

RESEARCH REPORT



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Help Wanted: Early Intervention and Early Childhood Special Education Workforce Needs *Findings from a National Survey*

Allison Friedman-Krauss, W. Steven Barnett, Tracy Jost, & Karin Garver July 2024



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About NIEER

The National Institute for Early Education Research (NIEER) at the Graduate School of Education, Rutgers University, New Brunswick, NJ, conducts and disseminates independent research and analysis to inform early childhood education policy.

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Introduction

The National Institute for Early Education Research (NIEER) conducted a national survey of the early intervention (EI) and early childhood special education (ECSE) workforce between June 2022 and January 2023. In collaboration with the Early Childhood Personnel Center (ECPC), NIEER developed a survey to collect information from the workforce about their backgrounds, training, knowledge, and experiences in the EI and ECSE field. The goal was to obtain a national picture of the EI/ECSE workforce's education, credentials, pre- and in-service training, and knowledge about EI and ECSE. This report summarizes the main findings from the survey.

Method

NIEER developed the workforce survey with input from ECPC and the final survey was approved by the Rutgers University Institutional Review Board. The survey contained mostly multiple-choice questions. The last question asked respondents, “Is there any additional information about your job in the Early Intervention or Special Education field you would like to provide?” Responses to this optional question were reviewed by the authors and coded to identify themes. This information was then used to supplement results of the quantitative analyses.

The survey was programmed by NIEER in Qualtrics and was distributed electronically. NIEER contacted the Part B/619 and Part C coordinators in each state to explain the survey and ask them to distribute the survey link and information to all ECSE Teachers, ECSE Related Service Providers, and EI Providers in their state. In addition, the Office of Special Education Programs (OSEP) distributed the survey via their newsletter, and a flyer with a QR code to access the survey was available at the Division for Early Childhood (DEC) Annual Conference. The survey was also distributed via the IDEA Infant and Toddler Coordinators Association (ITCA) and the National Association of State Directors of Special Education (NASDSE).

Survey Respondents

A total of 4,610 members of the EI/ECSE workforce responded to the survey, including 2,962 EI Providers, 1,105 ECSE Related Services Providers, and 962 ECSE Teachers (some respondents are included in more than one workforce group). Survey respondents included individuals from all but two U.S. states plus Washington, D.C. and two U.S. territories (see Appendix Table A). Nearly half (47%) of respondents reported working in a suburban area, 22% in urban areas, and 31% in rural areas (see Appendix Table B for a breakdown of areas by workforce group).

Definitions of Workforce Groups

Early Intervention (EI) Providers	Professionals who deliver early intervention services to children from birth to age 3 through the Individuals with Disabilities Education Act (IDEA) Part C.
Early Childhood Special Education (ECSE) Related Service Providers	Professionals who deliver early intervention related services (e.g., speech therapy, occupational therapy) to children ages 3 to 5 through IDEA Part B/619.
Early Childhood Special Education (ECSE) Teachers	Teachers of children ages 3 to 5 with a disability served through IDEA Part B/619.

Results

This report provides a much-needed description of the Early Intervention (EI) and Early Childhood Special Education (ECSE) workforce. We conducted a nationwide survey to ask the EI/ECSE workforce about their qualifications, training, knowledge of the field, job stress, and demographic characteristics. Responses came from 4,610 individuals across three groups: EI Providers, ECSE Related Service Providers, and ECSE Teachers.

In this section, we summarize key findings, including very limited cultural and linguistic diversity, gaps in some important content knowledge, a high frequency of excessive caseloads, and some of the workforce, ECSE Teachers in particular, reported dangerously high levels of stress.

Summary of Key Points

Demographic Mismatch - The EI/ECSE workforce is comprised of predominantly White, non-Hispanic/Latina females who speak only English. There is limited cultural and linguistic diversity in the workforce, yet the children they serve are more diverse.

Plans To Leave the Field - Almost 40% of respondents reported being *likely* or *very likely* to leave the EI/ECSE workforce in the next 5 years. More than 25% reported looking for a new job outside the EI/ECSE field in the last 6 months.

Low Compensation - Many respondents expressed concerns that compensation was too low. Of those who reported a salary, the two most frequently reported salary categories were \$50,000 to \$59,000 and \$60,000 to \$69,000. Those with higher educational attainment tended to earn higher salaries.

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

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

Qualified Workforce - Nearly all respondents held a certification or license that covered the early childhood years (58%) or the lifespan (37%).

Variable Knowledge on Key EI/ECSE Topics - Knowledge on key EI and ECSE topics was variable. More than 10% of respondents reported being *not at all knowledgeable* or *a little knowledgeable* about (a) their state's Early Learning and Development Standards and (b) the delivery of individualized, systematic, responsive, and intentional evidence-based practices with fidelity.

Need for More Professional Development - Domains of available professional development supports (i.e., types, content, hours) varied widely across respondents. Many respondents reported a need for more and stronger supports.

Members of the EI/ECSE Workforce

In this section, we summarize the characteristics of the professionals who make up the EI/ECSE workforce, including demographic information (i.e., age, gender, ethnicity, race, languages spoken), professional roles, work settings, and professional organization memberships.

Demographics

The typical EI/ECSE workforce member is a White, non-Hispanic/Latina female who only speaks English and is on average 45 years old (see Table 1). That is, the EI/ECSE workforce is not diverse, as only a small percentage of survey respondents vary from this description. Children who receive EI and ECSE services are more diverse than the workforce and are likely to become more diverse in the future. This discrepancy highlights a need for increased diversity of the workforce to better align with the children they serve.

Table 1. Demographic Characteristics of EI/ECSE Workforce by Group

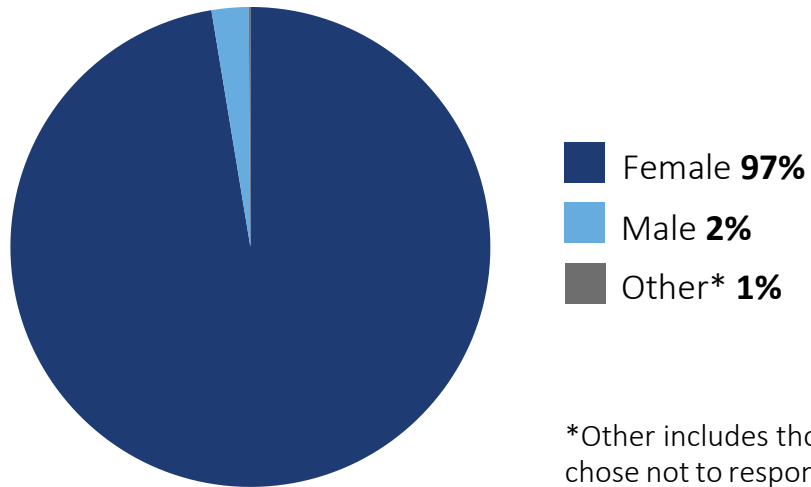
	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Age				
Mean	45.29	45.73	45.56	43.76
Std. Dev.	11.68	11.94	11.36	10.90
Median	45	45	46	44
Min.	18	22	18	20
Max.	86	86	82	75
Gender (%)				
Female	97.40	97.50	97.48	97.48
Male	2.49	2.44	2.42	2.42
Other/Do not wish to respond	0.11	0.07	0.28	0.11
Ethnicity (%)				
Non-Hispanic/Non-Latino	93.69	92.86	96.07	95.49
Hispanic/Latino	6.31	7.14	3.93	4.51
Race (%)				
White	89.09	87.79	92.84	91.71
Black/African American	4.55	4.94	2.20	4.30
Two or More Races	3.05	3.53	1.84	1.10
Asian	2.43	2.94	1.93	1.15
American Indian/Alaska Native	0.64	0.48	1.01	0.73
Native Hawaiian/Pacific Islander	0.25	0.31	0.18	0.00
Languages Spoken (%)				
English Only	85.33	82.86	88.11	91.11
Spanish	6.65	8.07	4.52	3.33

Note. RSPs = Related Service Providers; Std. Dev. = Standard Deviation; Min. = Minimum; Max. = Maximum. See Appendix Table C for languages spoken beyond English and Spanish.

Gender

Across workforce groups, nearly all (97%) survey respondents were female (see Figure 1, and Table 1 for a breakdown by workforce group). Yet, about twice as many boys than girls are served in EI and ECSE nationally and in most states (Friedman-Krauss & Barnett, 2023).

Figure 1. Gender (Percentage of All Respondents)



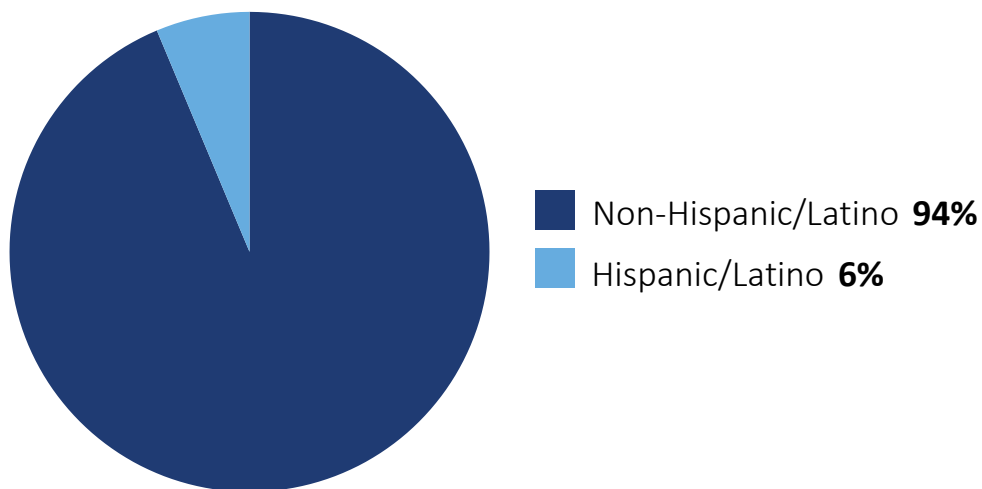
*Other includes those who chose not to respond.



Ethnicity

The majority (94%) of respondents identified as Non-Hispanic/Non-Latino (see Figure 2, and Table 1 for a breakdown by workforce group). EI Providers (7%) were more likely than the ECSE workforce (4% for ECSE Related Service Providers, 5% ECSE Teachers) to identify as Hispanic/Latino, but ethnic diversity is largely absent across all three workforce groups (see Table 1).

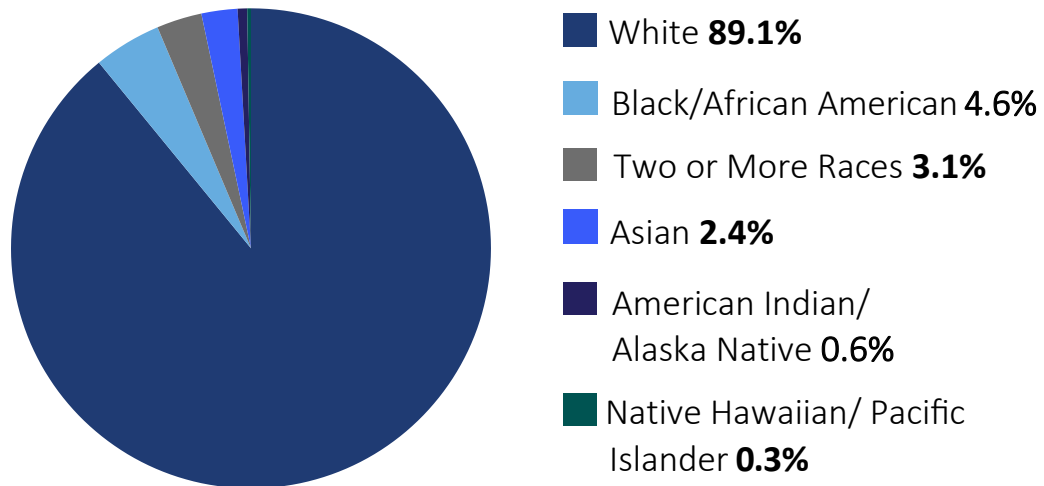
Figure 2. Ethnicity (Percentage of All Respondents)



Race

Similarly, the majority (89%) of respondents identified as White (see Figure 3, and Table 1 for a breakdown by workforce group). The next most common race reported was Black/African American, but this was at most 5% for EI Providers and lower for the ECSE workforce (2% for ECSE Related Service Providers, 4% for ECSE Teachers). EI Providers were slightly less likely to report being White (88%), compared to 93% of ECSE Related Service Providers and 92% of ECSE Teachers. While the EI/ECSE workforce is predominantly White, there is more diversity in the children served by these programs. However, White, Non-Hispanic children are more likely to receive EI and ECSE nationally (but the differences are smaller than what is seen in the workforce; Friedman-Krauss & Barnett, 2023).

Figure 3. Race (Percentage of All Respondents)



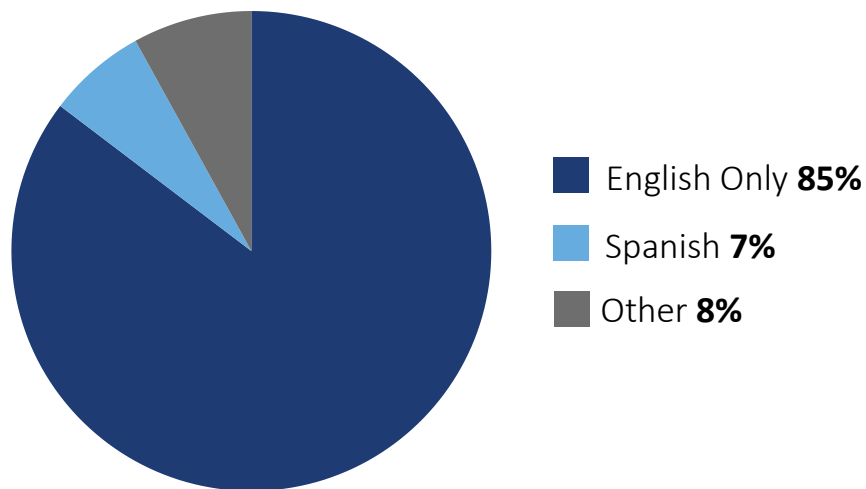
Languages Spoken

Eighty-five percent of respondents reported speaking only English (see Figure 4) with slightly higher percentages of EI Providers reporting speaking a language other than English (close to 17% compared to only 12% of ECSE Related Service Providers and 9% of ECSE Teachers; see Table 1 and Appendix Table C). Spanish was the most common non-English language spoken.

Nationally, one-third of children under age 5 are Dual Language Learners, or children learning English and another home language (Park et al., 2022). While no data are available on the home language of children receiving EI and ECSE, it is likely that many more of them are Dual Language Learners who could benefit from special education and EI Providers who speak their home language (e.g., National Academies of Science, Engineering, and Medicine, 2017; Partika, 2023). This is also important for communicating with families who do not speak English.



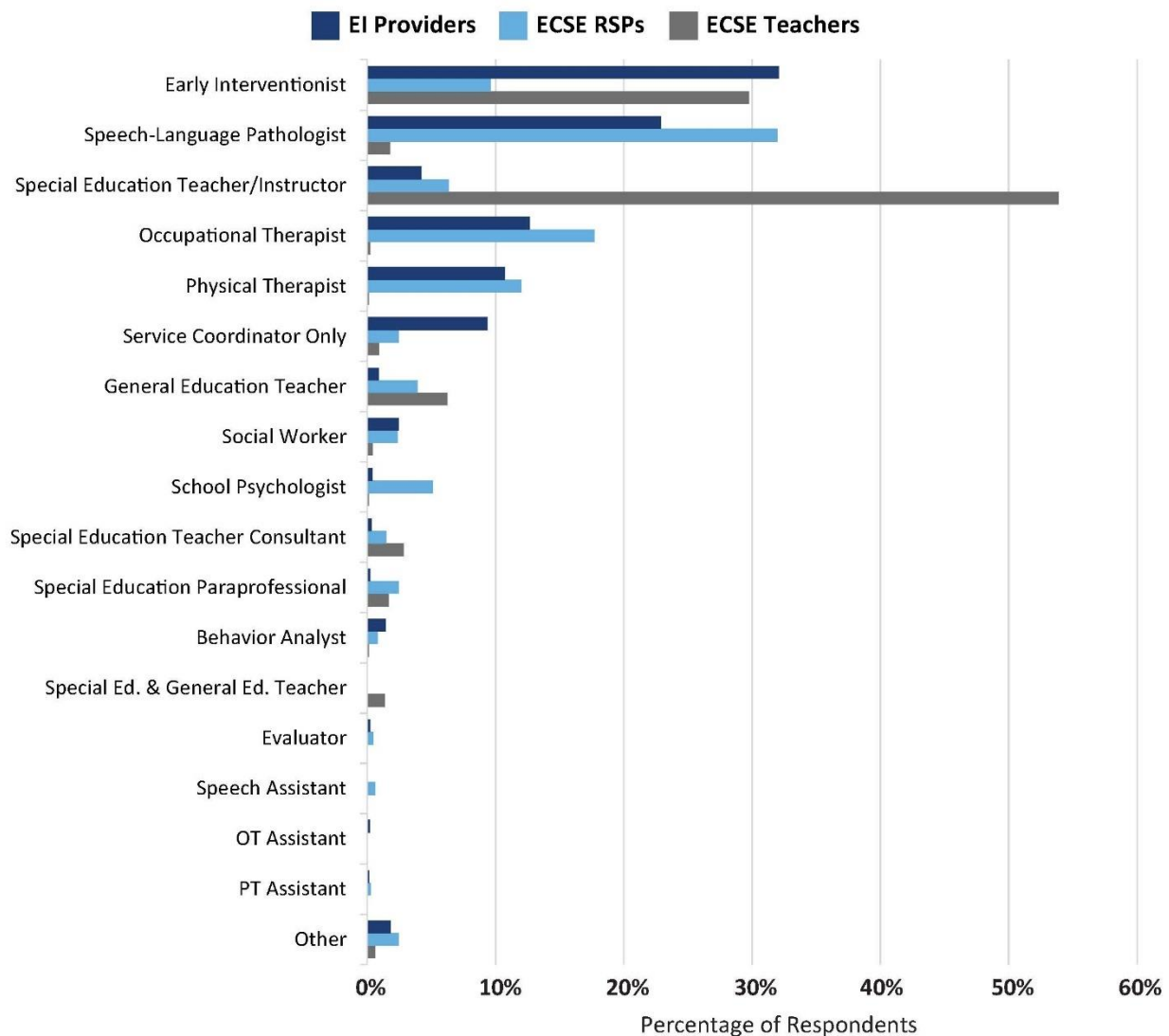
Figure 4. Languages Spoken (Percentage of All Respondents)



Roles

Respondents reported a wide variety of different jobs working with children with disabilities (see Figure 5 and Table 2). Approximately one-third of EI Providers who completed the survey identified as Early Interventionists; 23% were Speech- Language Pathologists, 13% were Occupational Therapists, and 11% were Physical Therapists. Almost one-third of ECSE Related Service Providers were Speech- Language Pathologists, 18% were Occupational Therapists, 12% were Physical Therapists, and 10% were Early Interventionists. More than half (54%) of ECSE Teachers reported that they were a Special Education Teacher/Instructor and 30% reported being an Early Interventionist. Among the ECSE Teachers, 71% reported being full-time teachers and 23% were itinerant teachers (see Figure 6).

Figure 5. Role by Workforce Group



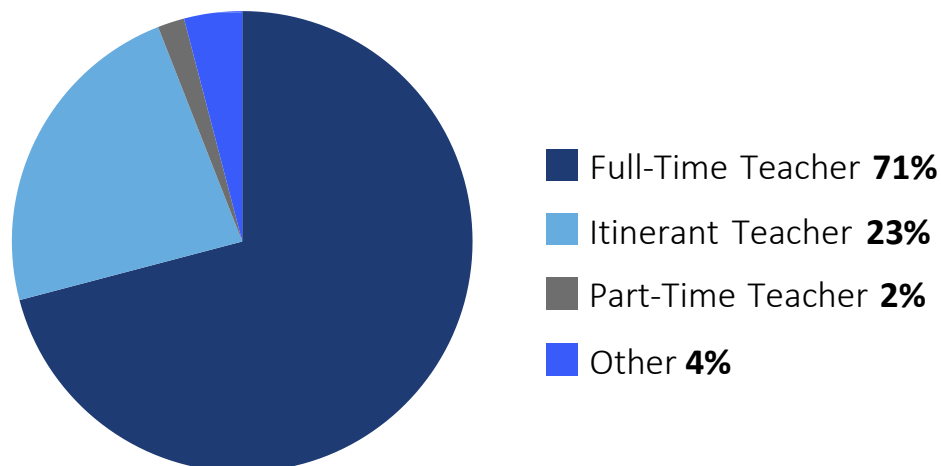
Note. RSPs = Related Service Providers; Ed. = Education; OT = Occupational Therapy; PT = Physical Therapy.

Table 2. Role by Workforce Group (Percentage of Respondents)

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Early Interventionist	28.57	32.09	9.63	29.76
Speech-Language Pathologist	18.97	22.91	31.97	1.77
Special Education Teacher/Instructor	15.50	4.20	6.36	53.90
Occupational Therapist	10.25	12.67	17.71	0.21
Physical Therapist	7.76	10.71	11.99	0.10
Service Coordinator Only	6.80	9.39	2.45	0.94
General Education Teacher	2.82	0.88	3.91	6.24
Social Worker	2.04	2.41	2.36	0.42
School Psychologist	1.41	0.37	5.09	0.10
Special Education Teacher Consultant	1.10	0.34	1.45	2.81
Special Education Paraprofessional	1.07	0.24	2.45	1.66
Behavior Analyst	1.05	1.42	0.82	0.10
Special Education & General Education Teacher	0.29	0.00	0.00	1.35
Evaluator	0.22	0.24	0.45	0.00
Speech Assistant	0.16	0.00	0.64	0.00
OT Assistant	0.13	0.20	0.00	0.00
PT Assistant	0.11	0.14	0.27	0.00
Other	1.74	1.80	2.45	0.62

Note. RSPs = Related Service Providers; Ed. = Education; OT = Occupational Therapy; PT = Physical Therapy. More than one role/position could be selected. Therefore, percentages do not add up to 100.

