



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
DIRECTOR'S OFFICE  
IDEA Part C Office  
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**MINUTES**

Name of Organization: Initial Training and On-Going Professional Development for Early Intervention Providers Subcommittee formerly called the ICC Developmental Specialist Certification/Endorsement

Date and Time of Meeting: February 23, 2017  
1:30 p.m.

Meeting was held via Teleconference:  
IDEA Part C Office  
4126 Technology Way, Suite 200  
Carson City, NV 89706

**I. Call to Order, Roll Call and Introductions**

Dr. Ann Bingham welcomed everyone and a quorum of the members was present; the meeting proceeded as scheduled.

**Members Present:** Dr. Ann Bingham, Robin Kincaid, Nicole Atwell, Marnie Lancz, Rosa Rodriguez, Dr. Jenna Weglarz-Ward, Fatima Taylor

**Members Absent:** Sandra LaPalm, Yvonne Moore, Johnette Oman, Christine Riggi, Diane Ross

**Part C Staff Present:** Edie King, Dan Dinnell, Ellen Marquez, Iandia Morgan, Lisa Morgan, Margot Chappel, Shari Fyfe

**II. Public Comment**

No public comment was given.

**III. Approval of the Minutes from the November 14, 2016 Meeting**

Dr. Bingham asked for everyone to review the meeting minutes from the November 14, 2016 meeting. It was noted the approval for the September meeting minutes was not on the agenda for approval; therefore, it would need to be reviewed and approved at the next meeting.

**MOTION:** Accept the November 2016 meeting minutes as presented.

**BY:** Marnie Lancz

**SECOND:** Nicole Atwell

**VOTE:** PASSED

IV. **Discuss the Possibility of Renaming the Initial Training and on-Going Professional Development for Early Intervention Providers Subcommittee. (Formerly called the ICC Developmental Specialist Certification /Endorsement subcommittee)**

Margot Chappel requested the Initial Training and On-Going Professional Development for Early Intervention Providers Subcommittee be renamed to “The Professional Development Subcommittee”. Ms. Chappel asked if there were any comments or other suggestions and advised the group that if this name change was agreeable to them then a member of the subcommittee would need to make a motion for the change, or this item would need to be tabled for a future meeting.

**MOTION:** Rename this ICC subcommittee to “The Professional Development Subcommittee”

**BY:** Marnie Lancz

**SECOND:** Fatima Taylor

**VOTE:** PASSED

V. **Review and Discuss Licensure and Certification Requirements for Developmental Specialists in Other States**

Edie King provided a chart listing the states who have received the “Meets Requirements” determination from the U.S. Office of Special Education Program for five years along with each state’s educational, experience, and license/certification requirements. It was noted some states refer to Developmental Specialists (DS) by another name such as Intervention Specialists.

Ms. King stated a few states had additional processes for certifications such as portfolios, competency training, and online training and modules to be completed for qualification in the field. She remarked this shows how much Nevada needs to work on the development of requirements related to Developmental Specialists in this state. Ms. King reminded members that licenses and certifications for Nevada were issued by the Nevada Department of Education (NDE), as well as the Division of Public and Behavioral Health (DPBH). The IDEA Part C Office is responsible for oversight of the Comprehensive System of Personnel Development (CSPD) for providers of early intervention services.

Ms. Chappel stated she reviewed The Division of Early Childhood (DEC) Position Statement on Special Instructions in Early Intervention dated June 6, 2014 regarding professional preparation and qualifications of special instructors. This states, in part, that to the specialized nature of this service, special instruction is to be provided by qualified professionals who hold a minimum of a bachelor’s degree in Early Childhood Special Education including Early Childhood Education, Special Education, Early Childhood, Child Development, or Early Mental Health with a concentration on state certification in early intervention. She added the document also lists other requirements related to professional preparation and qualifications of special instructors including functional competencies. It was brought to the groups attention that Utah and Massachusetts have levels of care professionals. These levels include provisional, advanced, and full certification. It was noted in one (1) state assistants were required to be supervised or shadowed by a supervisor. Ms. King pointed out that states have separate educational experience and credentialing of service coordinators in early intervention.

VI. **Review and Discuss Needed Supports for Alternative Certification Including Mentoring, Coaching, Continuing Education Units (CEU) and Competencies to Determine What Recommendation Will Be Made to the ICC**

Ms. King opened the discussion by suggesting consideration of online courses for Developmental Specialists, as they are also service coordinators. Dr. Bingham inquired about whether the Developmental Specialists and Service Coordinator will be dual roles moving

forward. It was noted these roles are usually combined. Fatima Taylor stated moving forward in the fiscal year, ADSD anticipates the roles will continue to be combined as the two positions are embedded in each other.

Ms. King remarked it is imperative to concentrate on the areas of mentoring, online continuous education, and competencies. Ms. Chappel stated a report by the National Technical Assistance and Professional Development showed when teachers completed training they retained 5% of the information, but when mentored. they retained approximately 95%.

**MOTION:** The Professional Development Subcommittee of the ICC will continue to work towards creating a comprehensive mentoring, coaching, and personal development plan for Developmental Specialists statewide.

