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ABSTRACT
                 Four appendixes to Volume 1 of Part IX "Training
Programs for Child Care Personnel" comprise this Volume 2 of Part IX.
The appendixes are as follows: A. Highlights of Findings--a summary
of the information obtained from program administrators and students;
B. Program Director Interview and Questionnaire Data Summary--a
summary of program director data obtained from both interviews and
written questionnaires, presented in tables; C. Student Interview
Data Summary--a summary of student responses according to program
types, presented in tables; and D. Interview Schedules--contains the
interview schedule and the written questionnaire for program
directors and the interview schedule for students. (For related
documents, see PS 005 969-979, 981-983.) (AL)

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Day Care Policy Studies Group

FINAL REPORT: PART IX

APPENDIXES:

TRAINING PROGRAMS FOR

CHILD CARE PERSONNEL

Volume 2

APPENDIX A: HIGHLIGHTS OF FINDINGS

This appendix contains a summary of the information obtained from
program administrators and students. The information gathered
in the pilot study represents a limited sample of responses, and
a detailed summary of such individual responses is inappropriate
to the central purpose of this report. The summary of selected
findings is presented here as a general guide to the data in the
other appendixes and as a supplement to section 3.2, "Discussion
of Findings." The responses of program directors to specific
questions are summarized in Appendix B; Appendix C contains a
summary of the student data; and Appendix D contains the interview
schedules and questionnaire. At the end of this appendix is an
index to the data summaries presented in appendixes B and C.
A summary of each program, its purpose, students, location,
duration of sessions, etc., is given first to provide a basis
for comparison of the detailed findings.

Two high school programs were visited; students in both programs
were in senior high school. One (HS_1) required one school year
for completion of the child care training; the other was a two-
school-year program (HS_2). Upon completion of the program, students
receive credit toward their diplomas and receive certificates of
completion of the child care courses. During its initial year,
15 students were enrolled in HS_1. Students were white, lower-
middle-class and lived in a rural area of the northern midwest
United States. Approximately 300 were enrolled in HS_2, which
was in its fifth year of operation. HS_2 is a part of a city
public school system that has primarily low-socioeconomic-status
students from the inner city.

The vocational technical (VT) program is a two-year program and has been in operation for four years. It is a part of the vocational-technical school system in a large southern city, and linkages with the HS_2 program, which operates in the same city. Current enrollment is approximately 80 day students and 120 evening students. Students can enter at any quarter during the year. The majority of the students are women between the ages of 17 and 35, most of whom have had some high school; a few have had additional education in either college or junior college. About half of the students in this program work in child-care-related occupations on a regular basis. Almost all students were black and live in metropolitan areas; half of them have incomes below $4,000 a year.

The junior college program (JC), part of a large, city junior-college system, has been in operation six years. The child care program is conducted 12 months a year, including summer sessions, and provides both day and evening classes. Students may enter at the beginning of each semester. The program requires two years of full-time work, although students may also receive a one-year certificate. Most of the students are women between 18 years and middle age; the majority of them are employed in some child care settings, usually in low socioeconomic areas. Most of the students are from disadvantaged, "ghetto" backgrounds. At the time of the interview there were approximately 1,500 students enrolled in the JC program. This included nearly 300 students in a Head Start supplementary training program and about 50 trainees associated with a Model Cities day care training program.

The university four-year program (U) has been part of university course offerings in early childhood education and child development for 30 years. The specific program currently offered has evolved over the last 11 years. Current enrollment in the program is

approximately 140 students from sophomore, junior, and senior levels.
Students may enter at the beginning of each semester or through
some occasional summer-session courses. Teacher-training aspects
of the program are essentially emphasized in the last two years
of the students' training. Upon completion of the program and
the four-year college requirements, the students receive a B.A.
degree and are certified as early childhood or preschool teachers.