Figure 6. ECSE Teachers' Employment Status (Percentage of Respondents)

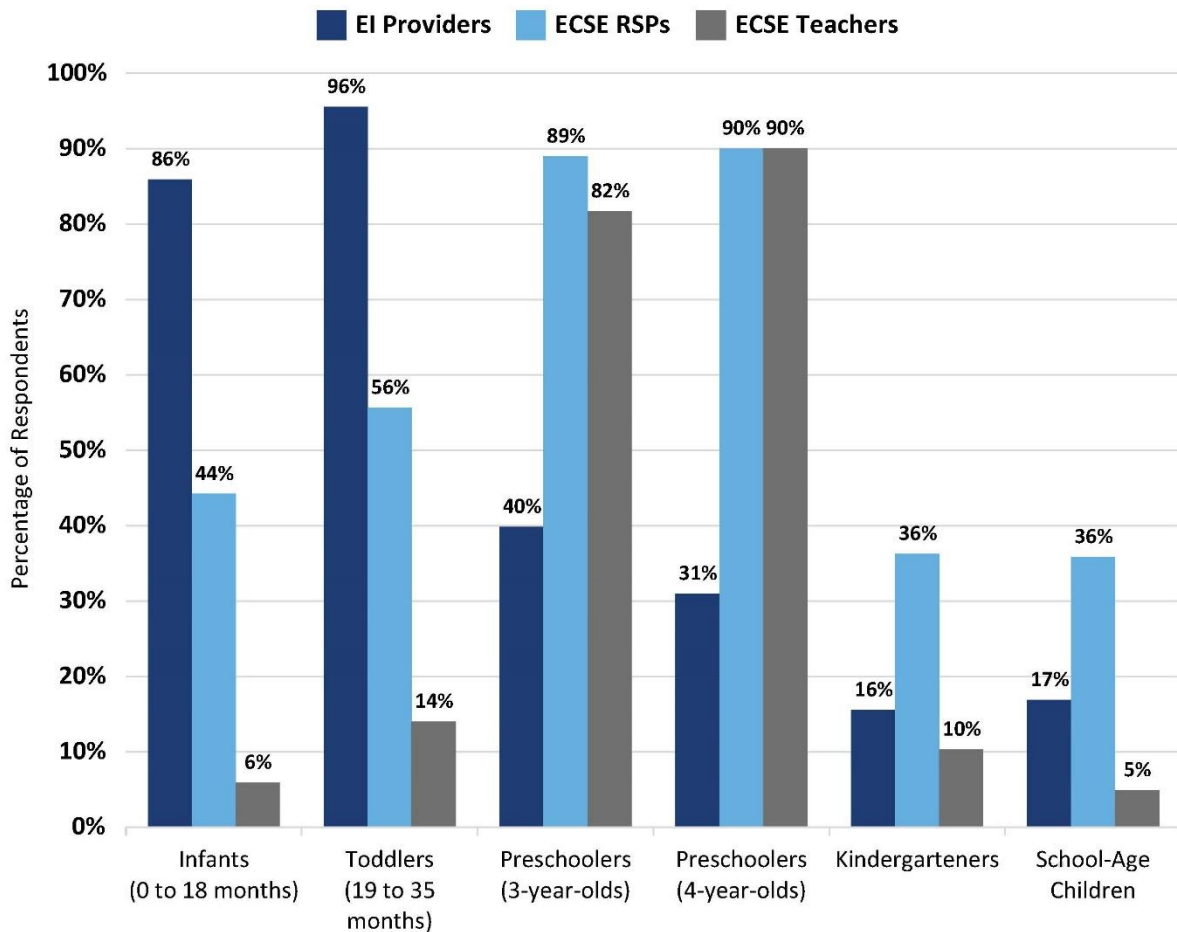


Most of the EI Providers reported working with infants (86%) and toddlers (96%). They also served children of other ages including 3-year-olds (40%), 4-year-olds (31%), kindergarteners (16%), and school-age children (17%). The majority of ECSE Related Service Providers worked with preschool-age children: 89% with 3-year-olds and 90% with 4-year-olds. To a lesser extent, they also worked with infants (44%), toddlers (56%), kindergarteners (36%), and school-age children (36%).

Similarly, most ECSE Teachers taught 3-year-olds (82%) and 4-year-olds (90%). They also taught some infants (6%), toddlers (14%), kindergarteners (10%), and school-age children (5%). See Figure 7 and Table 3.

Note. Since survey respondents could select more than one workforce group, ages of children supported may extend beyond those included the definition of the workforce group (see Definitions of Workforce Groups).

Figure 7. Age of Children Supported by Workforce Group



Note. RSPs = Related Service Providers.

Table 3. Age of Children Supported by Workforce Group (Percentage of Respondents)

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Infants (0 to 18 months)	59.22	85.92	44.20	5.93
Toddlers (19 to 35 months)	68.35	95.54	55.62	14.03
Preschoolers (3-year-olds)	54.58	39.84	88.95	81.70
Preschoolers (4-year-olds)	51.15	30.96	90.40	90.02
Kindergarteners	16.51	15.53	36.23	10.29
School-Age Children	16.11	16.88	35.87	4.89

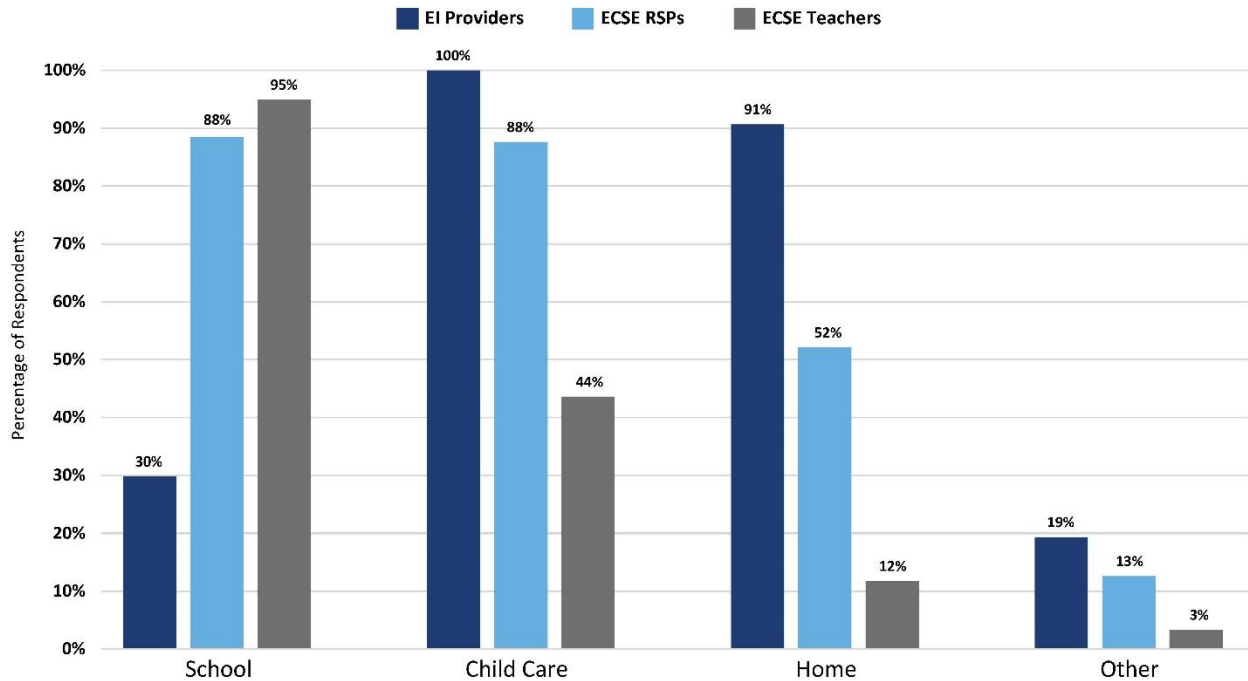
Note. More than one age band could be selected. Therefore, percentages do not add up to 100. RSPs = Related Service Providers.

Service Delivery Settings

EI/ECSE professionals reported working in diverse settings including schools, centers, homes, and other natural environments like parks and libraries (see Figure 8 and Table 4). A small percentage of the workforce reported they have continued to provide services virtually after the COVID-19 pandemic. Nearly all (91%) EI Providers reported that they delivered services in children’s homes while slightly more than half. (52%) reported delivering services in childcare centers. Nationally, approximately 93% of infants and toddlers receiving EI received these services in their homes (Friedman-Krauss & Barnett, 2023). Family childcare (29%), Head Start and Early Head Start (23%), and public schools (20%) were also common work settings for the EI Providers. ECSE Related Service Providers reported working in public schools (68%), children’s homes (52%), childcare centers (40%), Head Start and Early Head Start (28%), family childcare (20%), and private schools (18%). Nearly all ECSE Teachers reported working in public schools (85%) but 21% reported working in childcare centers, 15% in Head Start/Early Head Start, and 12% in children’s homes.



Figure 8. Service Delivery Settings by Workforce Group



Note. Other includes therapeutic centers or clinics, natural environments, virtual service delivery, early intervention, and other service delivery settings. RSPs = Related Service Providers.

Table 4. Service Delivery Settings by Workforce Group (Percentage of Respondents)

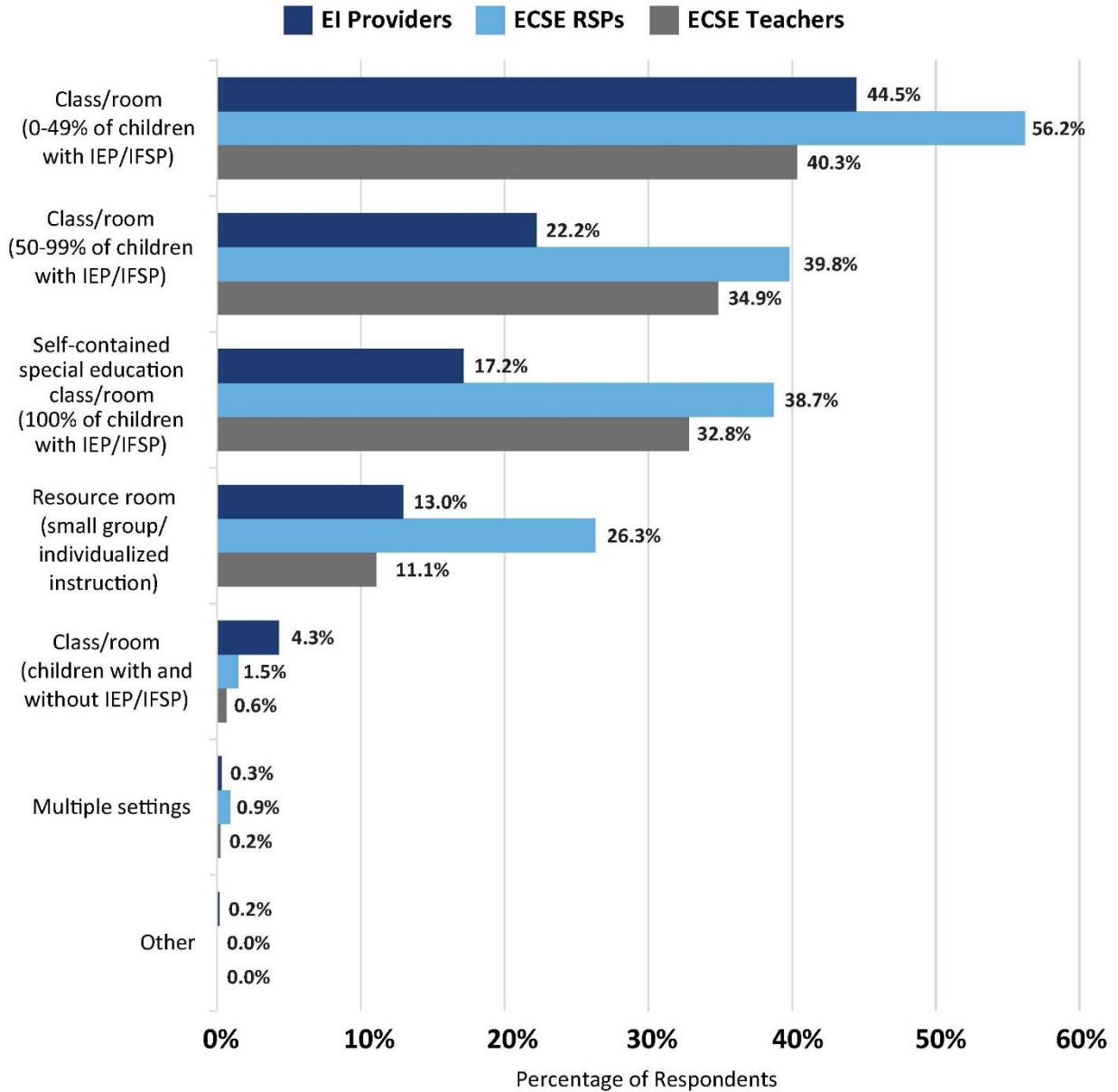
	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
School				
Public School	41.47	20.12	68.39	85.45
Private School	9.06	9.08	17.84	7.80
Other Type of School*	1.14	0.61	2.26	1.66
Child Care				
Child Care Center	41.56	52.23	40.04	20.69
Family Child Care Setting	21.61	28.83	19.57	7.59
Head Start/Early Head Start	20.83	23.02	27.99	15.28
Home				
Child's Home	64.55	90.65	52.08	11.75
Other				
Therapeutic Center or Clinic	9.79	12.86	10.96	2.18
Virtual	2.43	3.51	0.91	0.10
Natural Environment	0.83	1.22	0.00	0.10
Early Intervention	0.45	0.51	0.27	0.31
Other	0.98	1.25	0.45	0.62

Note. RSPs = Related Service Providers. More than one setting could be selected. Therefore, percentages do not add up to 100. *Other Type of School includes schools that could not be categorized into one of the other school types.

Those who reported working in a school or center delivered services in a variety of types of classrooms and other contexts (see Figure 9 and Table 5). EI Providers were most likely to be in a classroom where less than half of the children had an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP; 44%), followed by classrooms where half or more (but not all) children had an IEP/ IFSP (22%), self-contained classrooms (17%), and resource rooms (13%). Similarly, ECSE Related Service Providers were also most likely to work in a classroom where less than half of the children had an IEP/IFSP (56%), followed by classrooms where half or more (but not all) children had an IEP/IFSP (40%), self-contained classrooms (39%), and resource rooms (26%). ECSE Teachers were also most likely to teach in a classroom where less than half of children had an IEP/IFPS (40%), followed by classrooms where half or more (but not all) children had an IEP/IFSP (35%), self-contained classrooms (33%), and resource rooms (11%).



Figure 9. School and Center-Based Contexts for Service Delivery



Note. RSPs = Related Service Providers; IEP = Individualized Education Program; IFSP = Individualized Family Service Plan.

Table 5. School and Center-Based Contexts for Service Delivery by Workforce Group (Percentage of Respondents)

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Class/room (0-49% of children with IEP/IFSP)	44.69	44.47	56.21	40.34
Class/room (50-99% of children with IEP/IFSP)	29.36	22.21	39.82	34.87
Self-contained special ed classroom (100% of children with IEP/IFSP)	24.91	17.15	38.73	32.83
Resource room for small group/individualized instruction	14.73	12.96	26.32	11.05
Class/room (children with and without IEP/IFSP; percentages not reported)	2.63	4.29	1.49	0.64
Multiple settings	0.63	0.31	0.89	0.21
Other	0.08	0.15	0.00	0.00

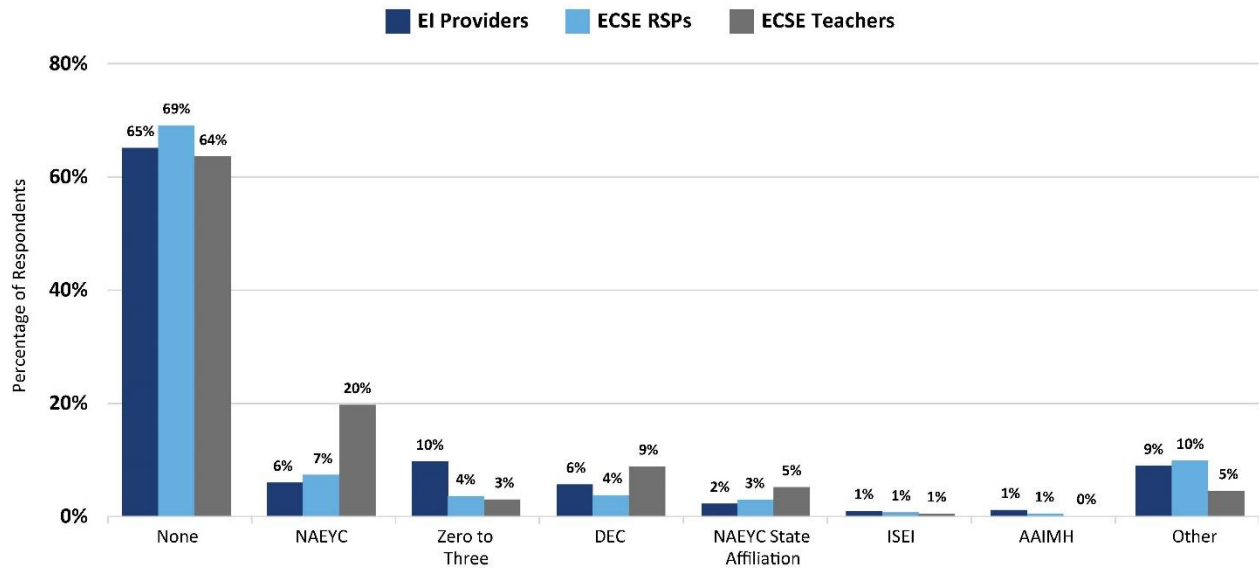
Note. RSPs = Related Service Providers; IEP = Individualized Education Program; IFSP = Individualized Family Service Plan. More than one classroom type could be selected. Therefore, percentages do not add up to 100. This question was only asked if respondent reported working in a school or center.



Professional Organization Memberships

The majority (approximately two-thirds) of respondents were not members of any professional organization (see Figure 10 and Table 6). The most common membership was to the National Association for the Education of Young Children (NAEYC), and this was most common among ECSE Teachers.

Figure 10. Membership in Professional Organizations by Workforce Group



Note. NAEYC = National Association for the Education of Young Children; DEC = Division for Early Childhood of the Council for Exceptional Children; ISEI = International Society of Early Intervention; AAIMH = The Alliance for the Advancement of Infant Mental Health; RSPs = Related Service Providers.



**Table 6. Membership in Professional Organizations by Workforce Group
(Percentage of Respondents)**

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
None	65.11	65.12	69.11	63.62
National Association for the Education of Young Children (NAEYC)	9.39	5.98	7.34	19.75
Zero to Three	7.47	9.72	3.62	3.01
Division for Early Childhood of the Council for Exceptional Children (DEC)	6.13	5.67	3.80	8.84
State affiliate of NAEYC	3.12	2.26	2.99	5.20
International Society of Early Intervention (ISEI)	0.91	0.98	0.72	0.52
The Alliance for the Advancement of Infant Mental Health (AAIMH)	0.87	1.18	0.54	0.10
Other	8.05	8.98	9.87	4.57

Note. RSPs = Related Service Providers.



Preparation, Qualifications, and Knowledge

In this section, we summarize information about respondents' levels of education, qualifications for their positions, and knowledge about key EI/ECSE topics.

Education, Certifications, and Licensure

Nearly all respondents reported having at least a bachelor’s degree; the majority reported holding a master’s degree or higher (see Figure 11, and Table 7 for a breakdown by workforce group).

Figure 11. Highest Level of Education by Workforce Group (Percentage of All Respondents)

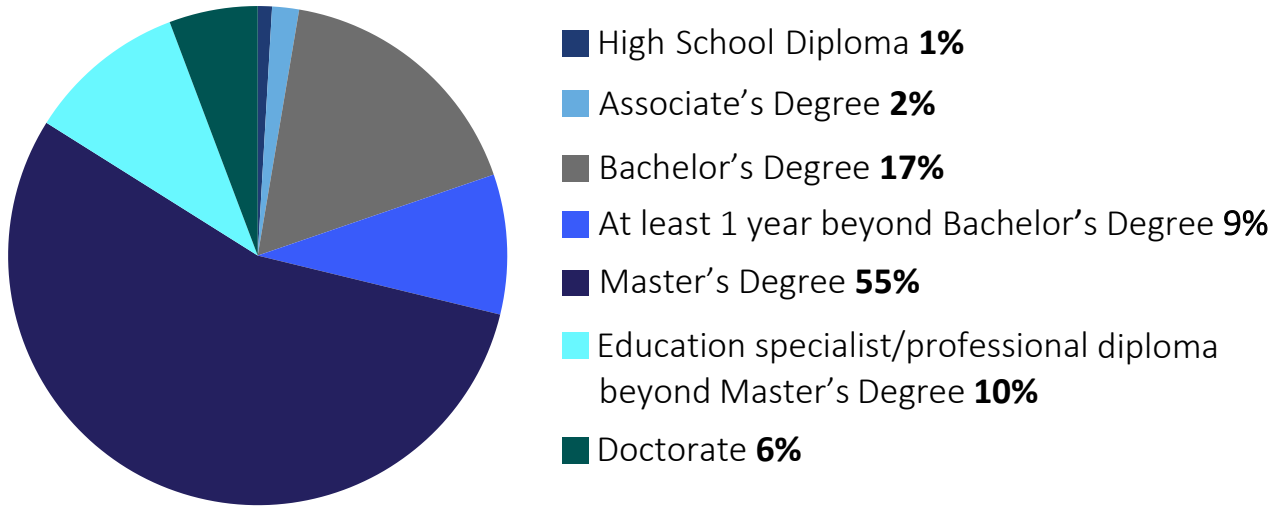


Table 7. Highest Level of Education by Workforce Group (Percentage of Respondents)

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
High School Diploma/GED	0.92	0.64	1.27	1.04
Associate’s Degree	1.74	1.45	2.90	0.73
Bachelor’s Degree	17.08	19.52	11.80	12.90
A least 1 year beyond Bachelor’s Degree	9.06	7.29	7.17	14.36
Master’s Degree	55.13	55.12	57.17	56.92
Education specialist/professional diploma beyond Master’s Degree	10.33	8.61	11.62	12.70
Doctorate	5.74	7.36	8.08	1.35

Note. Many of those who reported levels of education below a bachelor’s degree are paraprofessionals; speech, occupational therapy, or physical therapy assistants; or service coordinators. RSPs = Related Service Providers.

