tools, and resources, which are shown below in Table 5.

Table 4. *Faculty Higher Education Setting Characteristics (n=10)*

	N (%)
Other EC/EI Faculty (Yes; n=9)	
0-5 faculty	7 (78)
6-10 faculty	1 (11)
11-20 faculty	--
21+ faculty	1 (11)
Program Growth	
Grown	5 (50)
Remained the same	3 (30)
Decreased in size	2 (20)
Graduating Students	
0-10 students	3 (30)
11-25 students	4 (40)
26-50 students	1 (10)
51-100 students	2 (20)
>100 students	--
Mentor PhD students (Yes; n=7)	
1-2 students	4 (57)
3-4 students	--
5-7 students	3 (43)
CAEP Accredited (n=9)	
Yes	3 (33)
No	4 (44)
Don't Know	2 (22)
Blended EC/ECSE program	
Yes	4 (40)
No	5 (50)
Don't Know	1 (10)
Certifications (n=6)	
Early Childhood	2 (33)
Early Childhood Special Education	2 (33)
Blended Early Childhood/Early Childhood Special Education	2 (33)

Table 5. *Future Resources (n=10)*

	N (%)
Interest in Trainings	
Yes	10 (100)
No	--
Desired Materials, Tools, and Resources	
Adult Learning	5 (50)
State/National Certification Alignment	6 (60)
Recommended Practices Alignment	9 (90)

Doctoral Students

Only one of the survey respondents reported that they were currently a student in a doctoral program. This respondent was an educational psychology student at Texas A&M University, looking to go into a research faculty position upon completion of the program. This doctoral student described a need for more training in the implementation of intervention programs and collecting data, and reported that s/he would be interested in coming to training institutes in Connecticut and participating in interactive learning groups.

Family Member

Five of the survey respondents reported that they were attending the conference as a family member of a child with a disability. Descriptive data is displayed in Table 6. When asked about leadership experience, 40% of family members said that they have held or currently hold a leadership position. However, all said that they received formal leadership training. Some of this training included formal degrees, ECPC leadership institutes, participation in a LEND program, and Partners in Policy.

Table 6. *Family Characteristics (n=5)*

	N (%)
Role at DEC (n=51)	
Employed by parent organization	2 (40)
Part of a state team in EC and disability	1 (20)
Other	2 (40)
Member of ICC or SAP	
Yes	1 (20)
No	4 (80)
Leadership Training	
Yes	5 (100)
No	--
Leadership Position	
Yes	2 (40)

Reimbursement for DEC Attendance (n=49)

Yes	1 (20)
No	4 (80)

Family members were also asked what kinds of training materials they would find helpful, and the responses included videos, documents, infographics on advocacy and policy, family engagement materials, leadership materials, understanding mental health in children with disabilities, online trainings/webinars, and other resources made available online. Families were also asked to choose the top three areas in which they would like to receive training and resources in the field of early intervention/early childhood education that they think could help the workforce who serves children under the age of 5 with disabilities. The top three areas were: 1) helping other families become leaders, 2) helping state/local programs develop and implement policies that better serve children with disabilities and their families, and 3) working in personnel preparation or professional development activities to help teach service providers. They also were asked for their ability/interest in coming to a variety of trainings and workshops to help develop these resources (see Table 7).

Table 7. *Family Training Needs (n=5)*

	N (%)
<hr/> Additional Training/Resources Needed <hr/>	
Helping myself become a leader	1 (20)
Helping other families become leaders	4 (80)
Personnel preparation or PD activities to teach service providers	3 (60)
Helping state/local programs develop and implement policies	5 (100)
Training Opportunities	
2-3 day institutes in CT	2 (40)
Meet online to receive training	5 (100)
Meet online to offer support to other families	3 (60)
Participate in meetings (in-state and virtual)	4 (80)

State Early Childhood Employee

Nine of the survey respondents reported that they worked as a state early childhood employee. Their characteristics are shown in Table 8, and their training needs are shown in Table 9.

Table 8. *State Early Childhood Employee Characteristics (n=9)*

	N (%)
<hr/> Background <hr/>	
Degree in EC and disability	4 (44)
<hr/>	
Direct service provider	5 (56)
Administrator in EC and disability	3 (33)

Years in current position (n=6)	
0-5 years	6 (100)
6-10 years	--
11-20 years	--
>20 years	--

Table 9. *State Early Childhood Employee Training Needs (n=9)*

	N (%)
Would like to gain more experience in:	
Leadership application	2 (22)
Using TA effectively	1 (11)
Applying a systems framework for more effective state systems	2 (22)
Implementing a CSPD	1 (11)
Implementing effective state PD activities	2 (22)

Individuals in Other Roles

Seventeen of the survey respondents reported being in a role other than those described above. Their characteristics are shown in Table 10, and their training needs are shown in Table 11.

Table 10. *Other Characteristics (n=17)*

	N (%)
Role	
Program director	5 (29)
Program/Project coordinator	3 (18)
Graduate student (non-doctoral)	2 (12)
LEND trainee	5 (29)
Practitioner	2 (12)
Years in current position	
0-5 years	9 (53)
6-10 years	3 (18)
11-20 years	3 (18)
>20 years	2 (12)

Table 11. *Leadership Training Materials (n=10)*

	N (%)
Materials	
Web-based applications	1 (6)
Toolkit (e.g. manuals, modules)	2 (12)
Content materials (family leadership, early childhood, interdisciplinary)	5 (29)
Webinars	1 (6)