The Head Start Leadership Development Program (HSLDP) could be
considered an extended form of in-service training, comparable
to the Education and Professional Development Act (EDPA) summer
institutes available to public school teachers. The HSLDP is a
residential training session lasting six weeks for persons currently
employed in the Head Start programs. This program had been
offered for the last four years with five different sessions
offered each year. Twenty to twenty-five trainees enroll each
session. Trainees earn six academic credits for completion of
the program; these are applicable to a bachelor's or master's
degree.

The Family Day Care Program (FDCP), in its first year of a three-
year grant, operates under the auspices of a two-year upper-division
college that provides training in early childhood education. Seven
college students, acting as field assistants, participate in the
family day care homes and provide the release time needed for 22
family day care mothers to attend small group meetings. Family
day care mothers and students have been selected to participate
in the program for one year. Students receive course credit and
pay for their work in the field. Family day care mothers receive
a small stipend and a certificate for their participation, but
they do not receive course credit. Although the program is geared
to both student and family day care mothers the following findings
and discussion will concentrate on the family day care mothers.
Some information from college students, participation is included
in the summary of students' comments.

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As the preceeding summaries indicate, the programs varied in the number and characteristics of trainee populations, the amount of time the program has been operational, and the outcomes to the trainees. Virtually the entire population of trainees are women, ranging in age from teens to middle-age. In all but the university program, many trainees were from disadvantaged backgrounds.

Program Goals

(B/2-3)* In all of the programs reviewed, training was oriented toward
(B/4-5)   occupational preparation or upgrading of current child care pro-
(B/7-8)   viders. The intended outcomes of training as initially developed in the training programs may have changed over time. The U program initially developed as a training program that would provide university women with experiences with children, currently focuses on teacher preparation. The HS_2 and VT programs also recognized the potential outcomes for parent education, although both had originally evolved out of the recognized community need for short-term training of child care workers. The FDCP developed from the previous research and interest of staff members in exploring alternatives to large-group care of children. Although the initial objective of the FDCP was to incorporate family day care mothers into an upgrading program, other outcomes, such as upgrading the family day care system by placing students in the homes, were recognized. HSLDP was initiated in response to need for intensive, short-term training for Head Start personnel, and modified its objectives to enhance the career-development of participants.

(B/9-10) Four of the programs are preparing trainees for the roles or positions of aides or assistants in child care settings. HS_1 and HS_2 emphasize the former, while VT and JC emphasize the

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*For the reader's convenience, the page numbers of the sections of the appendixes that corroborate statements in the text have been cited where appropriate. A complete index begins on page A-29.

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latter; the U program is training teachers for head teacher
responsibilities. Head teacher positions are also a possibility
for graduates of the JC program. HSLDP includes aides, teachers,
administrators, and other program personnel; this is the only
program that specifically includes administrators or directors
in training. However, two of the other programs are considering
expansion to include administrators. The training of the family
day care mothers is somewhat different than the other five pro-
grams; this program is intended to respond to the needs of the
family day care mothers as they express them and was not developed
to train them for a preconceived occupational role.

Although the major goals of programs are occupationally oriented (B/4-5)
other potential outcomes were suggested by program directors.
These related to the increased self-concept of students (HSLDP),
their perceptions of career goals (HS_2), enhancement of opportu-
nity for continuing education (JC; HS_2, and HSLDP). Three pro-
grams (HS_1, HS_2 and JC) indicated that they attempt to increase
the basic academic or literacy skills of trainees through the
child care training program. The high school programs also
suggested that the child care training program could help retain
students who might otherwise drop out of school.

All but two programs, VT and FDCP, offer courses for credits that (B/9-10)
are applicable to an academic degree at some level. Students
at VT receive a certificate of completion and FDC mothers re-
ceive only an informal certificate of course completion. At the
high-school level, credit is given toward a high-school diploma,
and students receive a certificate in the special area at the
completion of the course. Course work at the JC level applies
to an A.A. degree and upon completion of the two-year child care
program sequence, trainees also receive a certificate in the
special area. (Trainees in special programs such as Model Cities

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day care training receive course credit.) The U offers academic credit toward a B.S. in home economics, as well as certification in early childhood and preschool teaching. Trainees in HSLDP receive academic credit from the senior college that is applicable toward a degree. They also receive a certificate of completion.