The majority of respondents reported having full professional licenses or certifications for their current positions (84%; see Table 8). However, almost 9% reported no license or certification and another 2% reported a license or certification in an area that does not match their current position. Most of these respondents reported primary positions as a service coordinator or an early interventionist.

Table 8. Licenses and/or Certifications Held by the EI/ECSE Workforce (Percentage of Respondents)

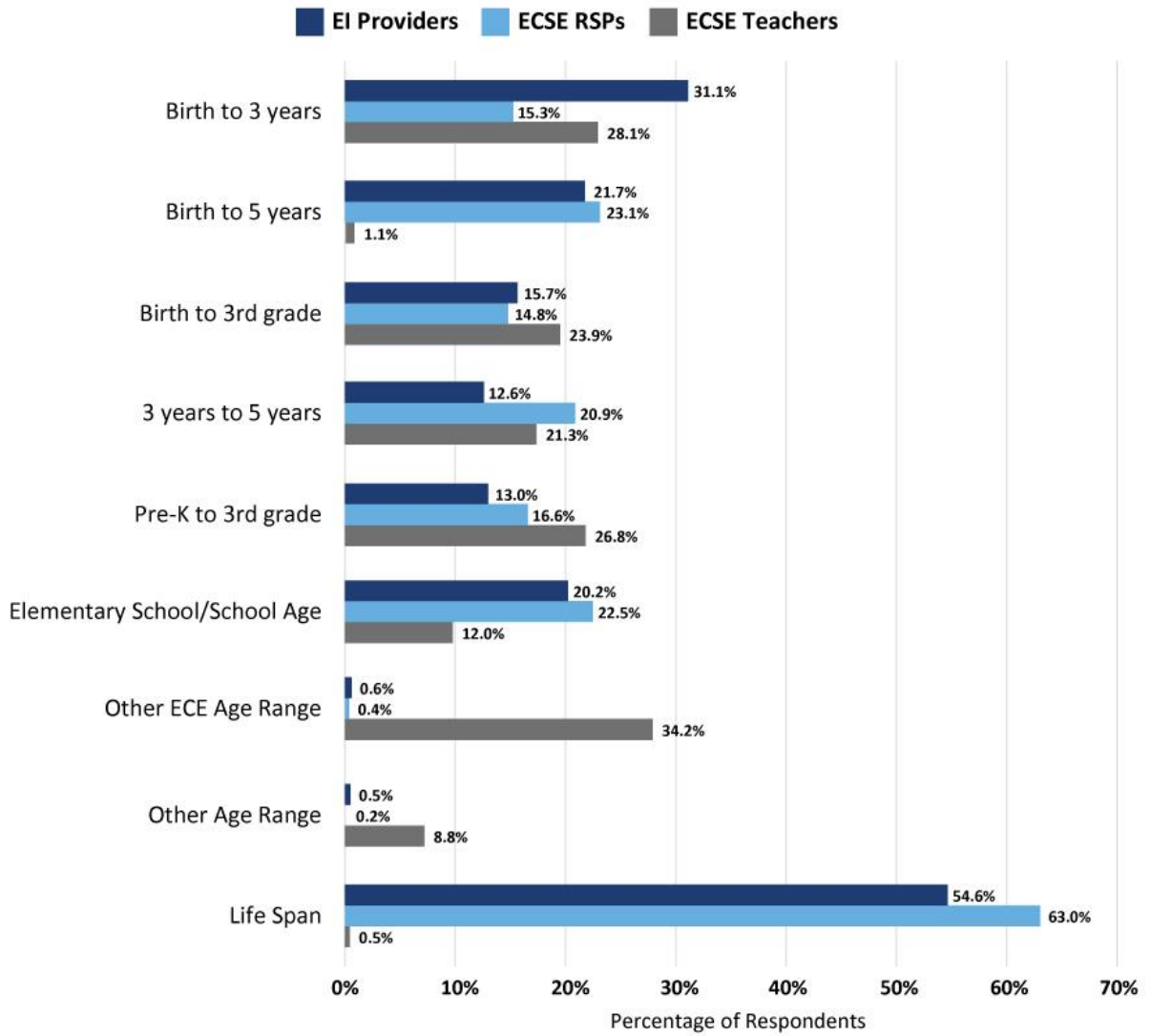
	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Full professional license/certification for position	84.46	82.90	91.65	87.29
No license/certification for position	8.77	11.78	4.45	0.94
Alternative route certification for position	2.93	1.66	1.63	7.40
Provisional, emergency, temporary license/certification for position	2.15	1.86	1.45	2.81
License/certification in an area that does not match current position	1.70	1.79	0.82	1.56

Note. RSPs = Related Service Providers.

The EI/ECSE workforce reported a variety of age ranges for their certifications (see Figure 12 and Table 9). When possible, age ranges reported as “Other” were recoded into the most appropriate category. For EI Providers and ECSE Related Service Providers, a life span certification was the most common. For ECSE Teachers, the Birth to Age 5 certification was most common.



Figure 12. Age Ranges for Licenses and/or Certifications Held by Workforce Group



Note. ECE = Early Childhood Education; RSPs = Related Service Providers.



Table 9. Age Ranges for Licenses and/or Certifications Held by Workforce Group (Percentage of Respondents)

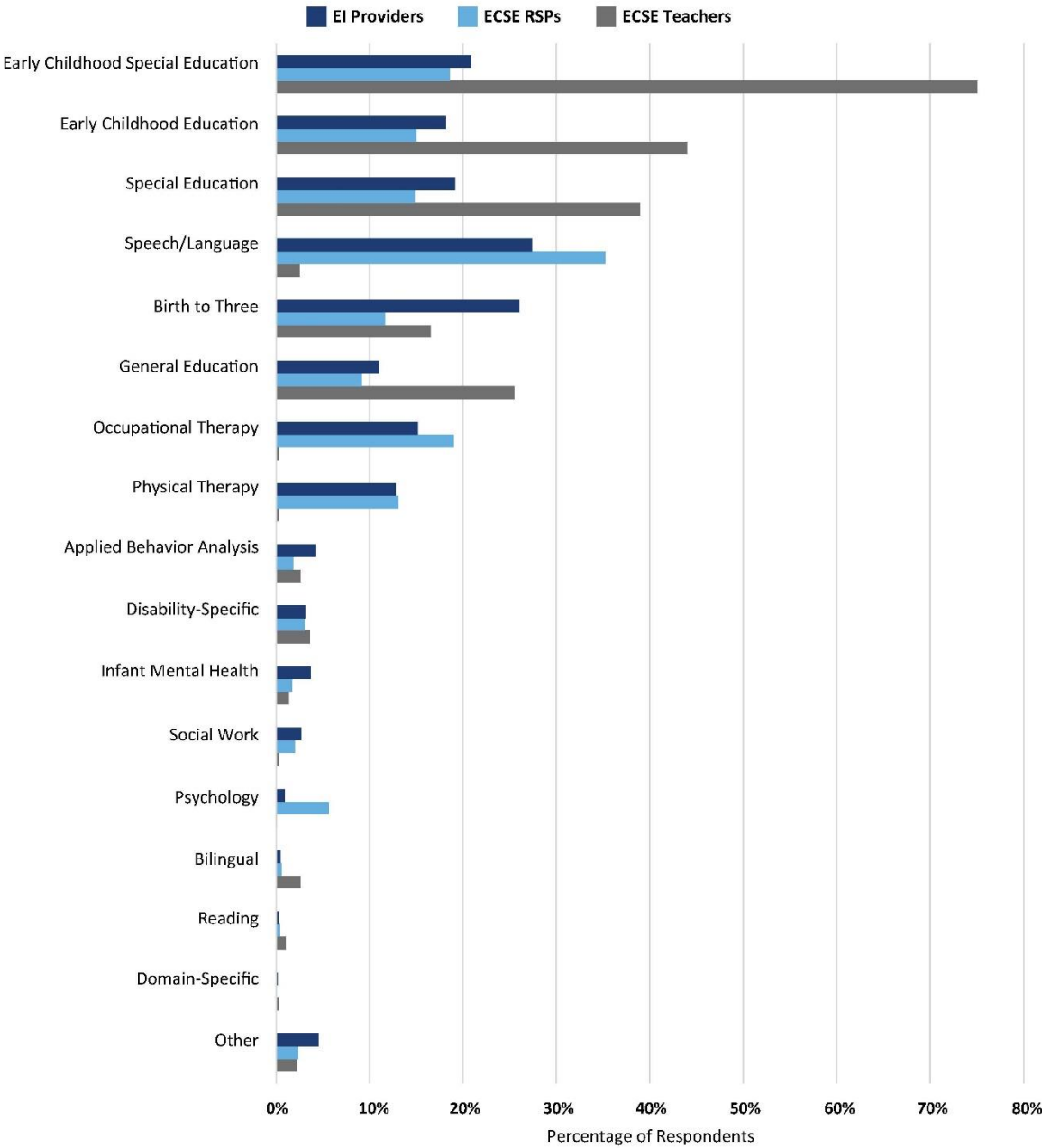
	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Birth to 3 years	23.03	31.10	15.26	8.81
Birth to 5 years	24.08	21.73	23.13	34.21
Birth to 3 rd Grade	17.67	15.65	14.79	26.76
3 years to 5 years	15.96	12.59	20.85	21.30
Pre-K to 3 rd Grade	16.06	12.97	16.59	23.92
Elementary School/School Age	22.42	20.20	22.46	28.12
Other ECE Age Range	0.68	0.61	0.38	1.05
Other Age Range	0.46	0.50	0.19	0.52
Life Span	0.46	0.50	0.19	0.52

Note. More than one age range could be selected. Therefore, percentages do not add up to 100. RSPs = Related Service Providers; ECE = Early Childhood Education.

There was a wide variety of certifications, licenses, and credentials related to working with children with disabilities reported (see Figure 13 and Table 10). The majority of EI Providers and ECSE Related Service Providers reported having either a speech, occupational therapy, or physical therapy license/certification. Three-quarters of the ECSE Teachers reported having a certification in ECSE.



Figure 13. Credentials, Licenses, Certifications, and Endorsements for Working with Children with Disabilities by Workforce Group



Note. RSPs = Related Service Providers



Table 10. Credentials, Licenses, Certifications, and Endorsements for Working with Children with Disabilities (Percentage of Respondents)

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Early Childhood Special Education	33.65	20.86	18.56	75.05
Early Childhood Education	24.39	18.15	15.02	43.95
Special Education	23.45	19.16	14.83	38.96
Speech/Language	22.29	27.40	35.22	2.55
Birth to Three	21.57	26.04	11.67	16.56
General Education	14.32	10.99	9.19	25.48
Occupational Therapy	11.85	15.17	19.04	0.32
Physical Therapy	9.03	12.77	13.11	0.32
Applied Behavior Analysis	3.49	4.26	1.82	2.65
Disability-Specific	3.12	3.10	3.06	3.61
Infant Mental Health	2.87	3.72	1.72	1.38
Social Work	2.18	2.71	2.01	0.32
Psychology	1.86	0.89	5.65	0.11
Bilingual	0.99	0.46	0.57	2.65
Reading	0.45	0.27	0.38	1.06
Domain-Specific	0.20	0.15	0.10	0.32
Other	3.66	4.53	2.39	2.23

Note. RSPs = Related Service Providers; ECE = Early Childhood Education.



Some respondents reflected on the match between their own qualifications and what is needed to succeed in the EI/ECSE field. Others noted a need to support and train new staff.

“States must find innovative ways to address staff retention issues which cause personnel shortages especially during economic hardship for many staff. Thoughtful “Grow Your Own” programming that can provide comparable coursework toward required certification at no cost is a key strategy for staff retention.”

- EI Provider

“I feel like I have been set up for success! Having a strong and experienced team (which meets weekly for 1 1/2 hour, with embedded coaching and reflective practice), taking the intensive Routines-Based Interview and Routines-Based Home Visiting model week-long classes (followed up with video to verify competence and obtain certification), and a years-long parent coaching certification course has been paramount in assuring use of best practice and keeping me sane and confident.”

- EI Provider

“I applied for this job because the qualifications met my background (i.e., Bachelor and Master of Social Work). However, it has been a struggle for me learning this job as I do not have a special education background or the endorsement.”

- EI Provider



Knowledge on Topics Related to EI/ECSE

Respondents were asked to report their level of knowledge for the following 15 topics related to EI/ECSE:

1. My state's Early Learning and Development Standards
2. Normative sequences of early childhood development and environmental and biological factors that impact development
3. Family-centered practices that support families to make informed decisions and advocate for their own and their child's needs
4. Engage with families to identify their own strengths and needs and those of their child so they may support children's development
5. Collaborating with other team members across multiple disciplines during assessment, intervention, and evaluation
6. Partnering with families and other professionals to develop IEPs/IFSPs and support transitions
7. Authentic, informal, and formal assessment models that are culturally and linguistically appropriate for all children
8. Using data from child assessments and interventions for planning and evaluations
9. Use of evidence-based curricula frameworks to inform and guide interventions
10. Delivery of homebased service models
11. Delivery of services in community based early childhood programs
12. Delivery of services in inclusive classrooms
13. Delivery of individualized systematic, responsive, and intentional evidence-based practices with fidelity
14. Social-emotional competence and positive interventions to support challenging behavior
15. Reflective practice, leadership, and advocacy to ensure children and families are provided appropriate and individualized services and intervention to meet their needs

Note. Topics are abbreviated in subsequent tables and figures to promote readability.

Overall, respondents reported high levels of knowledge across many different topics (see Table 11). More than half of respondents reported being very knowledgeable on almost every topic with a few exceptions: "my state's Early Learning and Development Standards" (42%), "delivery of services in inclusive classrooms" (49%), and "authentic, informal and formal assessment models that are culturally and linguistically appropriate for all children" (49.7%). It is concerning that only 55% reported being very knowledgeable about "use of evidence-based curricula frameworks to inform and guide interventions."

Table 11. Respondents' Knowledge on Topics Related to EI/ECSE (Percentage of Respondents)

	<i>Not at all Knowledgeable</i>	<i>A little Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Very Knowledgeable</i>
1. My State's Early Learning and Development Standards	2.76	11.89	43.25	42.10
2. Normative sequences of early childhood development	0.76	3.82	29.16	66.26
3. Family-centered practices that support families to make informed decisions	0.79	6.16	34.46	58.60
4. Engage with families to identify their strengths and needs to support child development	0.50	4.26	25.43	69.82
5. Interdisciplinary collaboration	0.34	2.20	16.82	80.64
6. Partnering with families and professionals to develop IEPs/IFSPs and support transitions	0.63	3.53	19.18	76.66
7. Culturally and linguistically appropriate assessment models for all children	1.10	8.00	41.15	49.74
8. Data-based decision making	0.47	3.30	22.10	74.12
9. Selection of evidence-based interventions	0.94	6.40	37.53	55.12
10. Delivery of services in homes	4.12	12.18	25.65	58.04
11. Delivery of services in community-based programs	2.80	10.62	36.00	50.59
12. Delivery of services in inclusive classrooms	4.05	12.25	34.53	49.17
13. Delivery of individualized evidence-based practices with fidelity	2.54	8.00	38.38	51.08
14. Positive supports for social-emotional needs and challenging behavior	0.52	6.73	39.28	53.48
15. Reflective practice, leadership, and advocacy to ensure appropriate, individualized services	0.77	7.21	38.36	53.66

Note. IEP = Individualized Education Program; IFSP = Individualized Family Service Plan.

EI Providers

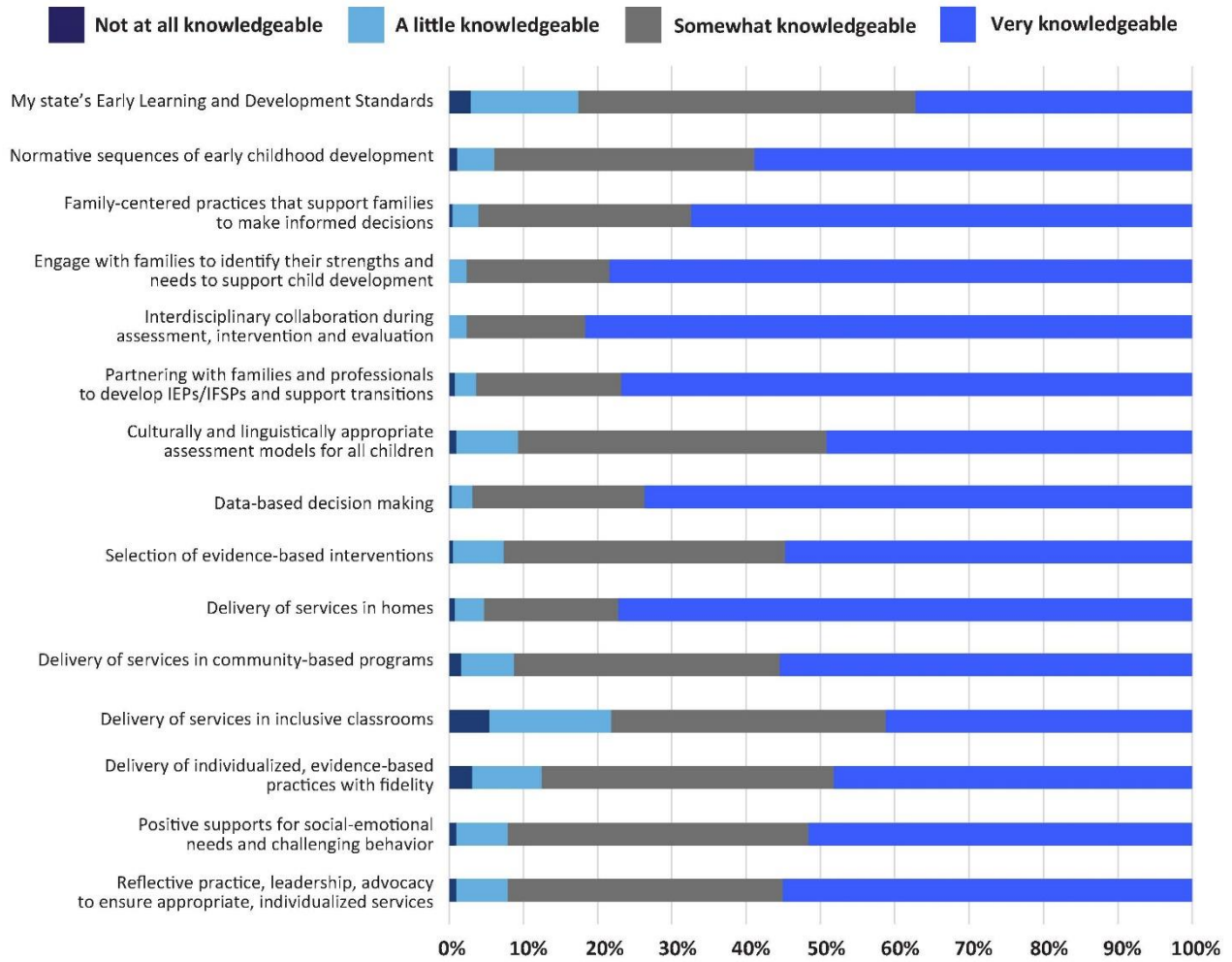
Focusing only on EI Providers, levels of reported knowledge were high with nearly all respondents reporting they are either *somewhat knowledgeable* or *very knowledgeable* about most topics (see Figure 14a and Appendix Table D). However, more than 10% reported they were either *not at all knowledgeable* or *a little knowledgeable* about several topics, including: “delivery of services in inclusive classrooms” (21%), “my state’s Early Learning and Development Standards” (16%), and “delivery of individualized systematic, responsive, and intentional evidence-based practices with fidelity” (12%).

Topics for which about half (or fewer) of EI Providers reported they were *very knowledgeable* included:

- Topic 1:** My state’s Early Learning and Development Standards (38%)
- Topic 7:** Authentic, informal, and formal assessment models that are culturally and linguistically appropriate for all children (49%)
- Topic 12:** Delivery of services in inclusive classrooms (40%)
- Topic 13:** Delivery of individualized systematic, responsive, and intentional evidence-based practices with fidelity (49%)



Figure 14a. EI Providers' Knowledge of Topics Related to EI/ECSE



Note. IEPs = Individualized Education Programs; IFSPs = Individualized Family Service Plans.



ECSE Related Service Providers

On average, ECSE Related Service Providers reported high levels of knowledge about most topics, with a few exceptions (see Figure 14b and Appendix Table E). More than 10% of respondents reported they were either *not at all knowledgeable* or a *little knowledgeable* about several topics, including “delivery of homebased service models” (21%), “my state’s Early Learning and Development Standards” (19%), “delivery of services in community-based early childhood programs” (14%), “family-centered practices that support families to make informed decisions and advocate for their own and their child’s needs” (11%), and “authentic, informal and formal assessment models that are culturally and linguistically appropriate for all children” (11%).