**BY:** Fatima Taylor

**SECOND:** Marnie Lancz

**VOTE:** PASSED

**VII. Review and Discuss Data Regarding the Barriers and Challenges of Obtaining the Endorsement**

Ms. Taylor stated she felt there should an option for certification other than endorsement. She would like to see a variety of post bachelor's certification options (She referenced UNLV and the early childhood specialist certification which is 27 credits) combined with recurring professional development. Dr. Ann Bingham commented the current licensure states the person must obtain a degree in early childhood special education, education for early childhood, child development or a related field that primarily provides a service to children with a disability, including psychology, speech pathology, physical or occupational therapy, elementary education, social work, or nursing with an additional 18 credits. Ms. Taylor stated if the DS does not want to get their endorsement they have the potential of losing their job. Ms. King indicated in the last meeting the group discussed the option of someone having their bachelor's degree, passing all the classes required for the endorsement, and not receiving the endorsement, but accepting them in the program based on courses completed. Dr. Bingham pointed out that if this was implemented, it would need to be made clear individuals would not be certified to work in other states based on this exception.

Dr. Jenna Weglarz-Ward further discussed the UNLV certification and pointed out there are seven courses and field work that is very similar to a master's degree. She indicated that if she was discussing this with a potential student she would recommend they go for a Master's Degree. Ms. Taylor stated she believes DS's are not opposed to taking the courses but are reluctant to deal with the NDE Licensing Office in addition to the financial commitment. Dr. Bingham related there is nothing that states the licensure must be completed at a graduate level and it would be completely acceptable to complete the courses at an undergraduate level. She added, based on the discussion, we are not tied to an education licensure as long as the course work is aligned with what is offered at the graduate level. The importance of continued education was discussed in the changing world of education and how sometimes the lines between requirements and standard coursework can become blurred. Robin Kincaid voiced her concerns about the potential for requirements to become less clear when moving away from standards that are already established through the licensing process. She referenced New York where their guidelines state the person must be licensed, registered, or certified in their profession through the Department of Education. She added this was a good option for wording as it does not require them to choose one option.

Ms. King stated she and landia Morgan had met with Dena Durish at the NDE and advised her one of the issues is applicants are receiving different responses to the same question from her

office. It was suggested to Ms. Durish the NDE have a core team review submissions for licensure and provide the appropriate responses. She was not open to the process at the time.

Ms. King also pointed out individuals must pay a \$161 fee to the NDE to review the student's transcripts. If the student does not meet the requirements, they forfeit this fee. She also pointed out that in some cases the students had their courses reviewed by the NDE for no fee, which is why it was suggested a core team be put in place to review all applications for licensure. Ms. Kincaid requested historical data about inconsistent responses, which was not available. Ms. Chappel stated she had Shari Fyfe contact the NDE Licensure Office. She was told they use a crosswalk of classes from the University of Nevada Las Vegas (UNLV) and the University of Nevada Reno (UNR) manual to make determinations. It was indicated if there is a class not listed, then they require the class syllabus be submitted with the application. This results in challenges when the syllabus is no longer available. Dr. Ann Bingham stated she is aware of the issues with the NDE Licensure Office, but is not confident this subcommittee can provide suggestions at this point. She pointed out there may be more discussions needed regarding specific mentoring around personnel development and an alternative certification process. It is not just a matter of bypassing the NDE and there are other areas that need discussion as well but additional data may need to be collected. It was suggested a letter be sent from the ICC to the NDE superintendent advising them of the issues and to request a meeting to discuss the issues. After further discussion, it was determined further information was needed. Ms. Chappel stated the subcommittee should present to the ICC a real plan about what mentoring and coaching would look like as well as continued education and competencies.

Ms. Chappel stated that problems with the current requirements, in addition to inconsistencies of NDE processes, is the cost of obtaining the credits compared to the introductory salary of a DS1. She noted that, in Elko, individuals who become a DS may have a master's degree and adding additional costs to their education debt may be an issue. It is not uncommon for a DS to take the courses needed for the first year or two then move to another area where licensure is not required. She related other areas in which she indicated she had received complaints from providers including the fact that UNLV and UNR are the only providers of the courses, lack of responsiveness to applications, that if a DS has a master's degree in another topic they are not required to complete the licensure, which is causing resentment, and that a person can be hired in a DS position with Developmental Services and are not required to obtain the endorsement. Marnie Lancz stated the information provided is accurate for her staff as well, and that her DSs are running into the same financial issues coming from their Bachelors program and then having to go straight into a master's program for certification. Ms. Chappel stated a DS starting with the state makes \$19 per hour.

Ms. Fyfe provided feedback on her experience working as a DS and completing the requirement for the endorsement. She stated that, for her, it was part of life so she completed her courses by taking out a school loan. Dr. Bingham the system needs people dedicated to the profession and it is very specialized. It is hoped the system can attract good people that want to work in this profession and that will stay because they are provided appropriate supports. Ms. Taylor observed that "millennials" appear to chase the money and stated it does not make sense to make the process more difficult than necessary.

VIII. **Draft Department of Health and Human Services (DHHS) Alternative Certification for Early Intervention Services Developmental Specialist Series and the Initial Option for Certification of Developmental Specialist to Determine What Recommendation Will Be Made to the ICC**

Dr. Ann Bingham suggested this item be tabled since there is additional data and discussion needed prior to writing a draft.

**IX. Consider Agenda Items for the Next Meeting**

- Review September 2016 meeting minutes for approval
- Discuss proposal for alternative certification for early intervention services  
Developmental Specialists
- Early Childhood System of Learning

**X. Schedule Future Meetings**

Dr. Bingham, with the consensus of members present, scheduled the next meeting for August 17, 2017 at 1:00 P.M.

**XI. Public Comment**

Johnette Oman asked if state programs move toward an assessment center model, how will this affect specialists providing services in the natural environment and will they still need a licensure? Ms. Taylor stated if this plan goes into effect, it would not affect the Developmental Specialist roles and requirements.

**XII. Adjournment**

Dr. Bingham adjourned the meeting at 2:45 p.m.