Program Administration

(B/23-24)
(B/32)

All of the programs reviewed are connected directly with an educational institution. Three of the programs, HS_1, and HS_2, and VT are part of the administrative structure of school districts and are indirectly linked to their state's department of education (vocational education, home economics division). Four HSLDP, U, FDCP, JC are attached to or part of institutions of higher education. Two of these are in state-supported institutions. The FDCP is under the auspices of a private, two-year upper-division college. The junior-college program is a part of a larger junior-college system within a major city.

(B/35-36)
(B/32)

The direct line of responsibility upward from the training program within the institution varies. The director of the HS_1 reports directly to the principal. In the HS_2 program, the principal in each school has direct responsibility for supervising the staff and day-to-day operations, but the coordinator for home economics has overall responsibility for the development and maintenance of all programs in the instructional area. The JC program is housed in the human services subdivision and is operated at a department level on five different campuses, with department chairmen and curriculum coordinators in each location. All programs have some cooperative arrangements with the sponsoring institution. These vary in degree and type. The most common arrangements are the use of facilities for the program or sharing of administrative services.

Funds

Although the interviews were designed to obtain information about (B/25-26)
costs and funding for training programs, accurate and detailed
information was obtained for only the HS_1 and JC programs. The
per-pupil cost for fifteen students for the first year of operation
of the HS_1 (Fiscal Year 70-71) was $2,267.00. This figure is
inflated due to the costs involved in buying and equipping a
laboratory facility, which was estimated at $22,300.00. The
estimated per-pupil cost for the second year of operation is $787.00.
Excluding the cost of the facilities, personnel costs for this
program are 88% of the total.

There was no information about the overall costs of the JC program,
but some information about two JC special projects, a Head Start
supplemental training program and a Model Cities day care training
program, was available. For 282 students in the two-semester Head
Start supplemental training program, which involved individual
course work, the average per-pupil cost for the fiscal year 1970-71
is $156.00. Excluding the cost of participants' support the per-
pupil cost is approximately $98.00; personnel costs is 98% of this
total. For the Model Cities day care training program, the average
cost per pupil -- for 50 pupils in a seven month program, with
one session each week -- is $1,026.00. Excluding participants'
support funds, the total per-pupil cost is $977.00. Personnel
is 96% of the total cost. Facilities cost the Head Start supple-
mentary project $780 (2% of the total cost) and the Model Cities
project $560 (1% of the total cost).

For the other programs, the specific budget categories are not
available in the breakdowns needed for this analysis. The FDCP
includes both the college students and the family day care mothers
and does not show a separate breakdown for each group. The HS_2
and the U programs are parts of total school budgets. Neither

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contains breakdowns for the specific training programs being
reviewed.

(B/91)   The direct costs to students for their participation in the programs
            varies too. The only costs to students in the HS programs are
            for travel, living expenses, and so on. For the VT there is a
            fee of $25 per-quarter, plus the expenses of books and other supplies.
            In the JC program, the fee is $5 to $10 per semester, plus books
            and supplies. Tuition for the U program is $254 per semester;
            tuition for the HSLDP is waived by the university. Since the FDCP
            mothers do not receive college credit for their training, they
            are not enrolled formally in the college and do not pay any college
            fees.

(B/92)   Most programs supply or help students to find financial assistance
            when necessary. A few scholarships are available to VT students
            from the National Defense Act, Veterans' Administration loans,
            and Vocation Rehabilitation grants; and some part-time employment,
            also, is available. In both JC and Vt many participants are employed,
            particularly in the evening program. The U program offers partial
            scholarships and some student loans and part-time employment.
            Head Start pays all academic and living expenses, plus $75 per
            week for trainee and child-support. Family day care mothers
            receive $10 per month for participation in the project and student
            assistants receive an hourly rate for field work. For nearly all
            the programs, there are also work-study funds available.