Topics for which about half (or fewer) of ECSE Related Service Providers reported they were *very knowledgeable* included:

- Topic 1:** My state’s Early Learning and Development Standards (35%)
- Topic 3:** Family-centered practices that support families to make informed decisions and advocate for their own and their child’s needs (50%)
- Topic 7:** Authentic, informal, and formal assessment models that are culturally and linguistically appropriate for all children (51%)
- Topic 9:** Use of evidence-based curricula frameworks to inform and guide interventions (54%)
- Topic 10:** Delivery of homebased service models (50%)
- Topic 11:** Delivery of services in community based early childhood programs (53%)
- Topic 14:** Social-emotional competence and positive interventions to support challenging behavior (51%)
- Topic 15:** Reflective practice, leadership, and advocacy to ensure children and families are provided appropriate and individualized services and intervention to meet their needs (52%)

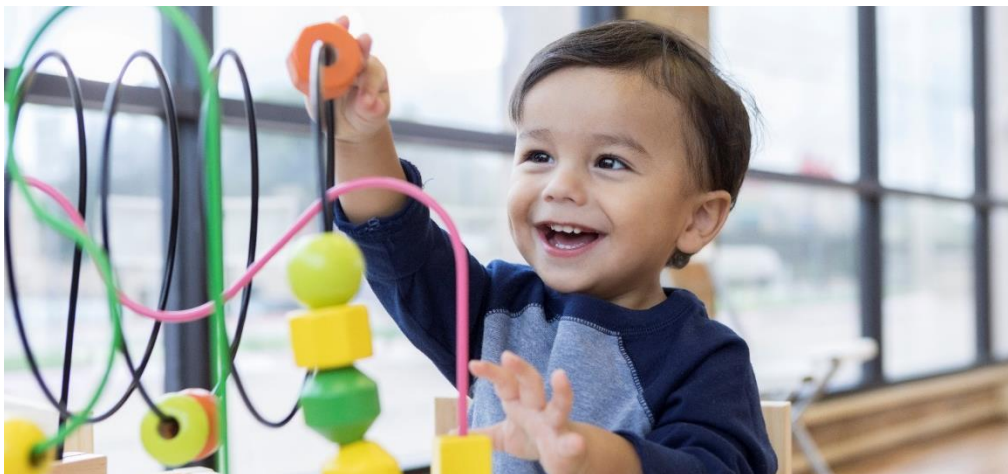
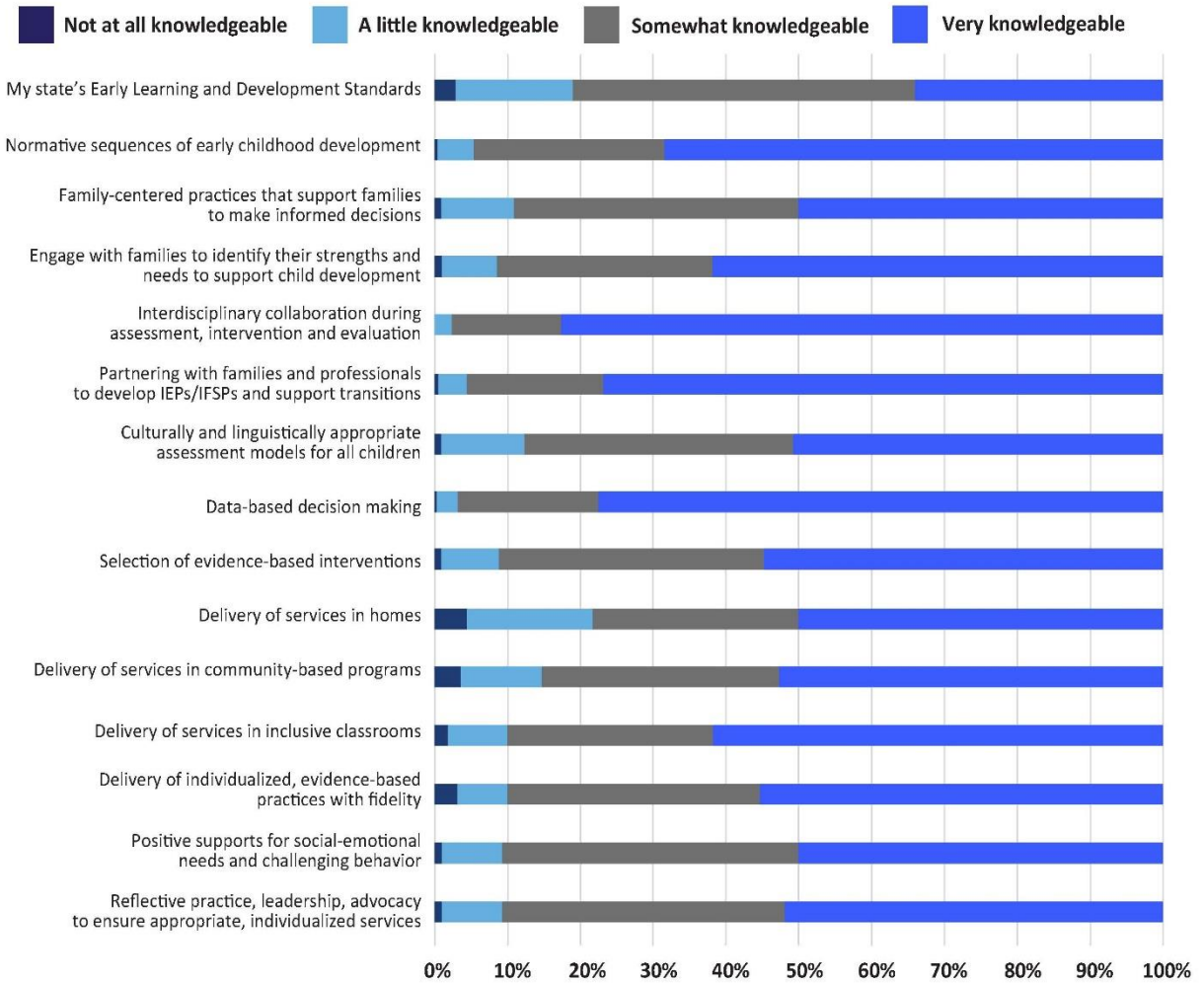


Figure 14b. ECSE Related Service Providers' Knowledge of Topics Related to EI/ECSE



Note. IEPs = Individualized Education Programs; IFSPs = Individualized Family Service Plans.



ECSE Teachers

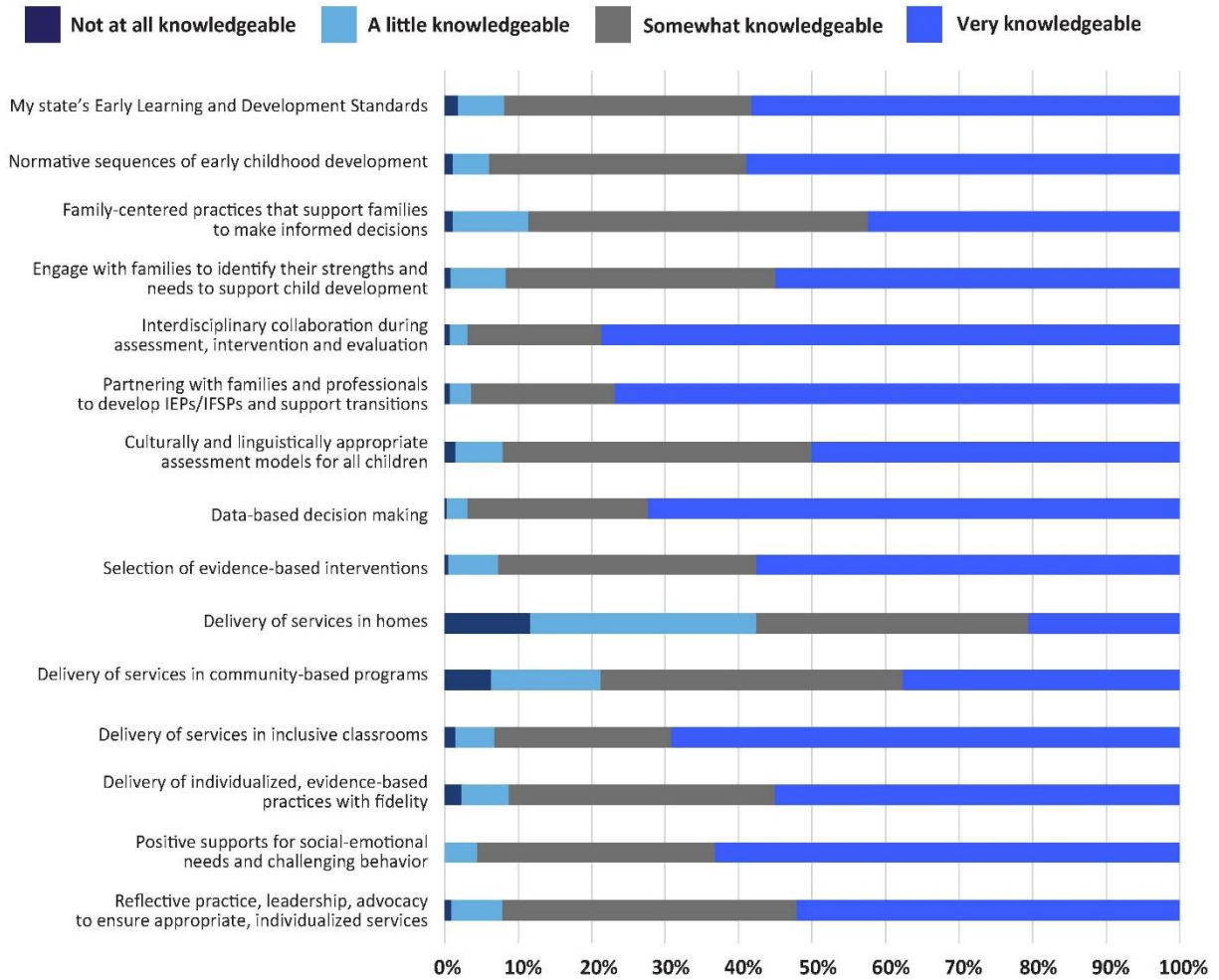
ECSE Teachers also reported high levels of knowledge across a variety of topics (see Figure 14c and Appendix Table F). Although over 40% reported low levels of knowledge about “delivery of homebased service models,” most did not work in this setting. Yet, more than 10% of respondents reported they were either *not at all knowledgeable* or *a little knowledgeable* about other relevant topics, including “delivery of services in community-based early childhood programs” (22%) and “family-centered practices that support families to make informed decisions and advocate for their own and their child’s needs” (11%).

Topics for which about half (or fewer) of ECSE Teachers reported they were *very knowledgeable* include:

- Topic 3:** Family-centered practices that support families to make informed decisions and advocate for their own and their child’s needs (43%)
- Topic 4:** Engage with families to identify their own strengths and needs and those of their child so they may support children’s development (54%)
- Topic 7:** Authentic, informal, and formal assessment models that are culturally and linguistically appropriate for all children (50%)
- Topic 10:** Delivery of home-based service models (20%)
- Topic 11:** Delivery of services in community based early childhood programs (38%)
- Topic 15:** Reflective practice, leadership, and advocacy to ensure children and families are provided appropriate and individualized services and intervention to meet their needs (52%)



Figure 14c. ECSE Teachers' Knowledge of Topics Related to EI/ECSE



Note. IEPs = Individualized Education Programs; IFSPs = Individualized Family Service Plans.



Professional Development

In this section, we summarize the professional development supports available to members of the EI/ECSE workforce, including the types of available supports, hours of professional development attended, helpfulness of the available supports, scheduled planning time, and the need for additional supports.

Types of Support Available

Respondents reported a range of instructional supports provided to the workforce as well as variation in the frequency of receiving those supports (see Table 12). On the low end, only 29% of respondents reported receiving tuition support for college level coursework. At the other end, over 80% reported receiving consultation with colleagues, in-service professional development, and online resources.

Table 12. Frequency of Professional Development and Other Supports (Percentage of Respondents)

	<i>Not Provided</i>	<i>Once a year</i>	<i>A few times a year</i>	<i>Monthly</i>	<i>A few times a month</i>	<i>At least weekly</i>
Coaching	28.91	11.25	27.68	14.00	8.98	9.18
Communities of practice	43.76	9.31	23.04	13.36	6.01	4.52
Consultation with colleagues	12.65	3.25	16.39	19.73	16.10	31.88
Dedicated time to meet with other disciplines on child/family programs	30.66	6.00	22.38	17.24	11.28	12.44
In-service professional development	13.90	9.70	49.56	18.57	5.85	2.43
Mentoring	39.02	6.90	20.98	14.75	10.08	8.28
Online resources	21.15	5.21	28.61	16.90	14.64	13.50
Tuition support for college level course work	70.93	15.15	9.50	1.96	1.08	1.38



EI Providers

More than 70% of EI Providers reported receiving coaching, most commonly a few times per year, but 11% reported weekly coaching (see Table 13a). While only 55% reported having communities of practice (most commonly a few times per year), 85% reported consultations with colleagues (most commonly weekly). 70% of EI Providers reported having dedicated time to meet with other disciplines on child/family programs (most commonly a few times per year). 80% of EI Providers received in-service professional development, but only 60% received mentoring.

Table 13a. EI Providers' Frequency of Professional Development Supports (Percentage of Respondents)

	<i>Not Provided</i>	<i>Once a year</i>	<i>A few times a year</i>	<i>Monthly</i>	<i>A few times a month</i>	<i>At least weekly</i>
Coaching	28.32	11.80	26.88	13.32	8.60	11.08
Communities of practice	45.05	9.50	22.94	11.98	5.85	4.68
Consultation with colleagues	15.51	3.20	15.64	18.99	15.30	31.36
Dedicated time to meet with other disciplines on child/family programs	30.30	4.89	20.58	17.41	11.86	14.96
In-service professional development	18.90	10.57	45.27	17.28	5.65	2.34
Mentoring	41.15	6.50	19.87	14.39	9.57	8.52
Online resources	22.34	5.26	27.92	16.28	14.55	13.65
Tuition support for college level course work	79.08	11.05	6.26	1.75	0.94	0.91



ECSE Related Service Providers

Two-thirds of the ECSE Related Service Providers reported receiving coaching, most commonly a few times per year, and most of those reported receiving coaching at least monthly (see Table 13b). While only 56% reported having communities of practice (most commonly a few times per year), almost 90% reported consultations with colleagues (most commonly weekly). 70% of ECSE Related Service Providers reported having dedicated time to meet with other disciplines on child/family programs (most commonly, this was offered a few times per year). 88% of ECSE Related Service Providers received in-service professional development, but only 60% received mentoring.

Table 13b. ECSE Related Service Providers' Frequency of Professional Development Supports (Percentage of Respondents)

	<i>Not Provided</i>	<i>Once a year</i>	<i>A few times a year</i>	<i>Monthly</i>	<i>A few times a month</i>	<i>At least weekly</i>
Coaching	33.05	11.33	27.86	13.28	6.50	7.99
Communities of practice	43.60	10.24	23.03	14.69	4.64	3.79
Consultation with colleagues	10.97	3.32	17.79	16.96	16.59	34.38
Dedicated time to meet with other disciplines on child/family programs	28.60	5.72	23.25	17.53	12.27	12.64
In-service professional development	11.79	9.02	53.59	18.32	4.42	2.85
Mentoring	40.34	7.56	20.63	14.29	9.06	8.12
Online resources	22.38	5.94	30.64	15.04	12.53	13.46
Tuition support for college level course work	68.91	16.76	9.55	1.87	0.84	2.06



ECSE Teachers

70% of ECSE Teachers reported receiving coaching, including 30% who received it at least monthly (see Table 13c). Less than 60% of ECSE Teachers reported having communities of practice, but more than 90% reported consultation with colleagues. Less than two-thirds of ECSE Teachers reported having dedicated time to meet with other disciplines and receiving mentoring. At the other end, nearly all ECSE Teachers reported receiving in-service professional development.

Table 13c. ECSE Teachers' Frequency of Professional Development Supports (Percentage of Respondents)

	Not Provided	Once a year	A few times a year	Monthly	A few times a month	At least weekly
Coaching	29.89	10.11	28.63	15.47	11.05	4.84
Communities of practice	42.49	8.31	22.36	15.76	6.92	4.15
Consultation with colleagues	7.88	3.26	16.39	23.53	18.28	30.67
Dedicated time to meet with other disciplines on child/family programs	35.72	9.17	23.92	16.23	9.59	5.37
In-service professional development	3.25	7.64	58.32	22.30	6.49	1.99
Mentoring	34.29	7.43	23.35	15.61	11.89	7.43
Online resources	18.92	4.55	29.18	18.82	15.96	12.58
Tuition support for college level course work	52.19	24.12	17.93	2.35	1.49	1.92



Many respondents reported a need for more, better quality professional development and other supports. In particular, they expressed a need for professional development that was more useful for and related to the challenges of their jobs, and that fit into their demanding scheduled.

“ There are many opportunities available for online trainings and webinars for professional development, however, the timelines and demands of Care Coordination don’t allow the time for the additional training opportunities. ”

- *El Provider*

“ Current trainings and professional development are focused more on socioeconomic status and equity versus trainings to promote and foster professional development within the scope of evidence-based practice, treatment strategies, current research, etc. ”

- *El Provider*

“ Lack of professional development and/or training in early intervention/ Special Education. Our school professional development is centered around elementary/secondary goals. When early childhood staff get together on professional development it is to cover upcoming meetings changes to IEP’s that need to be noted, how many transitions we will be getting from part C programs. ”

- *ECSE Teacher*

“ I love my job; support staff is great and very willing to do anything but need more training. My district currently does not include paraprofessionals in any PD/in-service. This would be really valuable for the paras working to support early childhood learners and those with special education needs. ”

- *ECSE Teacher*

“ My professional challenges seem to be in relation to working with general education teachers with our special education students. There is not enough training for general ed teachers in reference to co-teaching and strategies in differentiation to help special education students find successful in their classrooms. ”

- *ECSE Teacher*

“ We spend a lot of time in trainings that pertain to school age children and are not related to our job. There are a lot of constraints that are placed on us because we are in a school system, that are really meant for K-12 education. ”

- *ECSE Teacher*

Hours of Professional Development Attended

Nearly all respondents reported receiving some professional development over the last year (see Figure 15, and Table 14 for a breakdown by workforce group). Nearly 30% of EI Providers reported at least 21 hours of professional development in the last year (35% of ECSE Related Service Providers, 47% of ECSE Teachers). On the low end, 39% of EI Providers reported 10 hours or fewer, including 4% that did not receive any professional development. For ECSE Related Service Providers, 30% received 10 hours or fewer (23% of ECSE Teachers).

Figure 15. Hours of Professional Development in the Last 12 Months (Percentage of All Respondents)

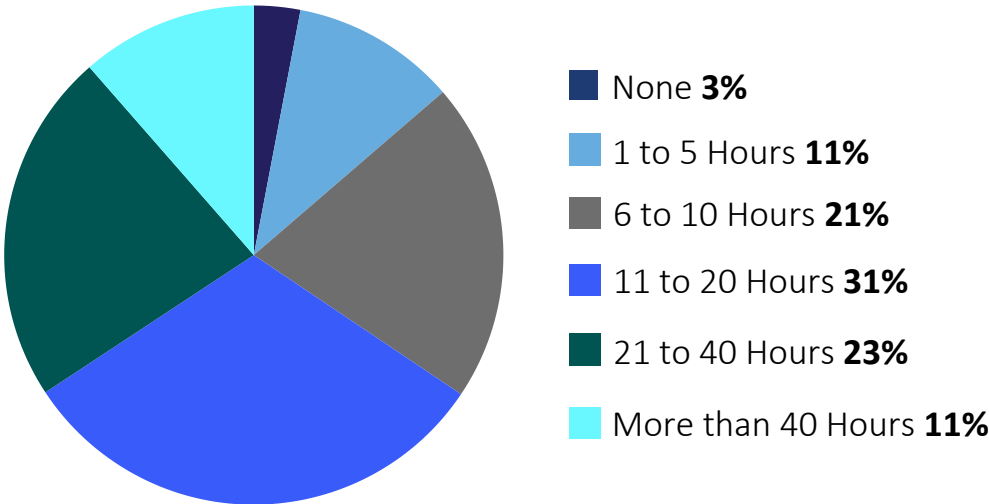


Table 14. Hours of Professional Development in the Last 12 Months by Workforce Group (Percentage of Respondents)

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
None	3.00	4.00	0.91	0.73
1 to 5 hours	10.68	11.97	8.45	7.80
6 to 10 hours	20.73	23.00	21.16	15.59
11 to 20 hours	31.32	32.23	34.33	27.86
21 to 40 hours	22.83	19.17	24.61	31.60
More than 40 hours	11.44	9.63	10.54	16.42

Note. RSPs = Related Service Providers.

Respondents expressed a need for more professional development that was pertinent to their role or that of their colleagues. Some said they did not feel adequately prepared to address the needs of children and that additional professional development would help them to be more successful to better effect positive child outcomes. Many said the professional development they had sought was done on their own time and with their own money and articulated that professional development should be paid for by the organization for which they work and occur during work hours. Providing coaching/mentoring by experienced providers/teachers and allowing for collaboration with colleagues were seen as positive ways to enhance skills and better meet the needs of children. However, most respondents said they were not afforded this time or benefit in their positions.

“Staff turnover is an issue, **not enough trainings for new staff**, management of staff is a time-consuming job due to lack of enough staff, time to coordinate and lack of trainings.”

- ECSE Teacher

“I work in a structured classroom with most if not all students that have Autism, **most PD does not relate for my students and my team**. There is also not much support as admin doesn’t know what happens in our room.”

- ECSE Teacher

“There has been a lack of leadership in my district in regards to preschool special education. I also believe that many teachers who are only general educators or only special educators are **missing valuable skill sets to work within an inclusive setting** as dual role specialist.”

- ECSE Teacher

“We are serving more and more English as a second language families- **we don’t have any training for this.**”

- EI/ECSE Related Service Provider

“...As an EI provider over the past 20 years there has been no collaboration or supervision provided. There is **no compensation for professional development** and payment and salary only relates to direct service.”

- EI/ECSE Related Service Provider

Helpfulness of Available Supports

Respondents were asked to report the helpfulness of different supports provided to them (see Tables 15, 16a, 16b, and 16c). The two most helpful supports were for “implementing effective practices to support children’s learning” and “supporting social-emotional needs of children.” A smaller percentage of respondents (across all three groups) reported supports on “communicating effectively with parents/families” and “using diagnostic data to develop plans about areas of concern for families and children” as very helpful.

