



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

		Preservice	Standards	Inservice	Recruitment/Workforce Characteristics	Retention
	<b>Questions about EI/ECSE Personnel</b>					
1	How many of each type of personnel employed/contracted in EI/ECSE graduate from within state institutions of higher education each year?	X				
2	What are the levels of education and years of experience of EI/ECSE practitioners? (2.A.1.b)*	X			X	
3	What are the levels of education and years of experience of the general early care and education practitioners working with children with IFSP/IEPs? (2.A.2.b)*	X			X	
4	How many EI/ECSE practitioners have specific types of credentials/licenses (e.g., EIS, preschool, special education, licensed therapist)? (2.A.1.c)*		X		X	
5	How many general early care and education practitioners working with children with IFSP/IEPs have specific types of credentials/licenses (e.g., early childhood, preschool, Child Development Associate [CDA], special education, licensed therapist)? (2.A.2.c)*		X		X	
6	How many new credentials/licenses for potential EI/ECSE personnel are awarded each year in the state?		X		X	
7	What recruitment strategies are in place in the state? How many practitioners are hired through each strategy or combination of strategies?				X	
8	How many qualified applicants apply for each position?				X	
9	How many and what kinds of positions stay open because a qualified applicant cannot be located?				X	
10	How many and what kind of positions are filled with candidates with lesser qualifications than the program wanted?				X	
11	How many personnel are employed in EI/ECSE (number and FTE; employed and contracted by state, by program, by type of personnel)?				X	
12	What are the demographic characteristics of EI/ECSE practitioners (e.g., age, gender, ethnicity/race, language[s] spoken)? (2.A.1.a.)*				X	
13	What professional development activities do EI/ECSE service providers/teachers participate in during employment? (2.A.3.a)*			X		
14	How much professional development (e.g., hours, continuing education units [CEUs]) did EI/ECSE practitioners receive over a given time period (e.g., in a year, over a 5-year period) by role and profession? (2.A.3.b.)*			X		
15	How much professional development specific to EI/ECSE did EI/ECSE practitioners receive over a given time period (e.g., in a year, over a 5-year period) by role and profession? (2.A.3.c)*			X		

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16	How many and which EI/ECSE practitioners have received professional development in a particular topic (e.g., Pyramid model, Routines Based Intervention, etc.)?			X		
17	What is the average length of time a practitioner in EI/ECSE stays employed by/under contract with each program? In the state? (by type of personnel)					X
18	What is the turnover rate among EI/ECSE practitioners (by year, state, or local program)? By type of position? (2.A.1.d)*					X
19	Why do EI/ECSE practitioners leave their positions?					X
20	What retention strategies are used by programs that are especially successful in retaining personnel?					X

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



*Framework connection:* The columns represent key subcomponents of the Personnel/Workforce component of the System Framework. Each question listed can be categorized under one or more subcomponent.

### About Us

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