(B/27-28)   The source of funds for these programs heavily reflect federal
(B/29)   involvement in training. Federal funding falls into three
            categories: funds to cover all or portions of the cost of training,
            funds for training special population (such as Model Cities residents
            or current Head Start employees), and funds to train people for
            particular occupations (trainers, administrators, care providers,

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and others). Funding mechanisms take different forms: Funds may
be given to institutions to develop child-development or child
care curricula, which would be made part of the general curricula
of vocational programs, in home economics classes, or in teacher
training; funds may also go to the child care delivery system and
be used by the delivery system to pay for training programs; or
funds may be given to institutions to develop special local
training programs, such as the HSLDP.

Two of the programs, HSLDP and FDCP, are 100% federally funded.   (B/27-28)
HS_1 is an exemplary program of the home economics division of its
state's department of vocational education; federal and state
sources provided 75% of the funds for the first year of HS_1 and
will provide 50% of the second year. HS_2 and VT receive federal
and state funds, but the local school district provides the
facilities. The Head Start supplementary training and the Model
Cities programs, under the auspices of the junior college, are
100% federally funded, while the other junior college training
programs were state-local mix.

Most of the programs also receive some in-kind contributions. These   (B/31)
include cooperation among staff members and programs in different
areas or departments within a larger educational structure, work-
study salaries, salaries for work in community programs, observa-
tion settings, space, materials, and the waiver of student tuition.

Initiation of Training Programs

Initiating the programs involved several steps. Generally, the   (B/7-8)
interest of specific individuals was stimulated through information (B/13-14)
about program possibilities, either through seminars or through
contacts with someone who was informed and was interested in
developing programs as a part of the offerings within a particular
institution. In general, the institutions supported the efforts

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(B/15)   of various individuals to develop programs; but some programs did
(B/16-17) have problems finding facilities for observation and participation
      and stimulating interest in the community or administration.

(B/11-12) The levels for which people are trained in the various program
      reflect the over-all missions of the educational institutions,
      (i.e., high schools do not train head teachers for child care
      settings but, rather, train aides). As soon as funds were made
      available planning was usually undertaken by a single person
      interested in the specific program in conjunction with either the
      local administration of the education institution or in cooperation
      with the home economics division of the state's department of
      vocational education.

(B/18)   The time needed for planning and implementation ranged from a
      few weeks to a year. The HS_1 program took approximately one year
      from the time the teacher became interested until the first class
      was offered. HS_2 took approximately six months, both the post-
      secondary programs three months. JC, HSLDP, and FDCP required
      only a month to be implemented. The U program began 30 years ago,
      and no record exists of how long its implementation took.

Program Development

(B/6)   At the time of the interviews, programs varied in the length of
(B/18)   time they had been in operation, in phase of development, and
      possibilities for expansion. Two programs, HS_1 and FDCP, had just
      completed their first years of operation. The FDCP was funded as
      a three-year demonstration program, while HS_1 -- initially developed
      as a state vocational education exemplary program -- would continue
      as an ongoing instructional program in one high school. The HSLDP
      was to phase out at the end of the 1970-71 fiscal year after four
      years of operation. The U program had been in existence for 30
      years, and had modified its function over that period. The other

programs, HS_2, VT, and JC, all of which had been in operation
from four to six years, represented ongoing and expanding instruc-
tional programs.

To increase the number of students in programs, programs (HS_2,   (B/19)
VT, JC, U, FDCP) have expanded in various ways: (a) by modifying   (B/22)
the scheduling, e.g., including night programs (VT - JC);   (b)
by increasing the number of identical instructional programs in
other location (HS_2); or (c) by increasing the number of partici-
pation or internship settings (U - FDCP, VT, HS_2). Head Start
is the only program where student enrollment has remained constant.