Table 15. Perceived Helpfulness of Available Supports (Percentage of All Respondents)

	<i>Very Unhelpful</i>	<i>Somewhat Unhelpful</i>	<i>Neutral</i>	<i>Somewhat Helpful</i>	<i>Very Helpful</i>	<i>Did not receive</i>
Communicating effectively with parents/families	7.87	9.91	19.18	27.18	26.73	9.13
Implementing effective practices to support children’s learning	8.55	9.52	15.53	28.88	30.50	7.00
Supporting social-emotional needs of children	8.25	9.49	16.48	29.39	29.46	6.94
Using diagnostic data to develop plans about areas of concern for families and children	7.29	10.86	24.22	25.49	20.32	11.83

Table 16a. EI Providers’ Perceived Helpfulness of Available Supports (Percentage of Respondents)

	<i>Very Unhelpful</i>	<i>Somewhat Unhelpful</i>	<i>Neutral</i>	<i>Somewhat Helpful</i>	<i>Very Helpful</i>	<i>Did not receive</i>
Communicating effectively with parents/families	8.28	9.61	16.77	26.35	29.79	9.20
Implementing effective practices to support children’s learning	8.91	9.18	15.39	27.00	30.89	8.63
Supporting social-emotional needs of children	8.68	9.30	17.23	28.31	27.59	8.89
Using diagnostic data to develop plans about areas of concern for families and children	7.40	10.62	24.38	23.42	20.96	13.22

Table 16b. ECSE Related Service Providers’ Perceived Helpfulness of Available Supports (Percentage of Respondents)

	<i>Very Unhelpful</i>	<i>Somewhat Unhelpful</i>	<i>Neutral</i>	<i>Somewhat Helpful</i>	<i>Very Helpful</i>	<i>Did not receive</i>
Communicating effectively with parents/families	6.58	10.97	22.94	27.33	23.77	8.41
Implementing effective practices to support children’s learning	6.68	10.89	16.19	30.28	29.28	6.68
Supporting social-emotional needs of children	7.14	10.61	16.83	32.30	27.81	5.31
Using diagnostic data to develop plans about areas of concern for families and children	6.77	11.25	25.34	25.43	21.87	9.33

Table 16c. ECSE Teachers’ Perceived Helpfulness of Available Supports (Percentage of Respondents)

	<i>Very Unhelpful</i>	<i>Somewhat Unhelpful</i>	<i>Neutral</i>	<i>Somewhat Helpful</i>	<i>Very Helpful</i>	<i>Did not receive</i>
Communicating effectively with parents/families	7.08	11.35	22.08	29.69	20.42	9.38
Implementing effective practices to support children’s learning	8.55	10.84	15.22	30.24	30.24	3.44
Supporting social-emotional needs of children	7.52	10.65	14.72	33.51	33.51	3.24
Using diagnostic data to develop plans about areas of concern for families and children	6.81	12.77	23.56	16.65	16.65	9.53



Scheduled Planning Time with Team/Partners

36% of EI Providers and 28% of the ECSE Related Service Providers reported not receiving any scheduled time to plan with their team or partners. Only 18% of ECSE Teachers reported not receiving scheduled planning time. The most common frequency of scheduled planning time was weekly or monthly (see Figure 16, and Table 17 for a breakdown by workforce group).

Figure 16. Frequency of Scheduled Planning Time with Team and Partners (Percentage of All Respondents)

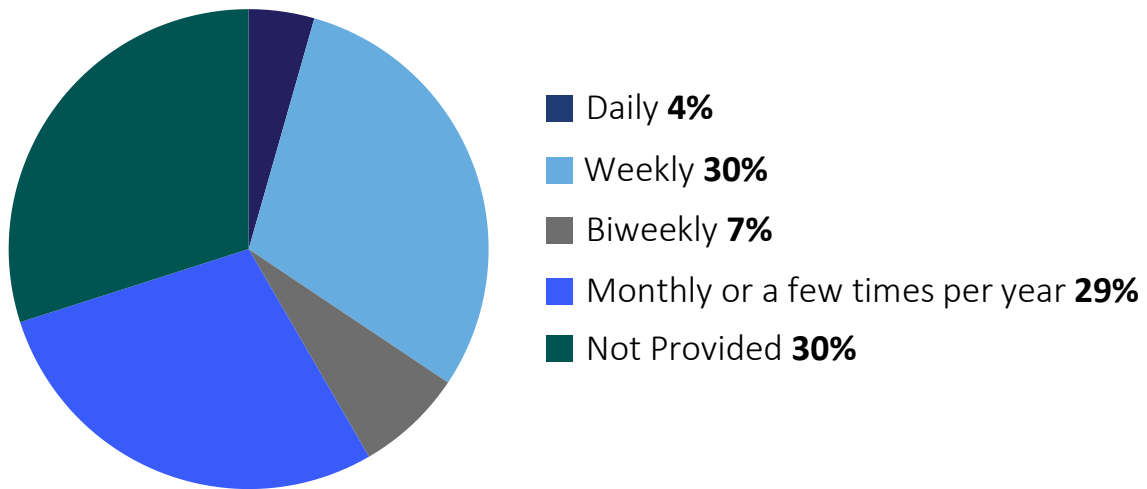


Table 17. Frequency of Scheduled Planning Time with Team/Partners by Workforce Group (Percentage of Respondents)

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Daily	4.42	3.21	5.03	6.47
Weekly	29.97	24.87	29.16	42.02
Biweekly	7.25	6.82	7.13	7.82
Monthly or a few times per year	28.44	29.03	30.62	25.34
Not Provided	29.93	36.06	28.06	18.35

Note. RSPs = Related Service Providers.

Less than 1% of respondents (across all three workforce groups) reported receiving too much planning time (see Figure 17 and Table 18). Most respondents reported that the amount of planning time was about right. However, 36% of EI Providers, 47% of ECSE Related Service Providers, and 48% of ECSE Teachers reported receiving too little planning time. Additionally, respondents who reported receiving more frequent planning time (e.g., daily) were less likely to report receiving too little planning time.

Figure 17. Respondents’ Perceptions of Adequacy of Scheduled Planning Time

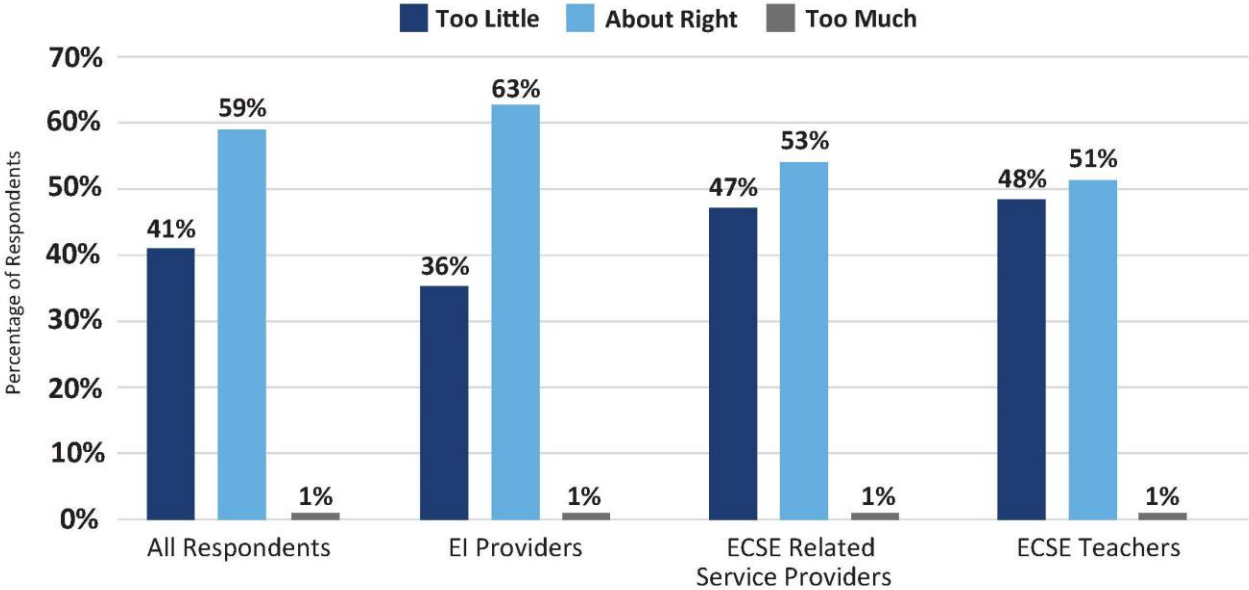


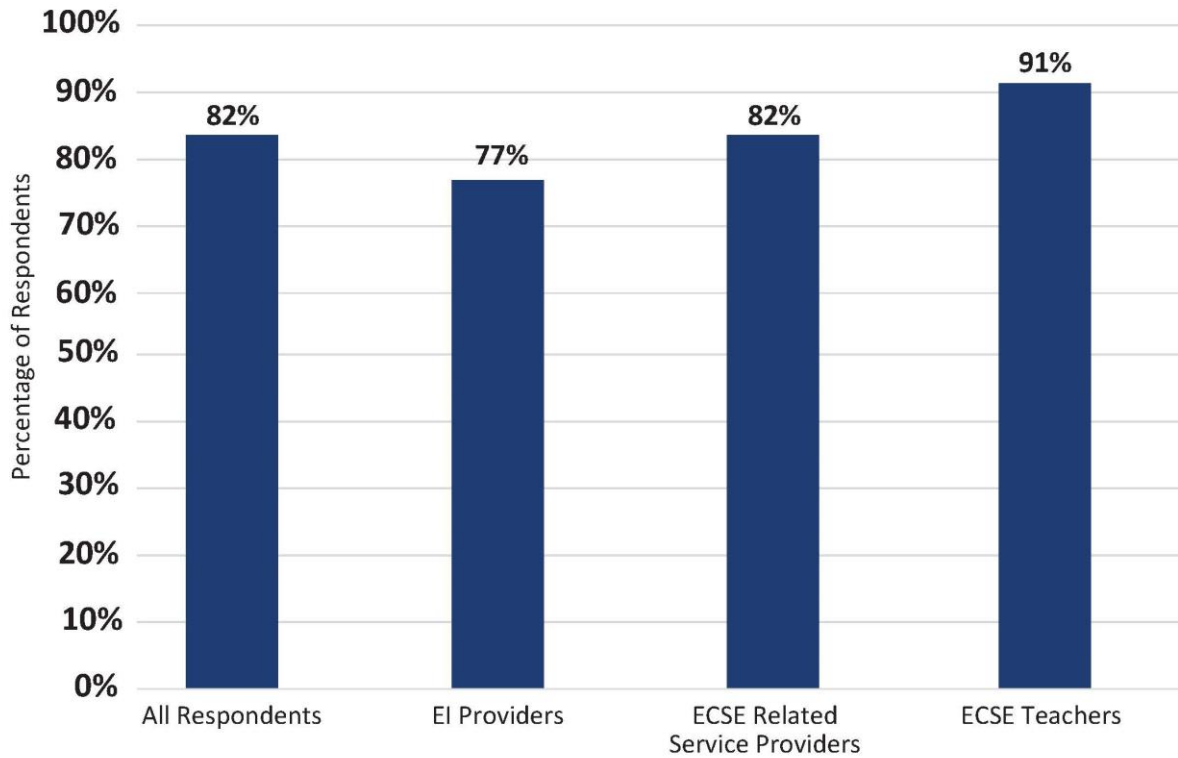
Table 18. Respondents’ Perceptions of Adequacy of Scheduled Planning Time

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Too Little	40.86	36.09	46.56	48.34
About Right	58.52	63.32	52.93	51.02
Too Much	0.61	0.59	0.51	0.64

Note. RSPs = Related Service Providers.

Among the workforce that received scheduled planning time, most reported being paid for this time. However, this varied by workforce group (77% of EI Providers, 82% of ECSE Related Service Providers, 91% of ECSE Teachers; see Figure 18).

Figure 18. Percentage of Respondents who are Paid for Scheduled Planning Time



More Supports are Needed

All respondents reported that additional supports were needed to effectively provide service and education to young children. Often cited was a need for additional skilled teachers and providers to lower classroom ratios and assist with more children in the room with intensive needs. There was a need for administrators to provide additional supports in terms of resources and understanding the demands of the job. More opportunities for collaboration with colleagues and more time to engage with families were acknowledged as ways to learn more about the child and assist in meeting the child’s goals. As previously stated, respondents expressed a need for better compensation and benefits to help with staff recruitment and retention.

“**The needs of our students and families have continued to increase, yet our resources have not.** Staffing levels are often not safe or conducive to providing a high-quality learning environment. We are having to “make do” with so many of our students and I am finding myself counting down the days until the end of the year (when I will most likely be leaving this job).”

- EI/ECSE Related Service Provider

“The biggest obstacle I have to giving my preschoolers an optimal school experience is **being consistently short staffed**... Last year my room was frequently and consistently under staffed which was very stressful and exhausting. So far this year I’ve experienced the same situation and I see a stark difference in the success and function of my room compared to previous years...I will finish out the year for my students and families but if this year continues like the last one, this will be my last year. This is not the fault of administrators. It is very difficult to retain support staff in this small town.”

- EI/ECSE Related Service Provider

“I don’t feel we are doing enough to support families. Especially families that are immigrants or here illegally. I go above my job and advocate for my clients turning 3 that need to go to preschool disabled program. I fill out countless amounts of paperwork all on my own time. **EI should have a position that allows for this support for our families.**”

- EI Provider

“ Working in a Service Coordinator role, it can often feel like **state expectations/demands/guidelines do not cater to families wants or needs**. Often, we received directives from superiors that have not worked in the field with families for years or ever. It can make our job become very frustrating and stray away from the EI philosophy of being a full family supportive program.”

- EI Provider

“ **Leadership... should have early childhood experience or be required to obtain certification**. They should also be required to assist with providing service to children so that they can be aware of the amount of work needed to evaluate and service students. There is a disconnect with Part B staff work on [the State’s EI program] and creating an environment similar to a school setting.”

- EI Provider

“ Within the public schools, I wish there was **more time and opportunity for parent collaboration** as there is available when providing early intervention (0-3) services.”

- EI/ECSE Related Service Provider

“ **Shortages of teachers, paraprofessionals, subs, and bus drivers continues to be a frustration**. The retention rate of high-quality teachers is also disheartening...I think more should be done to support, recognize, and encourage them to stay in the field, despite its challenges. I think that student- teacher ratios need to be examined as well, especially in early childhood self-contained classrooms... Our kiddos have very high & diverse needs and 3 adults to 12 kids is simply not enough to meet the needs of the students: keep them safe/respond to challenging behaviors, provide high quality instruction, follow district required curriculum/schedule, and teach/collect data on over 70 IEP goals.”

- ECSE Teacher

“ I am extremely passionate about the work that we do in early childhood intervention. It is a rewarding and needed field...The reality however exists, that **the work is HARD and there is NOT enough support, autonomy, resources or time** to do what each child deserves and what the staff deserves...My dream is to see this profession respond appropriately to the needs of its community members to positively impact the potential for these programs in years to come. I wish I could retire from this job, but right now there is no way my body, brains, emotions or sacrifice are going to make it to retirement.”

- ECSE Teacher

“ Supports for the population of students is inadequate. It is unreasonable to have 10 children with autism and no additional support or resources. It is ridiculous to have your county adopt **a new curriculum and NOT provide teachers with any funds or materials expected to implement the curriculum.** In addition the curriculum is not appropriate for non verbal and low functioning students. We are NOT addressing their individual needs nor preparing them for independence or kindergarten. ”

- ECSE Teacher

“ **I am exhausted from being under staffed, under appreciated, under supplied** and am supposed to just make things happen well for my students. It is frustrating to know what needs to be done but am unable to do it for the above stated reasons. I feel like my classroom is a place of trauma daily- for staff and students. There is no respect for preschool special education teachers from my administration. ”

- ECSE Teacher



Longevity and Career Changes

In this section, we summarize respondents' longevity in the EI/ECSE workforce, their reasons for staying, and potential plans to leave.

Longevity in the Field

On average, respondents reported being in the field for almost 14 years, though this varied widely from individuals in their first year to those with more than 5 decades of experience (see Table 19). ECSE Teachers were, on average, in the field for slightly less time (13 years) than EI Providers (14 years) and ECSE Related Service Providers (15 years). For all workforce groups, the distributions of years in the field were skewed, with a higher percentage of respondents in the lower range (i.e., fewer years).

Table 19. Years in the EI/ECSE Field by Workforce Group

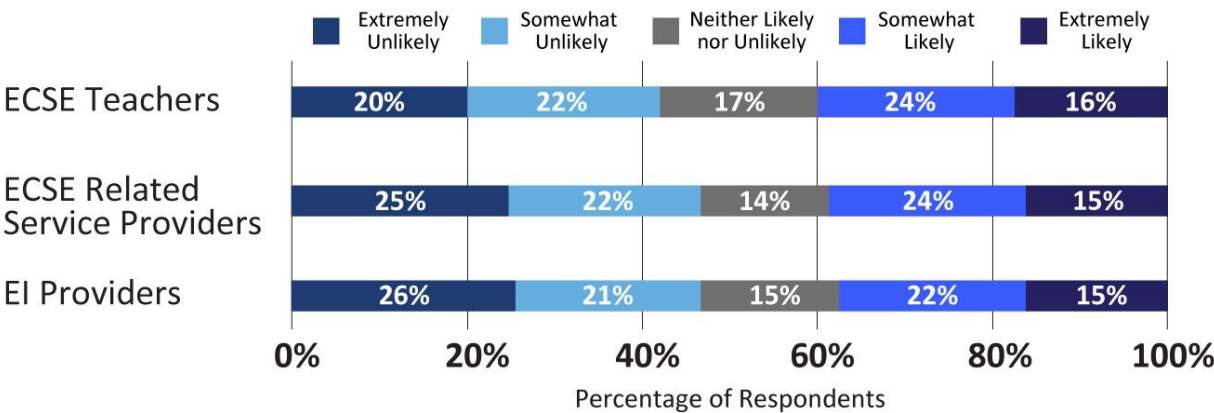
	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Mean	13.52	13.71	14.78	13.52
Std. Dev.	9.73	10.00	9.72	9.73
Median	12	12	0	0
Min.	0	0	14	12
Max.	55	55	46	55

Note. Std. Dev. = Standard Deviation. Min. = Minimum; Max. = Maximum; RSPs = Related Service Providers.

Plans to Leave

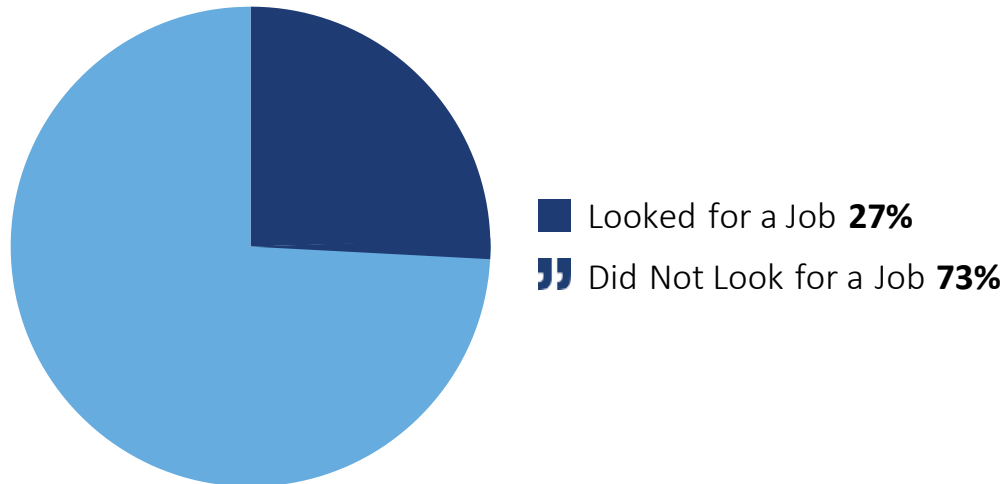
Nearly half (45%) of respondents reported that they were either *extremely unlikely* or *somewhat unlikely* to leave the EI/ECSE field within the next 5 years. However, approximately 16% of respondents reported they are *extremely likely* to leave the field within the next 5 years. This number increases to 39% when including respondents who indicated they are either *extremely likely* or *somewhat likely* to leave the field in the next 5 years. This was similar across the three workforce groups (see Figure 19).

Figure 19. Likelihood to Leave the Field in the Next 5 Years by Workforce Group



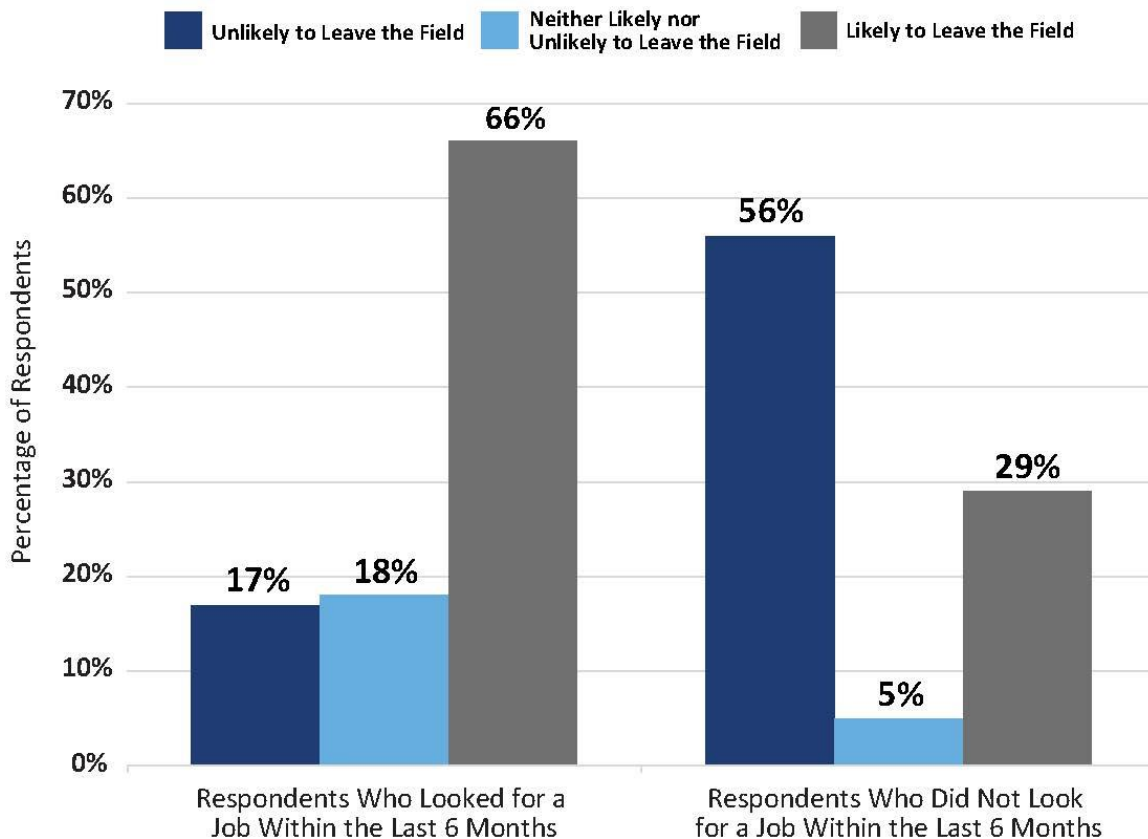
More than one-quarter of respondents reported looking for a job outside of the EI/ECSE field in the last 6 months, and this was similar across the three workforce groups (see Figure 20).

Figure 20. Percentage of All Respondents Who Looked for a Job Outside the Field in the Last 6 Months



Not surprisingly, individuals who reported they had looked for a job in the last 6 months outside of the field were also more likely to report that they were likely to leave the field in the next 5 years (see Figure 21).

Figure 21. Likelihood to Leave the Field in the Next 5 Years by Recent History of Looking for a Job



Reasons to Stay

Respondents' reasons for staying in the field varied (see Table 20). Overall, the most common reason selected for remaining in the EI/ECSE field was *I am making a difference for children and families* (80%). This was the most commonly selected response for EI Providers (84%) and ECSE Related Service Providers (78%). For ECSE Teachers, the most commonly selected reason was *I love seeing my children's growth* (75%), followed closely by *I am making a difference for children and families* (74%). 64% of respondents selected *My job is rewarding*, but this varied from 68% of EI Providers and 63% of ECSE Related Service Providers to only 57% of ECSE Teachers. More than half of respondents also selected *I love my job; I love the flexibility of the hours*; and *I like my team/coworkers* as reasons for staying in the field.

Focusing specifically on the top three most commonly selected reasons for staying in the field (*I am making a difference for children and families*; *I love seeing my children's growth*; *My job is rewarding*), individuals who selected these reasons reported being less likely to leave the field in the next 5 years than individuals who did not select those reasons.

Table 20. Reasons for Staying in the EI/ECSE Workforce by Workforce Group (Percentage of Respondents)

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
I am making a difference for children and families	80	84	78	74
I love seeing my children's growth	69	68	68	75
My job is rewarding	64	68	63	57
I love my job	55	58	52	50
I love the flexibility of the hours	52	69	43	16
I like my team/coworkers	51	48	56	58
I like the agency/school/program that I work for	38	40	39	34
This is the job/field I am qualified for	36	35	35	41
I am working towards retirement	22	17	27	31
I need the benefits	15	11	18	24
I need the money and I don't know if I could find another job	10	9	10	15
Other reason for staying in the field	2	2	2	3

Note. RSPs = Related Service Providers.

Beyond the established options, respondents shared a variety of reasons for staying in the field:

“Very fulfilling working with families to help them support their children!”

- EI/ECSE Related Service Provider

“I believe the service provided for ECSE is much needed and it is making a difference for children in EI and ECSE programs. I am delighted that I have had the opportunity to witness many students in the programs benefit and have life changing opportunities.”

- ECSE Teacher

“I have thoroughly enjoyed my career with special needs children. It has been rewarding, challenging, and meaningful to impact a child’s education in a positive way from an early age. ... I will forever be a supporter and cheerleader for children with disabilities and their families.”

- ECSE Teacher

“I have worked in the field of early education for many years and can’t see myself doing anything else! I love that I get to work with kids, their families/caregivers, and other educators/providers to assist in providing the best resources/care/education for our youngest learners during their most formative years to help build a foundation that they can build upon as they continue their learning!”

- EI/ECSE Related Service Provider



Many survey respondents also reported that while they love their jobs, a variety of challenges might contribute to their (or others') decisions to leave the field (see *Challenges in the Field* for more information).

“**I love my job, but** this year I have been completely overworked and not compensated for the MANY hours that I have put in after work hours to meet deadlines. During times where many assessments are due, I do not have personal time after work for things such as going to the gym or even just relaxing. It seems as though we are **expected to pick up the slack for the vacancies in the school system** and it is unfair.”

- EI/ECSE Related Service Provider

“Working in EI has been **an incredibly rewarding experience**, especially as a fellow parent of a child with special needs. **My frustration** over many years is primarily a result of the lack of appropriate compensation to attract and retain employees. **Our service coordinators are constantly struggling to find providers for services.** The level of experience required for certain positions (i.e., physical therapy) has made it extremely difficult to attract new talent with such low pay rates. In almost twenty years of working in this industry I have seen a nominal pay increase only ONCE...It is absolutely tragic that such an important industry is treated so unfairly.”

- EI Provider

“**I enjoy** working in Early Intervention because I get to counsel families and am often one of the first providers to help families process their child's differences/disabilities. I also enjoy the flexibility of the job as a parent of young children. **However, over the past few years I have begun to burn out** due to the amount of travel and the lack of support from [the State]. There have been very few raises and while the whole world is going digital, [the State] is crawling towards this and the amount of paperwork that needs to be saved for years continues to mount. **The negatives are beginning to outweigh the positives for me unfortunately.**”

- EI Provider

“**I love my job and the field of EI.** I like how the district I work with provides services to families and I think the families like the way they receive services. **I don't like** the incredibly high caseloads that we have to manage, and I don't think we are appreciated and given any flexibility such as sometimes working remotely when appropriate.”

- ECSE Teacher

“ **I love my job, but it is intense...** There can be challenging and unsafe behaviors, little time to eat, etc. It’s a very physically/mentally challenging job. I’m also a single mom to a kiddo with special needs, so that makes it hard as well balancing everything. ”

- ECSE Teacher

“ **It can be so very rewarding at times. The work and stress is constant.** The levels of autism are growing, and we need more well educated professionals to help us. **After 30 plus years of teaching I feel I’m pretty qualified but getting tired.** ”

- ECSE Teacher

“ More work and research state-wide/nation-wide for service provider/ paraprofessional support retention. **Job turnover is high** for support jobs, makes it tough for teamwork and increasing job skills/training. ”

- ECSE Teacher



Challenges in the Field

In this section, we summarize some of the primary challenges faced by the EI/ECSE workforce, including low compensation, high caseloads and other work demands, and concerning levels of stress.

Low Compensation

Salary Reporting

30% of respondents chose not to report their salary (18% of ECSE Teachers, 32% of ECSE Related Service Providers, and 33% of EI Providers). 31% of respondents reported their exact salary and 40% reported their salary range (i.e., the range that encompassed their salary). ECSE Teachers were more likely than others to report either their exact salary (37%) or their salary range (44%). See Table 21.

Table 21. Percentage of Respondents who Reported their Salary or Salary Range by Workforce Group

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Reported Salary Range	39.54	38.89	38.77	44.22
Reported Exact Salary	30.70	28.21	29.35	37.46
Did Not Report Salary	29.76	32.89	31.88	18.31

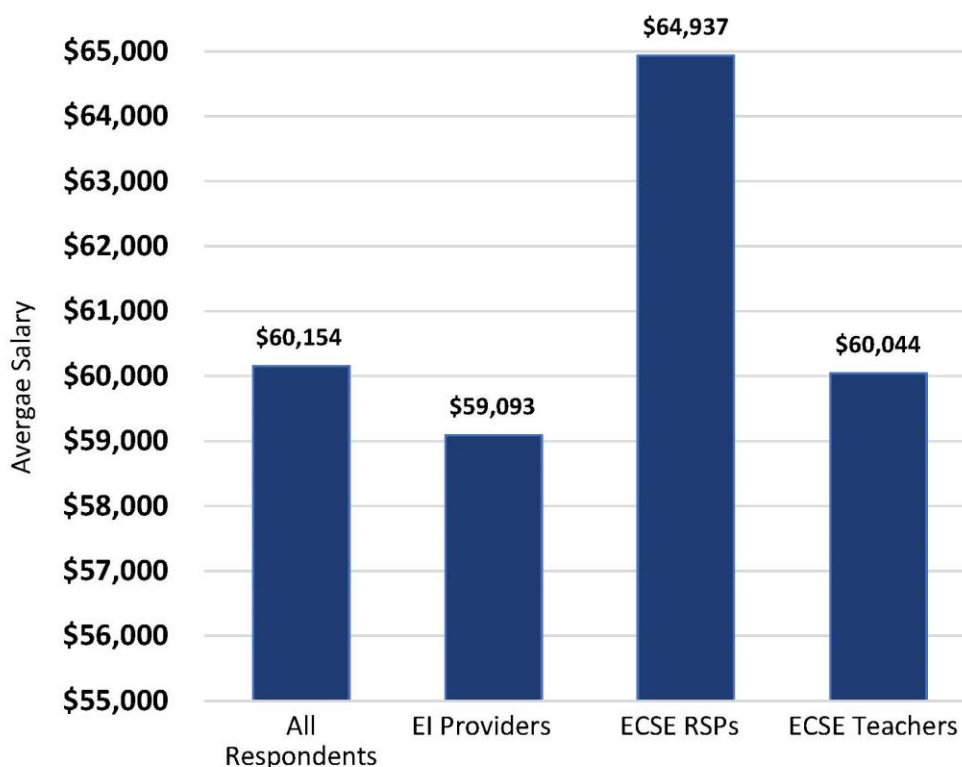
Note. RSPs = Related Service Providers.



Exact Salaries

Based on data from respondents who reported their exact salaries, the average salary earned in 2022 was \$60,000 (see Figure 22 and Table 22). ECSE Related Service Providers reported an average salary of \$65,000, while ECSE Teachers reported an average salary of \$60,000, and EI Providers reported an average salary of \$59,000. There was considerable variation around these averages which likely reflects a combination of full- and part-time employment, state of employment (and cost of living), and type of job (even within the three workforce groups).

Figure 22. Average Salary by Workforce Group



Note. RSPs = Related Service Providers.

Table 22. Exact Salaries by Workforce Group

	All Respondents	EI Providers	ECSE RSPs	ECSE Teachers
Number of Respondents	1,297	769	316	353
Mean	\$60,154	\$59,093	\$64,937	\$60,044
Std. Dev.	\$22,247	\$24,190	\$19,135	\$18,175
Median	\$58,000	\$56,000	\$65,000	\$58,670
Min.	\$10,000	\$10,000	\$15,000	\$19,500
Max.	\$280,000	\$280,000	\$124,000	\$225,000

Note. N = Number of Respondents; Std. Dev. = Standard Deviation; Min. = Minimum; Max. = Maximum; RSPs = Related Service Providers.

Salary Ranges

To summarize all available salary data together, we first categorized the exact salaries into salary ranges. Across all three workforce groups, the two most commonly reported salary ranges were \$50,000 to \$59,000 and \$60,000 to \$69,000 (see Table 23). This corresponds with the average salary reported in the exact salary dataset. Less than 10% of respondents reported earning \$90,000 or more. However, one-third reported earning less than \$50,000.

Table 23. Salary Ranges by Workforce Group (Percentage of Respondents)

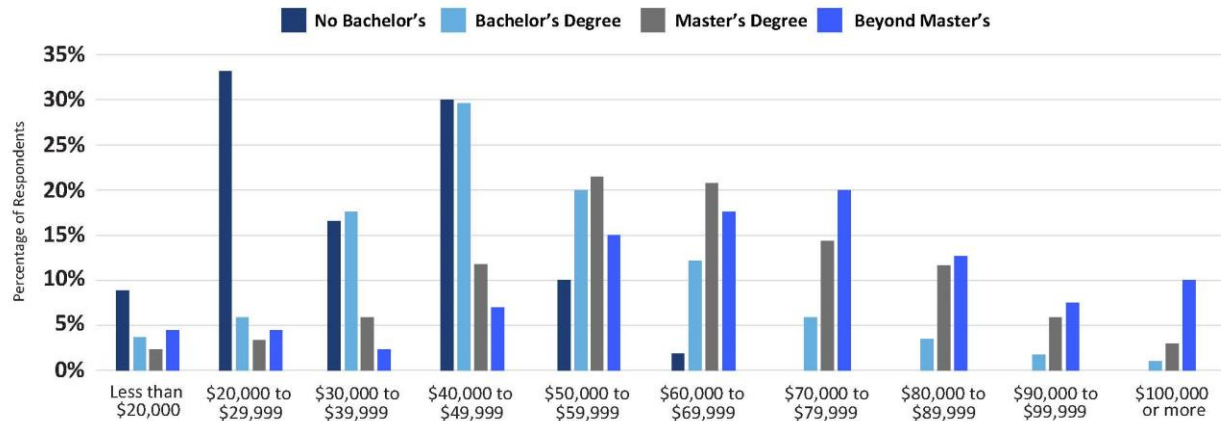
	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Less than \$20,000	2.78	3.81	2.15	0.39
\$20,000 to \$29,999	4.54	5.22	3.77	2.31
\$30,000 to \$39,999	8.33	11.49	5.52	3.08
\$40,000 to \$49,999	16.23	15.61	11.57	18.89
\$50,000 to \$59,999	19.92	17.81	19.38	26.09
\$60,000 to \$69,999	17.56	16.03	17.50	22.24
\$70,000 to \$79,999	12.57	11.12	15.75	14.65
\$80,000 to \$89,999	9.24	8.77	14.40	7.20
\$90,000 to \$99,999	4.77	5.12	5.65	3.21
\$100,000 or more	4.08	5.01	4.31	1.93

Note. RSPs = Related Service Providers.

Salary and Education

Salaries tended to be higher for individuals with higher educational attainment (see Figure 23). For example, among those who did not hold a bachelor's degree, the two most common salary ranges were \$20,000 to \$29,999 and \$40,000 to \$49,999; and no one reported a salary higher than \$69,999. For respondents with a bachelor's degree, the two most common salary ranges were \$40,000 to \$49,999 and \$50,000 to \$59,999. For those with a master's degree, the most common salary ranges were \$50,000 to \$59,999 and \$60,000 to \$69,999. And for those who held degrees beyond a master's, the most common ranges were \$60,000 to \$69,999 and \$70,000 to \$79,999. In sum, higher salaries were associated with higher levels of education.

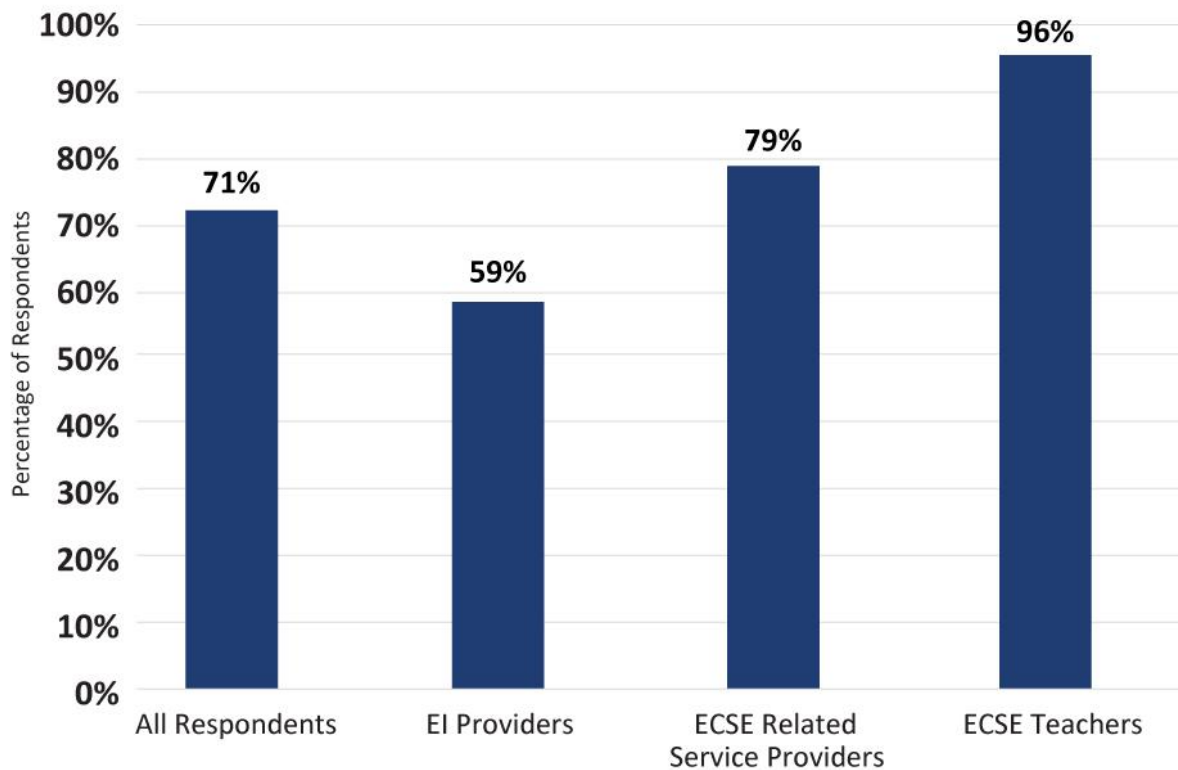
Figure 23. Percentage of Respondents by Salary Range and Level of Education



Benefits

Overall, 71% of the respondents reported that their job provided fringe benefits, such as health insurance or retirement benefits (see Figure 24). However, this varied by workforce group, with ECSE Teachers most likely to report receiving benefits (96%), followed by ECSE Related Service Providers (79%), and then EI Providers (59%).

Figure 24. Percentage of Respondents Whose Jobs Provide Fringe Benefits



Many respondents reported concerns about compensation for their position in the EI/ECSE field. Many said the pay for the type of work they do should be higher given the education and knowledge required to provide services to children, communicate with families, and meet reporting and paperwork requirements and deadlines.

“...although the [State] requires that I hold a Master’s Degree and be licensed with the Teacher Standards Board, they do not acknowledge my credential nor give me credit for my experience working in my position. I am classified as a non-professional and paid as such. I recently received a pay increase to \$15 per hour, right on par with McDonalds or Walmart. I love my job and the work that I do, however **I do not receive a living wage**, or recognition for my contributions.”

- EI Provider

“While laws protect the services for kids with disabilities, **the compensation for those of us providing those services often does not seem in line with its importance**...it is often difficult to entice employees or motivate employees to stay in this field, when they have difficulty supporting their families on the pay rate that is provided by the state...it’s difficult to find providers who are willing to do this job when there is limited compensation for it.”

- EI/ECSE Related Service Provider

“[The] State **decreased our pay 15 years ago** and gave us a raise 3 years ago that doesn’t even match what they took from us 15 years ago. I could make a lot more money with my degree and experience at another job, but I do it for the children and families that I help to develop and grow, ultimately changing their lives.”

- EI/ECSE Related Service Provider

“The paraprofessional that worked in my ECSE classroom left her **\$14 an hour job with no benefits, sick time or vacation** to work from home for Blue Cross/Blue Shield making \$26 an hour, including benefits, sick time and vacation..... Without quality staff, employee burnout levels are high and morale is low. Very, very low.”

- ECSE Teacher

In addition to issues with low base pay, many professionals reported they have not received a pay increase in 10 to 20 years and with the cost of inflation, they are making less now than when they first started in the field. Paperwork requirements can sometimes lead to working unpaid after-hours. Many professionals reported not receiving (or lacking adequate) health insurance and retirement benefits. Providers working on a fee for service basis (a) do not receive paid travel time to appointments, (b) must cover mileage and parking (in some cases), (c) do not receive paid leave, and (d) do not receive paid time to communicate with families or collaborate with colleagues. In addition, fees for service providers are not paid for cancelations, which can be high due to illness or at particular times of the year. Such cancelations make anticipating monthly to annual pay extremely difficult. One EI Provider said they could earn between \$35,000 and \$85,000 in a given year based on cancelations.

“I love my job and would do it for life **if there were benefits**. I’m doing my best to remain in the field, but do worry about needing a job with benefits for when I have a child of my own. I know several teachers **who left EI due to lack of benefits** (mainly health insurance) **It would also be nice if we got paid for child absences**...Some families cancel frequently taking up space in our schedules so even reimbursing providers for 1 student cancellation per month would be helpful.”

- EI Provider

“It’s such a terrific field! **I wish I didn’t have to worry about funding my retirement and finding health insurance** - these are the only downsides.”

- EI Provider

“Early intervention is a widely **underpaid area of work**. The state does not give regular increases for reimbursement so while cost of living increases, our wages and reimbursement do not. There are people leaving the profession due to the lack of increase in pay and if it continues, they are going to have a **shortage of therapists** and an increase in children who are not receiving the services they need.”

- EI/ECSE Related Service Provider

“It is very sad that **I make less now per hour than I made in 1995** when I started in EI. There is a reason no one wants these jobs. The money is terrible once you take out mileage, toys that need to be bought, paperwork and all bills and PP [private pay] insurance. There are many people in their late 50s and 60s that will retire soon. Not sure what this will do to EI.”

- EI/ECSE Related Service Provider

Concerns about low salaries and lack of benefits raises other concerns about attracting and retaining workforce. Many states already have waitlists for EI and ECSE services as well as low percentages of children receiving EI and ECSE. These problems may worsen without sufficient qualified staff.

High Caseloads and Other Work Demands

Many respondents reported demanding caseloads as well as increases in reporting burdens and workforce shortages.

On average, full-time ECSE Teachers reported teaching 18 preschoolers, including 10 with an IEP (see Table 24). Nearly 30% of full-time ECSE Teachers reported teaching more than 20 children.

Table 24. Number of Children Taught Daily by ECSE Teachers

	<i>Mean</i>	<i>Std. Dev.</i>	<i>Median</i>	<i>Min.</i>	<i>Max.</i>
All Preschoolers	17.71	8.31	16	6	40
Preschoolers with an IEP	9.83	4.70	9	0	21

Note. Std. Dev. = Standard Deviation. Min. = Minimum; Max. = Maximum.

EI Providers reported an average caseload of 16 infants and toddlers with a median of 14 (see Table 25). 36% of EI Providers reported caseloads of 20 or more children. Their average daily caseload was 4 infants and/or toddlers. ECSE Related Service Providers reported an average caseload of 18 preschoolers, with a median of 12. 19% reported caseloads of 20 or more children. Their average daily caseload was about 7 preschoolers (median 5).