Directors mentioned several obstacles to the expansion of their   (B/20-21)
current programs: lack of administrative support, lack of facilities
for observation and participation, and insufficient staff for
expansion. Four of the programs indicated that expansion would
not be difficult, but this seems to.be associated with more fully
developed programs. The major needs seem to be a lack of additional
resources to provide practical experiences for students and in-
sufficient funds for expansion. Only one program indicated that
technical factors or expertise were a prerequisite for expansion.

Staff Selection & Characteristics

The program directors of HSLDP & FDCP, which were designed to   (B/37-38)
include in-service training, are responsible for staff selection.
In other programs, the program director shares joint responsibility
for staff selection with a representative of the system of which
the program is a part.

At the high school level, staff generally had been trained in home (B/44)
economics classes. For post-secondary and other programs, the
staff was prepared primarily by study in the areas of early child-
hood education or child development. The majority of staff with

preparation early childhood development have B.A. degrees or beyond, with most of them at the M.A. level. Three programs included staff with training in elementary education.

(B/46)
(B/45)
(B/47)
With few exceptions, nearly all of the training staff had worked with children at least three years, and the majority had over five years of experience with children. If staff members were working in the areas of child development or student supervision and had not had training in early childhood, they were required to take special training. With the exception of HS_1 and the U program, all training programs provided some form of regular staff in-service training. Most frequently this was done through staff meetings, and occasionally through attendance at conferences, workshops, or lectures by specialists in various fields.

Staffing Patterns

(B/39)
(B/41)
Staffing patterns appear to be determined by several factors: the "desirable" student-teacher ratio for the type of activity or method used in training; the number and differentiation in program components; and the phase of development of the program.

In the U and JC programs, the student-teacher ratio is larger than for other programs. JC indicated that a ratio of one instructor for about 35 students is common in regular classroom instruction, but varies according to the activity and needs of the trainees. The student-teacher ratio at U varies from large lecture classes to smaller, when observation and laboratory groups. The U director indicated that student-teacher ratio is not the prime determiner of staffing pattern, since the number of trainees is increasing and training staff is decreasing; The primary factor seems to be the background of the staff, either research or teacher training.

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When a laboratory facility directly under the auspices of a program
is used for training experiences, and simultaneously integrated
with daily instruction -- as in HS_1, HS_2, and VT -- the basic
staffing pattern is about one teacher for 15 trainees. In both
HS_1 and HS_2, one teacher supervises 15 children in the lab setting
and also has instructional responsibility for 15 trainees.

Initially staffing patterns are a reflection of the student-teacher
ratio necessary for basic instruction. With the addition of an
integrated laboratory program the ratio increases. When community
settings are used for participation or internship -- as in U,
HSLDP, VT, and HS_2 -- a higher ratio is required and there is
a greater differentiation in supervisory functions and basic in-
structional roles. In HS_2, with the addition of the second-year
component (internship), an additional staff person is needed to
supervise the 15 trainees in the field. One director (VT) recom-
mended that one field supervisor be available for 10 interns.
In HSLDP three part-time supervisors are needed for about 22 to
25 students for field supervision and trainee follow-up. In the
Model Cities day care training program, which uses four training
specialists to supervise 50 trainees in their own employment settings,
the ratio is one teacher to 12 or 13 trainees. The FDCP represents
a special approach -- integrating field experience for college
students with basic instruction for FDC mothers. The seven student
assistants provide the release time for 22 family day care mothers
to attend instructional meetings. Here the ratio is about one
student to three family day care mothers.

In the initial implementation of training programs both the in-   (B/35-36)
structional functions and staff roles are less apt to be differ-
entiated from other functions (administration, student supervision;
recruitment; followup; direction of laboratory program; community
relations). With program development and expansion, staff roles

and patterning tend to become more differentiated. Need for additional staff seems to be related to supporting functions rather than primary instruction. Thus staffing needs relate to community relations, research activities, field supervision, administration, curriculum specialists, and follow-up staff.

(B/40)   When asked what changes should be made in staff selection, make-up, and policy, all of the training programs directors cited the need for additional staff. The specific roles for additional staff varied from obtaining a qualified nursery school teacher for the laboratory center to adding curriculum specialists and staff persons in writing research, and community work. There were two general reasons for the addition of staff. One was to enable the teachers or program directors to spend more time on instruction and in student conferences. The other related to the development of new program components which required specialists to more specialized personnel: such as the social worker, a curriculum specialist, or a community liaison.

(B/100-101) Several of the directors (HS, VT, JC) cited the quality of staff as the most essential element of a high-quality training program. Specific criteria offered were training as teacher or director with previous work in nursery school, dedication, practical orien- tation, understanding of subject matter, and knowledge of the field with ability to relate to different types of people. Other factors related to program quality are related to program content and management. Consideration of the qualities or competency teachers need and ways to help develop them was mentioned as the most essential element by the U. The family day care program suggested ongoing supervision and feedback to prevent and remove distortions. The leadership development program indicated that autonomy is most essential to high-quality programs.

Student Selection and Services

Students are recruited primarily through personal contacts, word   (B/83)
of mouth, catalog listings, and public announcements. It is up
to the students to determine whether they want to enter the programs --
with the exception of the Head Start Leadership Development program,
in which students are selected by the Head Start regional training
officer.

Most programs had no further entrance requirements than meeting   (B/77-78)
the criteria for the institution in which the training program
was located. Three programs, JC, U and HSLDP, had no direct
control over the selection of students. In HS_1, HS_2, VT, and
FDCP, initial selection was based on interviews with a committee,
teachers, instructors, or program directors. The characteristics
looked for in the selection of students in the other programs are
that they like children and people, have an interest in early
childhood education or child care as a career, are warm, outgoing
and alert, and have a desire to be significant in the child's life.
The family day care program selected students on the basis of
attitudes, goals and interests in working in the community.

In response to a question concerning the most useful and valid   (B/81-82)
criteria for selecting students, program directors said that they
considered interest in children and other people, experience with
children, ability to get along with the staff as well as the children,
and such "indications of responsibility" as attendance records to
be important factors -- although some directors indicated that
they thought there was no way to predict which applicant would be
a good choice. The U program director suggested a combined approach
to facilitate student understanding of some skills and qualities
needed in the teacher role and to help students decide whether
or not they want to continue in the program. The HSLDP director
indicated that students for their program could be selected if

the program personnel knew the center priorities; HSLDP program
personnel preferred committed and involved people who hadn't had
any training. The FDCP director indicated that openness, "intui-
tiveness" based on knowledge not chance, and the assumption of
responsibility were the most useful and valid criteria; she did
not rely on socioeconomic or age variables, and felt they were
inadequate as predictors of a student's potential.

(B/87-88)   Program administrations were asked the advantages and disadvantages
of working with the students in their programs. Some of their
responses are: making opportunities not otherwise accessible
for their students, changes in students' self concepts,
and preparation for both work and parenthood. Two of the directors
indicated that the staff found the students satisfying to work with.

In answer to a question about the disadvantages of working with
the students, three project directors mentioned that some students'
lack of interest or skill in academic areas -- reading, discussing,
writing, and researching independently -- was a hindrance
to classroom activity. Various forms of lack of maturity --
inattentiveness, inexperience with children, "high-school behavior" --
were mentioned, respectively, by directors in the U, HS, and VT
programs.

(B/89)   To build on the advantages and counter the disadvantages of the
types of students in their various programs, directors said that
they tried to see that more time was spent covering the content
of the courses, using various approaches, and stressing individual
initiative and responsibility. Two of the programs, HSLDP, and
FDCP, based on their content on individual needs, backgrounds,
skills and interests. The U does not really take student charac-
teristics into consideration. It expects that the students will
adjust to the program rather than the program being altered to meet

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their needs; one exception to this is that the student-teaching experience can be lengthened for those who need additional time or experience.