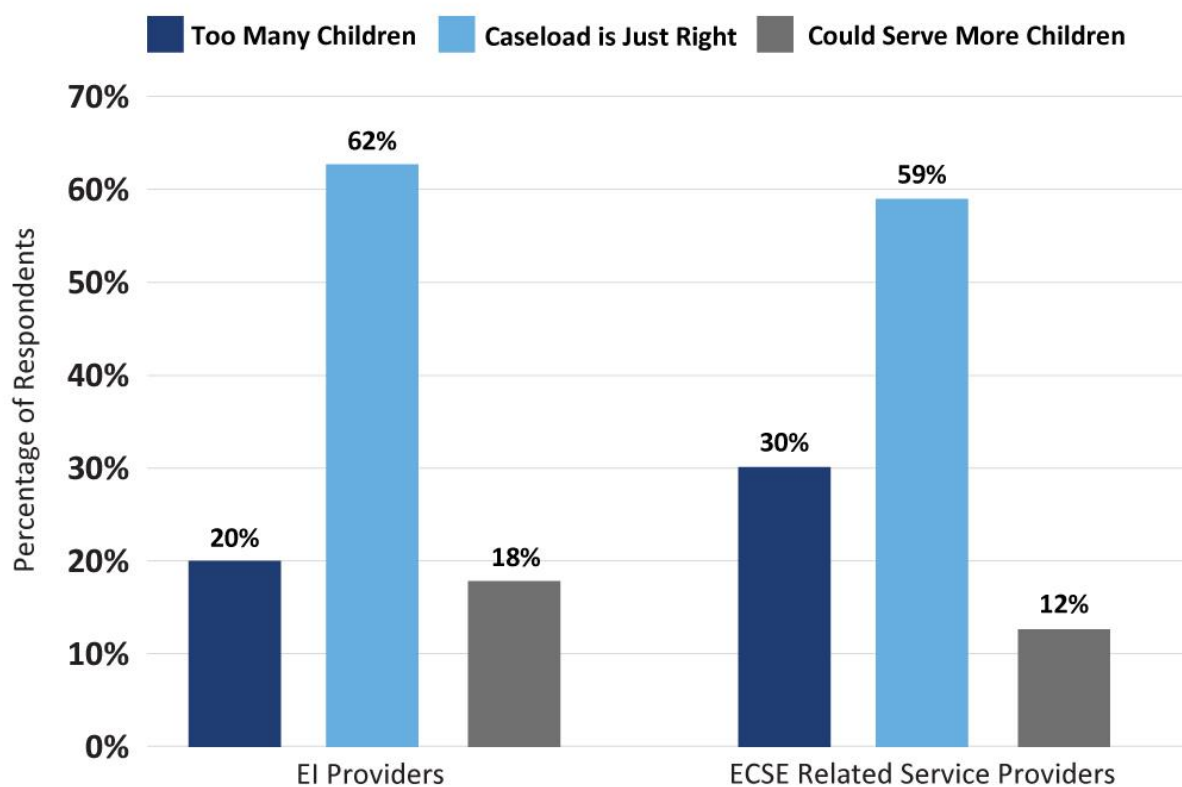
Table 25. Caseloads for EI Providers and ECSE Related Service Providers

	<i>Mean</i>	<i>Std. Dev.</i>	<i>Median</i>	<i>Min.</i>	<i>Max.</i>
Infant/Toddler Caseload	15.92	12.12	14	0	75
Average Daily Infants/Toddlers	3.75	2.01	4	0	10
Preschooler Caseload	18.25	18.46	12	0	110
Average Daily Preschoolers	6.70	5.58	5	0	27

Note. Std. Dev. = Standard Deviation. Min. = Minimum; Max. = Maximum.

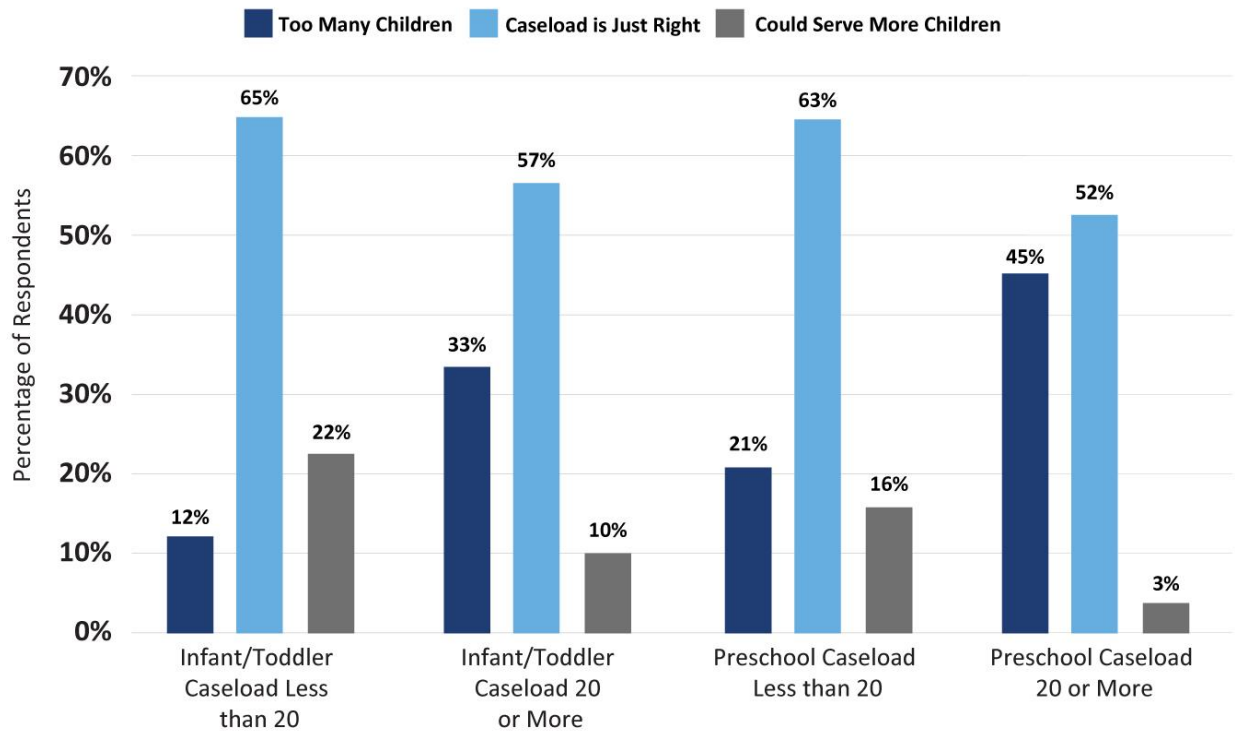
The majority of EI Providers (62%) and ECSE Related Service Providers (59%) reported that their caseloads were *Just Right* (see Figure 25). However, 20% of EI Providers and 30% of ECSE Related Service Providers reported that their caseloads were too high.

Figure 25. Caseload Perceptions for EI Providers and ECSE Related Service Providers



On average, individuals who reported that their caseloads were too high also reported higher caseloads and a higher number of daily children served (see Figure 26). On the flip side, individuals who reported that they could serve more children also reported lower caseloads and a lower number of daily children served.

Figure 26. Caseload Perceptions by Caseloads Lower or Higher Than 20 Children



Many respondents commented on their high caseloads and demands of the job, including increases in reported burdens due to new mandates for screenings, evaluations, and assessments. Some said reporting requirements take away from instruction and service time. Both ECSE Teachers and ECSE Related Service Providers reported wanting more time to interact with children. They take work home or work after-hours in effort to complete paperwork in a timely fashion. ECSE Teachers also expressed a desire for more support from administration and better trained co-teachers prepared to support children in their classrooms.

“ I love the work that I get to do with my students and their families. However, I am extremely frustrated by how out of control regulations have become over the past 10- 15 years. ***It is impossible to complete all of the paperwork required*** during the constraints of the workday.”
- ECSE Teacher

“ I love being an early childhood special education teacher. I love my students and find my career very rewarding. We are ***over-worked and understaffed***. It is a disservice to the level of care and education we need to provide to our students, to always feel like we cannot give our students what they need to meet their goals due to ***insufficient staff support***.”
- ECSE Teacher

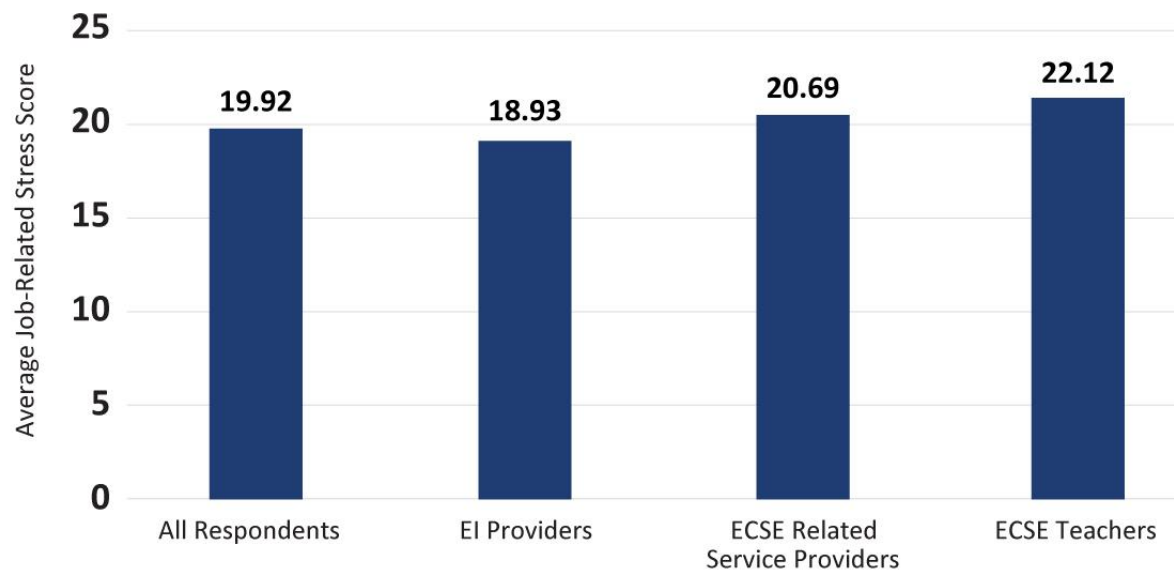
“ I love my job however ***the workload is WAY more than I can get done in my contractual hours***. I spend 2-3 hours EVERY day staying after school (which is my choice because I want the best for my students) doing things that I can't get done during the day. No other job has requirements like this. I will be making more collecting my pension and working part time than I will staying in my current position, which is why I am choosing to leave the profession at the end of this school year.”
- ECSE Teacher

“ ...The real issue for me is the number of evaluations we have while being expected to carry a full caseload. Even though we travel for home visits and see students in a variety of community, preschool, and daycare settings, ***our caseloads in EI and Preschool are more than double the size of the SLP [Speech-Language Pathologist] caseloads in K-12*** and the K-12 SLPs have a fulltime SLP assistant. I absolutely love working as a SLP in this setting, but don't believe we receive the support and recognition for the work we do and the impact we have on a child's development and future success.”
- EI/ECSE Related Service Provider

Job Stress

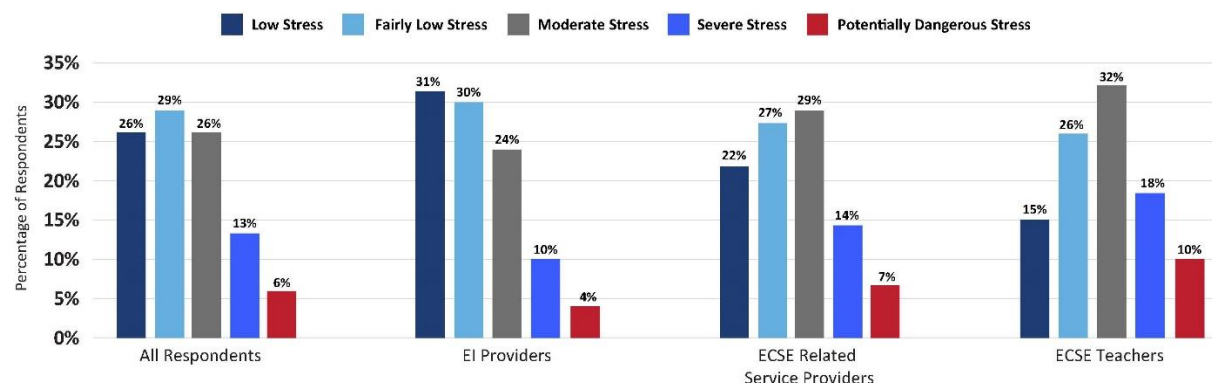
Respondents were asked eight questions about how they feel about stress related to their current job using The Workplace Stress Scale (The Marlin Company and the American Institute of Stress, 1978). Eight questions covered topics like physical safety, emotional well-being, and workload, for example, and were on a scale of 1 to 5 with higher numbers indicating higher job-related stress. Average job-related stress was 20 (on a scale of 1 to 40), falling into the *fairly low* category (16 to 20). However, while average job-related stress for EI Providers was *fairly low* (19), ECSE Related Service Providers (21) and ECSE Teachers (22) were in the *moderate* stress category (21 to 25). See Figure 27.

Figure 27. Average Job-Related Stress Scores by Workforce Group



On average, ECSE Teachers had the highest levels of stress of the three workforce groups (see Figure 28). In particular, it is concerning that over one-quarter (27%) of ECSE Teachers reported *severe or potentially dangerous* levels of stress. Close to one-fifth of ECSE Related Service Providers reported *severe or potentially dangerous* stress levels while 14% of EI Providers reported so.

Figure 28. Levels of Job-Related Stress by Workforce Group



Many respondents reported increasing levels of stress from the demands of the position including low compensation, lack of support, lack of resources, inadequate training, increased workload and reporting requirements, large class sizes, and high ratios. Adding to levels of stress are concerns over safety. For EI Providers and ECSE Related Service Providers, that includes entering homes/neighborhoods they feel are not safe. ECSE Teachers expressed concerns about facility security risks, as well as increasing student physical behaviors.

“ I love working with families in EI...However, ***I feel it impacts my physical health*** because I have to drive from house to house. I am always in a rush, eating while I drive, with no real breaks (other than driving to the next house) when my caseload is full...During the school year I don't have any free time in my working hours to lesson plan, create projects, etc. It is really difficult to keep the pace up and I feel the effects of eating while driving and always being in a hurry. I am currently in grad school to get my Master's in Counseling so I can continue to work with children and families but in a more relaxed setting. ”

- EI Provider

“ Excessive rules, deadlines and paperwork detract from employee job satisfaction, ***causing undue stress.*** ”

- EI Provider

“ The amount of paperwork involved in early education has increased significantly over the years in my role as a school psychologist and interferes greatly with the amount of individual time available to spend with staff, children, and parents. Unfortunately, this has ***led to burn out*** for a lot of individuals. ”

- EI Provider

“ Ongoing uncertainty can be very stressful. There is uncertainty about our agency and salaries that are not comparable to public school professionals, with similar degrees/certifications. These ***stressors lead to turnover, stress about understaffing,*** and continuous training of new staff. ”

- EI Provider

“ Referrals are at an all-time high over the past year, ***making caseload numbers high and workload unmanageable*** at times. Our program is having difficulty hiring people to help. ”

- EI/ECSE Related Service Provider

“ The biggest challenge this year has been being **understaffed** for special education paraprofessionals. This has caused me **anxiety** during the work day. ”

- EI/ECSE Related Service Provider

“ **It is highly stressful.** Not enough time to write Individualized Education Programs at work. Rarely have enough paraprofessional support. Many sped teachers in our district are working on appropriate certification while teaching. Very inexperienced teaching staff. ”

- ECSE Teacher

“ The needs of the children have multiplied. We are seeing severe delays with severe behavior without the support from our administration. It is not best practices put into place. We have shared our concerns only to hear we hope things change. No changes have been made. **We continue to suffer as well as the children.** ”

- ECSE Teacher

“ It is **hard, stressful, and busy.** I love my job, but the **workload/caseload is high** and the expectations of paperwork/therapy/testing/conferences is a lot. We are not paid enough for what we do. ”

- ECSE Teacher

“ With the increase in families receiving services, there is **not enough time** to provide adequate services and complete necessary paperwork. The amount of paperwork required is ridiculous, as so much of it is duplicate information. ”

- EI Provider

“ Because of the [State] shortage of teachers, especially special education, **my classroom is at capacity, creating an unsafe situation for students** and barely meeting their needs. ”

- ECSE Teacher

“ It seems we are often overlooked and forgotten about. It seems [the Superintendent’s Office] does not realize the amount of **unsafe behaviors we deal with on a daily basis.** The daily behaviors of being hit, spit on, kicked and bit. While teaching all the rest of the class. ”

- ECSE Teacher

Conclusions and Implications

In this section, we summarize findings from the national survey of EI/ECSE workforce members and discuss implications for the field.

The findings from this national survey of the EI/ECSE workforce reveal some key strengths of the EI/ECSE workforce as well as areas of concern. Beginning with strengths, the workforce reported many positive reasons for remaining in the EI/ECSE field. They liked that they are making a difference for children and families, enjoy seeing children's growth, and find their job rewarding. Additionally, most of the workforce has a certification in either early childhood education and/or the lifespan, which is common for therapists. Nearly all workforce members have at least a bachelor's degree, and most have at least a master's degree.

Turning to areas of concern, the EI/ECSE is not very diverse and as a result likely does not reflect the children that they serve. Evidence is somewhat mixed about the importance of racial/ethnic match between teachers and students. However, a workforce that speaks the same language as the children and families they serve is important both for helping children learn and for communicating with families. Additionally, while nearly the entire workforce is female, more boys than girls receive EI and ECSE.

Another concern is that too many respondents reported high levels of stress. They also reported high caseloads, inadequate supports, and poor compensation. All these issues need to be addressed, together, to improve retention of the current workforce as well as recruitment of new, well-qualified EI and ECSE professionals. Improvements to training specific to EI and ECSE as well as increased and tailored supports are also important to retain the current workforce.

Supporting, retaining, and attracting a well-qualified EI/ECSE workforce is important not only for the well-being of the workforce but also for the children and families they serve. Shortages of qualified workers is currently a ubiquitous problem across many sectors, and EI/ECSE is no different. The field must develop innovative solutions to ensure that the EI/ECSE workforce is well supported, trained, and compensated. Without key changes, more children will face delays and interruptions in accessing the services they need to succeed.

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Appendix



Appendix Table A. Number of Respondents by State and Workforce Group

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Alabama	122	118	22	2
Alaska	1	0	1	0
Arizona	34	4	15	15
Arkansas	44	1	24	19
California	154	117	19	27
Colorado	168	95	40	42
Connecticut	61	34	8	22
Delaware	34	2	13	20
D.C.	27	25	5	0
Florida	5	3	1	1
Georgia	67	45	11	14
Hawaii	80	74	6	1
Idaho	2	1	1	0
Illinois	113	29	43	45
Indiana	76	61	13	8
Iowa	0	0	0	0
Kansas	146	21	50	77
Kentucky	2	1	0	1
Louisiana	29	5	7	18
Maine	40	40	3	0
Maryland	6	5	1	0
Massachusetts	23	21	2	1
Michigan	196	125	47	50
Minnesota	328	129	135	131
Mississippi	22	21	4	0
Missouri	202	186	35	9
Montana	24	23	3	1
Nebraska	78	68	34	6
Nevada	66	66	1	0
New Hampshire	4	2	2	1
New Jersey	489	443	55	31
New Mexico	85	27	19	41
New York	659	571	262	48
North Carolina	46	8	15	23
North Dakota	9	0	4	5
Ohio	179	44	46	91
Oklahoma	0	0	0	0
Oregon	98	46	44	26
Pennsylvania	12	9	4	2
Rhode Island	40	13	14	13
South Carolina	177	171	33	0
South Dakota	1	0	0	1
Tennessee	42	34	1	7

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
Texas	75	69	2	4
Utah	6	3	2	1
Vermont	45	15	13	20
Virginia	151	36	19	100
Washington	137	118	11	9
West Virginia	3	3	0	0
Wisconsin	12	10	2	1
Wyoming	104	55	40	30
Guam	2	0	2	0
Puerto Rico	5	5	0	0

Note. RSPs = Related Service Providers.

Appendix Table B. Urbanicity by Workforce Group (Percentage of Respondents)

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

Note. RSPs = Related Service Providers.

Appendix Table C. Languages Spoken by Workforce Group (Percentage of Respondents)

	<i>All Respondents</i>	<i>EI Providers</i>	<i>ECSE RSPs</i>	<i>ECSE Teachers</i>
English Only	85.33	82.86	88.11	91.11
Spanish	6.65	8.07	4.52	3.33
Chinese	0.27			
Tagalog	0.42			
Vietnamese	0.09			
French/French Creole	0.83			
Arabic	0.11			
Korean	0.07			
Russian	0.58			
German	0.31			
Italian	0.29			
Portuguese	0.00			
American Sign Language	1.85			
Other	2.65			

Note. Beyond Spanish, other languages are not reported by workforce group due to small Ns. RSPs = Related Service Providers.