When directors were asked what factors influenced enrollment, four (B/90) of them (HS_2, VT, JC, and HSLDP) specified job related objectives of trainees and the related higher earnings that go to people who have completed training; three cited students' interest in children.

Some of the reasons why students did not complete programs were, (B/90) according to the directors, need for income for family needs, family problems such as babysitters or illness, and lack of interest.

Students are usually evaluated through written tests, self-evalua- (B/93) tions, and teacher observations. Four of the programs (HS_2, VT, JC, and HSLDP) also reported the use of performance tests. Other evaluation procedures include evaluation by the placement agency or review of students' papers, logs, or projects.

Desired changes in student evaluations include more time for (B/94) teacher supervision, observation, and discussion with students, (B/98-99) as well as better tools and methods, such as television. Three directors also expressed the need for competency-based evaluations. The responsibility of trainers for job placement is informal in all of the programs visited. Students may be referred to jobs, position notices may be posted, interviews may be arranged, and/or recommendations may be made to employers. Although the director of HS_1 did not feel that job placement was a formal responsibility of the program, this was an area of concern in that program. Other program directors indicated the need for more formal job placement and information for students. It was suggested that a national system for child care worker placement be developed for persons trained in early childhood education and child care.

(B/96-97)   Although there is little official follow-up of students on comple-
tion, all of the programs reported that their trainees were
obtaining jobs in occupations related to their training. HSLDP
and FDCP train only persons already employed in the field. Even
in the three programs in which follow-up was required, (HS_1, HS_2,
VT) follow-up incormation is minimal. In HS_1 only a postcard was
sent to the students about employment. Individual teachers were
expected to do the follow-up each year for five years for HS_2
trainees. In the VT the program director kept information about
jobs, promotions, and salaries.

The only program with a formal, planned follow-up supervision is HSLDP.
The training staff visits centers of the trainees after the com-
pletion of the six-week session; during the visit students present
special projects. There is also a yearly follow-up training
session and workshop on the campus for all graduates of the
training sessions. Two of the programs that did not have any
formal follow-up, JC and U, did not consider any changes necessary.
Other programs, however, would like to have more formal and
extensive follow-up training.

Content and Training Programs

(B/50-51)   The initial curricula in most of the programs were developed by
(B/48-49)   the program directors. Additional and specific course content
was prepared in conjunction with the teachers in the program.
In the more formal pre-service programs, such as HS, JC, VT, and
U, student input is limited. In (HSLDP and FDCP) trainee evalua-
tions of the program and their interests are taken into consideration
in planning. Curricula for two of the programs, HS_1 and VT, are
largely influenced by the participation of the directors of these
programs in special institutes on child care and guidance. In
two programs (JC and VT) curriculum takes into account state
licensing guidelines for personnel in development of program content.

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All but HS_2 and FDCP follow specific curriculum models for early   (B/56-57)
childhood education. The two-year junior college developed their
own model since there were no packaged models available for the
A.A. level when their programs began. Others also worked on
developing their own models or altering them to meet specific
needs.

In general, programs seem to cover the subject areas of child   (B/54-55)
growth, development, guidance, and discipline -- although some
programs (HS and JC) do not include special problems of children,
such as the handicapped, the gifted, or those with cultural differ-
ences. All of the programs cover materials and methods for use
with children.

Administrative tasks such as child care center operations, record-
keeping, office procedures, and food services are not included in
several of the programs (U, FDCP, HS, JC). Other areas less apt
to be covered in the training programs are small-group dynamics,
theory and philosophy of learning, parent counseling, community
relations, social services, basic education, and orientation to
employment.

Except for the family day care program, all programs either include (B/52-53)
academic and communication skills as part of the program or enroll   (B/9-10)
students in a general education program at the same time they are
participating in the training program. In the JC and U programs,
most work is in general education, not in course work specifically
related to child care occupations. In the four-year program, for
instance, only six courses (20 credits out of 124 required) are
specifically related to preschool education.