**Appendix Table D. EI Providers' Knowledge on Topics Related to EI/ECSE
(Percentage of Respondents)**

	<i>Not at all Knowledgeable</i>	<i>A little Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Very Knowledgeable</i>
1. My State's Early Learning and Development Standards	3.23	13.32	45.69	37.77
2. Normative sequences of early childhood development	0.61	3.09	26.66	69.64
3. Family-centered practices that support families to make informed decisions	0.48	3.54	28.46	67.52
4. Engage with families to identify their strengths and needs to support child development	0.20	1.77	18.83	79.19
5. Interdisciplinary collaboration	0.20	1.97	16.66	81.16
6. Partnering with families and professionals to develop IEPs/IFSPs and support transitions	0.58	3.37	18.94	77.10
7. Culturally and linguistically appropriate assessment models for all children	0.99	8.18	41.45	49.39
8. Data-based decision making	0.38	2.91	22.33	74.38
9. Selection of evidence-based interventions	0.92	6.30	37.61	55.17
10. Delivery of services in homes	0.61	3.14	19.22	77.02
11. Delivery of services in community-based programs	1.13	7.78	34.48	56.61
12. Delivery of services in inclusive classrooms	5.42	15.71	38.49	40.38
13. Delivery of individualized evidence-based practices with fidelity	2.96	8.72	39.35	48.96
14. Positive supports for social-emotional needs and challenging behavior	0.58	7.13	41.63	50.66
15. Reflective practice, leadership, and advocacy to ensure appropriate, individualized services	0.75	6.73	37.39	55.13

**Appendix Table E. ECSE Related Service Providers' Knowledge on Topics Related to EI/ECSE
(Percentage of Respondents)**

	<i>Not at all Knowledgeable</i>	<i>A little Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Very Knowledgeable</i>
1. My State's Early Learning and Development Standards	2.73	16.12	46.36	34.79
2. Normative sequences of early childhood development	0.73	4.28	27.84	67.15
3. Family-centered practices that support families to make informed decisions	1.28	9.29	39.34	50.09
4. Engage with families to identify their strengths and needs to support child development	1.09	6.57	31.02	61.31
5. Interdisciplinary collaboration	0.27	1.82	14.66	83.24
6. Partnering with families and professionals to develop IEPs/IFSPs and support transitions	0.64	3.73	18.31	77.32
7. Culturally and linguistically appropriate assessment models for all children	1.00	9.76	38.23	51.00
8. Data-based decision making	0.55	3.65	18.36	77.44
9. Selection of evidence-based interventions	0.91	7.76	37.23	54.11
10. Delivery of services in homes	4.83	16.58	28.96	49.64
11. Delivery of services in community-based programs	3.10	11.04	32.57	53.28
12. Delivery of services in inclusive classrooms	1.74	6.14	30.86	61.26
13. Delivery of individualized evidence-based practices with fidelity	2.55	7.02	35.73	54.69
14. Positive supports for social-emotional needs and challenging behavior	0.82	8.39	41.24	49.54
15. Reflective practice, leadership, and advocacy to ensure appropriate, individualized services.	1.00	8.39	39.05	51.55

**Appendix Table F. ECSE Teachers' Knowledge on Topics Related to EI/ECSE
(Percentage of Respondents)**

	<i>Not at all Knowledgeable</i>	<i>A little Knowledgeable</i>	<i>Somewhat Knowledgeable</i>	<i>Very Knowledgeable</i>
1. My State's Early Learning and Development Standards	1.15	6.05	34.66	58.14
2. Normative sequences of early childhood development	0.84	4.81	35.46	58.89
3. Family-centered practices that support families to make informed decisions	0.94	10.56	45.92	42.57
4. Engage with families to identify their strengths and needs to support child development	0.63	8.16	37.24	53.97
5. Interdisciplinary collaboration	0.63	2.73	17.61	79.04
6. Partnering with families and professionals to develop IEPs/IFSPs and support transitions	0.53	2.94	18.38	78.15
7. Culturally and linguistically appropriate assessment models for all children	1.37	6.01	42.83	49.79
8. Data-based decision making	0.42	3.05	23.55	72.98
9. Selection of evidence-based interventions	0.73	5.85	36.01	57.41
10. Delivery of services in homes	12.03	30.75	36.82	20.40
11. Delivery of services in community-based programs	6.39	15.72	39.73	38.16
12. Delivery of services in inclusive classrooms	0.84	5.27	25.40	68.49
13. Delivery of individualized evidence-based practices with fidelity	1.15	6.69	37.20	54.96
14. Positive supports for social-emotional needs and challenging behavior	0.00	4.29	32.32	63.39
15. Reflective practice, leadership, and advocacy to ensure appropriate, individualized services.	0.52	6.69	41.07	51.72

Early Childhood Special Ed Workforce Survey

Dear Early Childhood Special Educator,

We are delighted you are willing to inform us on your important work! The National Institute for Early Education Research ([NIEER](#)) has been contracted by the [Early Childhood Personnel Center](#) at the University of Connecticut to conduct a national survey of the early childhood special education workforce. Your responses will provide data to researchers, educators, and policy makers to better support special educators and early interventionists in the future.

The goal of our work is to describe the characteristics of early interventionists and early childhood special educators, working with infants and young children receiving early intervention (EI) or early childhood special education (ECSE) under IDEA. As part of this effort, we are asking you to complete a survey about your role and experiences as an early childhood special educator, as well as your education and training. You do not need to complete the survey all in one setting but can use the link below to come back to your survey at any time.

We estimate the survey will take less than 10 minutes of your time. We encourage you to take the survey all in one sitting but you can use the link to come back to your survey at a later date (using the same computer).

If you choose, you can be entered into a lottery for a chance to win one of 120 \$50 gift cards for completing the survey.

If you have any questions, please contact Tracy Jost at tjost@nieer.org. The researchers can also be reached at 848-932-4350.

Thank you for taking the survey.

CONSENT TO TAKE PART IN A RESEARCH STUDY

TITLE OF STUDY: National Early Childhood Special Education and Early Intervention Workforce Survey
Principal Investigator: W. Steven Barnett, PhD

This online consent form is part of an informed consent process for a research study and it will provide information that will help you decide whether you want to take part in the study. It is your choice to take part or not. Ask questions if there is anything in the form that is not clear to you. If you decide to take part, instructions at the end of document will tell you what to do next. Your alternative to taking part in the research is not to take part in it

Who is conducting this research study and what is it about?

You are being asked to take part in research conducted by Dr. W. Steven Barnett who is senior co-director of the National Institute for Early Education Research (NIEER) at Rutgers, the State University of New Jersey. The purpose of this study is to describe the characteristics of early interventionists and early childhood special educators, working with infants and young children receiving early intervention (EI) or early childhood special education (ECSE) under IDEA. We anticipate 2,500 subjects will take part in the research.

What will I be asked to do if I take part?

The survey will take about 10 minutes to complete.

What are the risks and/or discomforts I might experience if I take part in the study?

Breach of confidentiality is a risk of harm but a data security plan is in place to minimize such a risk. Also, some questions may make you feel uncomfortable. If that happens, you can skip those questions or withdraw from the study altogether. If you decide to quit at any time before you have finished the survey your answers will NOT be recorded.

Are there any benefits to me if I choose to take part in this study?

There are no direct benefits to you for taking part in this research. You will be contributing to knowledge about the characteristics of early interventionists and early childhood special educators, working with infants and young children receiving EI or ECSE under IDEA.

Will I be paid to take part in this study?

Once you have completed the survey, you will have the option of being entered into a lottery to receive one of 120 gift cards in the amount of \$50 each. If you are randomly selected, you will receive a link to redeem your electronic gift card.

How will information about me be kept private or confidential?

All efforts will be made to keep your responses confidential, but total confidentiality cannot be guaranteed.

We will use Qualtrics to collect and forward your responses to us. We will not know your IP address when you respond to the online research. We will ask you to include your email address when you complete the survey if you want to be entered into the lottery for a gift card. Your identifiable information will not be stored with your responses. Instead, your responses will be assigned a subject# which will be stored separately from your responses so others will not know which responses are yours. We will securely store the key code linking your responses to your identifiable information in a separate password protected file which will be destroyed after data analysis is complete and study findings are professionally presented or published.

No information that can identify you will appear in any professional presentation or publication.

What will happen to information I provide in the research after the study is over?

The information collected about you for this research will not be used by or distributed to investigators for other research.

What will happen if I do not want to take part or decide later not to stay in the study?

Your participation is voluntary. If you choose to take part now, you may change your mind and withdraw later. In addition, you can choose to skip questions that you do not wish to answer. If you do not click on the 'submit' button after completing the form, your responses will not be recorded. You may also withdraw your consent for use of data you submit, but you must do this in writing to the PI W. Steven Barnett.

Who can I call if I have questions?

If you have questions about taking part in this study, you can contact the Principal Investigator: W. Steven Barnett, National Institute for Early Education Research, 848-932-4350. You can also email the Co-Principal Investigator, Allison Friedman-Krauss at afriedman-krauss@nieer.org.

If you have questions, concerns, problems, information or input about the research or would like to know your rights as a research subject, you can contact the Rutgers IRB or the Rutgers Human Subjects Protection Program via phone at (973) 972-3608 or (732) 235-2866 or (732) 235-9806 OR via email irboffice@research.rutgers.edu, or you can write us at 335 George Street, Liberty Plaza Suite 3200, New Brunswick, NJ 08901.

Please [print out this consent form](#) if you would like a copy of it for your files.

If you do not wish to take part in the research, close this website address. If you wish take part in the research, follow the directions below:

By beginning this research, I acknowledge that I am 18 years of age or older and have read and understand the information. I agree to take part in the research, with the knowledge that I am free to withdraw my participation in the research without penalty. Click on "I Agree" below to take you to the survey.

Click on the "I Agree" button to confirm your agreement to take part in the research.

This informed consent form was approved by the Rutgers University Institutional Review Board for the Protection of Human Services on 3/30/22

I Agree

I Do Not Agree

Skip To: End of Survey If CONSENT TO TAKE PART IN A RESEARCH STUDY TITLE OF STUDY: National Early Childhood Special Education. = I Do Not Agree

Intro Question. Do you work with young children with disabilities in the U.S?

- Yes, I provide early intervention services to infants and toddlers through IDEA Part C
- Yes, I provide related services to preschool-age children through IDEA Part B
- Yes, I am an early childhood/preschool special education teacher through IDEA Part B
- No

Q1. In what state(s) are you currently employed? (Select all that apply.)

Q2. What is the most appropriate classification for the primary community in which you are employed?

- Urban
- Suburban
- Rural

Q3. Counting this school year, how many **years** in total (including part-time) have you been employed in the early childhood special education/early intervention field? _____

Q4. In the past 6 months, have you looked for a new job outside of the early intervention/early childhood special education field?

- Yes
- No

Q5. How likely is it that you will leave the early intervention/early childhood special education field within the next five years?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

Q6. What is keeping you in the early intervention/early childhood special education field? (Select all that apply.)

- I love my job
- My job is rewarding
- I like the flexibility of hours
- I am making a difference for children and families
- I love seeing my children's growth
- I like my team/coworkers
- I like the agency/school/program **that** I work for
- This is the job/field I am qualified for
- I need the money and do not know if I could find another job
- I need the benefits
- I am working toward retirement
- Other

Q7. What is the highest level of education you have completed?

- High school diploma or GED
- Associate's degree
- Bachelor's degree
- At least one year of coursework beyond a Bachelor's degree but not a graduate degree

- Master's degree
- Education specialist or professional diploma based on at least one year of course work past a Master's degree level
- Doctorate

Q8. Select the **ONE** item below that most closely describes the licensure or certification for your current position.

- Full professional license/certification for my position
- Provisional, emergency, or temporary license/certification for my position
- Alternative route to certification for my position
- License/certification in an area that does not match my current position
- No license/certification for my position

Q9. What is the age range for your primary certification/license? (Select all that apply.)

- Birth to 3 years
- Birth to 5 years
- 3 years to 5 years
- Birth to 3rd grade
- Pre-K to 3rd grade
- Elementary School/School Age
- Life Span
- Other, please specify _____

Q10. Which of the following credentials, licenses, certifications, or endorsements do you have for working with children with disabilities? (Select all that apply.)

- Birth to Three
- Early Childhood Education
- Early Childhood Special Education
- Special Education
- General Education
- ABA
- Infant Mental Health
- Occupational Therapy
- Physical Therapy
- Speech/Language
- Other professional license, credential, certification, or endorsement, please specify:
- I do not have a special education, early intervention, or other professional credential, endorsement, certification, or license related to working with children with disabilities

Q11. Which of the following best describes your current primary position?

- Behavior Analyst (LABA, BCBA, ABA)
- Early Interventionist (special instructor/developmental specialist/special education teacher)
- General Education Teacher
- Occupational Therapist
- Physical Therapist
- School Psychologist
- Service Coordinator only
- Social Worker
- Special Education Para-Educator

- o Special Education Teacher Consultant
- o Special Education Teacher/Special Instructor
- o Speech-Language Pathologist
- o Other, please specify: _____

Display This Question:

If Do you work with young children with disabilities in the U.S.? = Yes, I am an early Childhood preschool special education teacher through IDEA Part B

Q12. How do you classify your main assignment with children, that is, the activity at which you spend most of your time?

- o Full-time teacher/services provider with a permanent classroom assignment
- o Part-time teacher/services provider with a permanent classroom assignment
- o Itinerant teacher (i.e., your assignment requires you to provide special education/related services **at** more than one school or setting)
- o Long-term substitute
- o ASA
- o Para-educator
- o Other, please specify: _____

Q13. What types of locations do you currently work in? (Select all that apply.)

- o Child Care Center
- o Child's home
- o Family child care setting
- o Head Start/Early Head Start
- o Private School
- o Public School
- o Therapeutic center or clinic
- o Other, please specify: _____

Display This Question:

If What types of locations do you currently work in? (Select all that apply.)= Child Care Center

Or What types of locations do you currently work in? (Select all that apply.)= Head Start/Early Head Start

Or What types of locations do you currently work in? (Select all that apply.) = Private School

Or What types of locations do you currently work in? (Select all that apply.) = Public School

Q14. What center- or school-based settings do you currently work in? (Select all that apply.)

- o Class or room with half or more of children (but not all) with IEPs/IFSPs
- o Class or room with less than half of children with IEPs/IFSPs
- o Resource room for small group or individualized instruction
- o Self-contained special education classroom (i.e., all children have an IEP)
- o Other, please specify: _____

Q15. Please indicate the age group(s) of children you serve in your current position/assignment. (Select all that apply.)

- Infants (18 months and under)
- Toddlers (19 to 35 months)
- Preschoolers - 3-year-olds
- Preschoolers - 4-year-olds
- Kindergarteners
- School-age children

Display This Question:

If Do you work with young children with disabilities in the US? = Yes, I am an early Childhood preschool special education teacher through IDEA Part B

Q16a. How many preschoolers (3- to 5-year-olds) do you teach in an average day? _____

Display This Question:

If Do you work with young children with disabilities in the US? = Yes, I am an early childhood/preschool special education teacher through IDEA Part B

Q17a How many of those children have an IEP? _____

Display This Question:

If Do you work with young children with disabilities in the US?= Yes, I provide early intervention services to infants and toddlers through IDEA Part C

Or Do you work with young children with disabilities in the US? = Yes, I provide related services to preschool-age children through IDEA Part B

Q16b. How many children/families are part of your regular caseload? _____

Display This Question:

If Do you work with young children with disabilities in the US?= Yes, I provide early intervention services to infants and toddlers through IDEA Part C

Or Do you work with young children with disabilities in the US?= Yes, I provide related services to Preschool children through IDEA Part B

Q17b. On average, how many children/families do you see in a day? _____

Display This Question:

If Do you work with young children with disabilities in the US?= Yes, I provide early intervention services to infants and toddlers through IDEA Part C

Or Do you work with young children with disabilities in the US?= Yes, I provide related services to preschool-age children through IDEA Part B

Q17c. Do you feel like your caseload is:

- Too many
- Just right
- I could serve more children/families

Q18a. Are you willing to share your current annual salary?

- Yes, I will report my salary
- Yes, I will report my salary range
- No

Display This Question:

If Are you willing to share your current annual salary? = Yes, I will share my salary

Q18b. What is your current annual salary? _____

Display This Question:

If Are you willing to share your current annual salary? = Yes, I will report my salary range

Q18c. What is your current annual salary range:

- Less than \$20,000
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- \$100,000 or more

Q19. Does your job currently offer fringe benefits (e.g., health insurance, retirement)?

- Yes
- No

Q20. Are you a member of a professional association focused on young children? (Select all that apply.)

- Division For Early Childhood of the Council for Exceptional Children (DEC)
- International Society of Early Intervention (ISEI)
- National Association for the Education of Young Children (NAEYC)
- State affiliate of NAEYC
- The Alliance for the Advancement of Infant Mental Health
- Zero to Three
- Other, please specify: _____
- No

21a. Please indicate your level of knowledge of the following topics:

	Very knowledgeable	Somewhat knowledgeable	A little knowledgeable	Not at all knowledgeable
My State's Early Learning and Development Standards	0	0	0	0
Normative sequences of early childhood development and environmental and biological factors that impact development	0	0	0	0
Family-centered practices that support families to make informed decisions and advocate for their own and their child's needs	0	0	0	0
Engage with families to identify their own strengths and needs and those of their child so they may support children's development	0	0	0	0

Q21b. Please indicate your level of knowledge of the following topics:

	Very knowledgeable	Somewhat knowledgeable	A little knowledgeable	Not at all knowledgeable
Collaborating with other team members across multiple disciplines during assessment, intervention and evaluation	0	0	0	0
Partnering with families and other professionals to develop IEPs/IFSPs and support transitions	0	0	0	0
Authentic, informal and formal assessment models that are culturally and linguistically appropriate for all children	0	0	0	0
Using data from child assessments and interventions for planning and evaluation	0	0	0	0

Q21c. Please indicate your level of knowledge of the following topics:

	Very knowledgeable	Somewhat knowledgeable	A little knowledgeable	Not at all knowledgeable
Use of evidenced based curricula frameworks to inform and guide interventions	0	0	0	0
Delivery of homebased service models	0	0	0	0
Delivery of services in community based early childhood programs	0	0	0	0
Delivery of services in inclusive classrooms	0	0	0	0

Q21d. Please indicate your level of knowledge of the following topics:

	Very knowledgeable	Somewhat knowledgeable	A little knowledgeable	Not at all knowledgeable
Delivery of individualized systematic, responsive, and intentional evidence-based practices with fidelity	0	0	0	0
Social-emotional competence and positive interventions to support challenging behavior	0	0	0	0
Reflective practice, leadership and advocacy to ensure children and families are provided appropriate and individualized services and intervention to meet their needs	0	0	0	0

Q22. How often does your school, district, center, program, or employer provide the following supports to help you provide instruction/services required to help children meet their IEP/IFSP goals?

	Does not provide	Once a year	A few times per	Monthly year	A few times a	At least weekly month
Coaching	0		0	0	0	0
Communities of Practice	0		0	0	0	0
Consultation with colleagues	0		0	0	0	0
Dedicated time to meet with other disciplines on child/family programs	0		0	0	0	0
In-service professional development	0		0	0	0	0
Mentoring	0		0	0	0	0
Online resources	0		0	0	0	0
Tuition support for college level course work	0		0	0	0	0

Q23. How many hours of training or professional development (PD) did you attend in the last 12 months as part of your role? Please include virtual trainings/PD in your response.

- None
- 1 to 5 hours
- 6 to 10 hours
- 11 to 20 hours
- 21 to 40 hours
- More than 40 hours

Q24. How helpful have the supports available to you in the last 12 months been for the following activities/practices?:

	Very unhelpful	Somewhat unhelpful	Neutral	Somewhat helpful	Very Helpful	Did not receive
Communicating effectively with parents/families	0	0	0	0	0	0
Implementing effective practices to support children's learning	0	0	0	0	0	0
Supporting social-emotional needs of children	0	0	0	0	0	0
Using diagnostic data to develop intervention plans about areas of concern for families and children	0	0	0	0	0	0

Q25a. How often does your school/center/program/employer provide scheduled time to plan with your team/partners?

- Daily
- Weekly
- Biweekly
- Monthly or a few times per year
- Does not provide

Display This Question:

If How often does your school/center/program/employer provide scheduled time to plan with your team/... = Daily

Or How often does your school/center/program/employer provide scheduled time to plan with your team/... = Weekly

Or How often does your school/center/program/employer provide scheduled time to plan with your team/... = Biweekly

Or How often does your school/center/program/employer provide scheduled time to plan with your team/... = Monthly or a few times per year

Q25b. Are you paid for your scheduled planning time?

- Yes
- No

Display This Question:

If How often does your school/center/program/employer provide scheduled time to plan with your team/... = Daily

Or How often does your school/center/program/employer provide scheduled time to plan with your team/... = Weekly

Or *How often does your school/center/program/employer provide scheduled time to plan with your team/... = Biweekly*

Or *How often does your school/center/program/employer provide scheduled time to plan with your team/... = Monthly or a few times per year*

Q26. Is the amount of time provided to plan with your team/partners:

- Too little
- About right
- Too much

Q27. Thinking about your current job, how often do each of the following statements describe how you feel?

	Never	Rarely	Sometimes	Often	Very Often
A. Conditions at work are unpleasant or sometimes even unsafe.	0	0	0	0	0
B. I feel that my job is negatively affecting my physical or emotional well-being.	0	0	0	0	0
C. I have too much work to do and/or too many unreasonable deadlines.	0	0	0	0	0
D. I find it difficult to express my opinions or feelings about my job conditions to my superiors.	0	0	0	0	0
E. I feel that job pressures interfere with my family or personal life.	0	0	0	0	0
F. I have adequate contrail or input over my work duties.	0	0	0	0	0
G. . I receive appropriate recognition or rewards for good performance.	0	0	0	0	0
H. I am able to utilize my skills and talents to the fullest extent at work.	0	0	0	0	0

Q28. What is your gender?

- Female
- Male
- Other
- Don't wish to answer

Q29. In what year were you born? _____

Q30. Are you of Hispanic or Latino origin?

- Yes
- No

Q31. Which best describes your race?

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

Q32. Are you fluent in a language other than English?

- Yes
- No

Display This Question:

If Are you fluent in a language other than English?= Yes

Q33. What languages do you speak fluently? (Select all that apply.)

- Spanish
- Chinese
- Tagalog
- Vietnamese
- French/French Creole
- Arabic
- Korean
- Russian
- German
- Italian
- Portuguese
- American Sign Language
- Other

Q34. Is there any additional information about your job in the Early Intervention or Special Education field you would like to provide? _____

Q35. Would you like to be entered into a raffle to win a gift card as incentive for answering the survey?

- Yes
- No

Display This Question:

If Would you like to be entered into a raffle to win a gift card as incentive for answering the survey? =

Yes

Q36. Please provide your legal name for gift card lottery entry: _____

Display This Question:

If Would you like to be entered into a raffle to win a gift card as incentive for answering the survey? =

Yes

Q37. Please provide your email for gift card lottery entry: _____