The programs vary in the amount of flexibility in course sequence.   (B/58)
About half of them follow the same sequence each year or session.

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In the other half, students do not always follow the same sequence; requirements may be identified, and then each student organizes his own schedule.

(B/52-53) Students in all programs have supervised experiences with children,
(C/15)   although the amount of time and the proportion relative to the
           total programs varies. In HS_1 and HS_2, participation accounts
           for 60% (two hours per day, five days per week for nine months)
           and 80% (two to three hours per day, five days per week for 18
           months). In the VT program, students work six weeks in the
           laboratory center during the first year, with three quarters
           of full-time internship during the second year. Both U and JC
           include 16 weeks of student teaching and intership, which accounts
           for 12% and 25% of the time in the programs. The participants
           in HSLDP spend three hours per day and five days per week working
           with children -- about 33% of the six-week session. The remainder
           of time in the programs is devoted to lectures, class discussion,
           media presentation, independent study, and observation.

(C/17-18) During students' participation, all the programs provide opportu-
(C/19-20) nities for planning activities, working directly with children,
(B/72)   supervising groups, and assisting the teacher. They also have
(B/73)   opportunities for planning with the head teacher, but few have
           opportunities for planning independently or for participating in
           staff training. They are also less apt to have experience in
           planning meals. Most students have daily informal contacts with
           parents, make home visits, and attend parent meetings and conferences.

(C/16)   All students participate in at least one setting, but they may observe
(B/59)   in a wider range of programs. All of the programs except FDCP have
(B/62-63) a demonstration or a laboratory program under the auspices of the
(B/64-65) training program. In addition, all of the programs use community
           settings for observation and student participation.

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The criteria for selection of centers outside of the laboratory   (B/67-68)
setting seem to be the experiences that such a setting offers
students (the amount of responsibility and meaningful work in
which the student could be involved), the program availability and
location, the cooperation of the program director, an outstanding
teaching staff in some area, and variation in children available
with whom students could work. Children in the training programs
are usually between three and five or six years old. Children
under three are enrolled in two programs, VT and FDCP; six- to
twelve-year olds are also cared for in FDCP.

The range of child development services offered by programs in   (B/64-65)
which trainees participated is generally limited to educational
activities and nutritional programs. Educational programs for
the children are included in all of the training settings, and in
most of them meals are served. Other services that are available
in some training settings are health and social services, family
activities, and parent education. The HSLDP includes all of these
services, while the JC laboratory setting has only an educational
component for the children.

Programs that trainees may observe or in which they may participate (C/16)
are Model Cities day care, afternoon or evening programs in   (B/66)
community schools, public schools, centers for exceptional children
(such as the mentally retarded or emotionally disturbed), fran-
chise programs, Montessori programs, parent co-ops, a college
children's school, and participation with family day care mothers
in their homes and other community settings. These settings have
been identified either through the program director's general
knowledge of and contact with the community or through centers
requesting a child care program trainee.

(B/69-70)   The assignment of students to and observation of students in
(B/71)   community settings is done by the training staff or in conjunction
            with a placement specialist. In addition four of the programs
            provide informal orientation for the cooperating staff. The
            training staff may or may not plan the specific activities that
            the student undertakes in the training setting. However, they do
            plan the general kinds of activities in which students should have
            experiences. The teacher or employer in that setting generally
            helps to plan and to supervise student activities. The teacher
            or employer also helps in the grading and evaluation of student
            participation.

(B/74)   Students in all but the JC and U programs had opportunities for
            on-the-job training. Some students receive credit for work time
            in HS, HSLDP, and FDCP; no credit is given for work time at the
            U, and few credits at the post-secondary level and junior college.
            The U program reported few opportunities for on-the-job training,
            internship, credit for work time, opportunities to mix with dif-
            ferent career level, community activities, career counseling,
            follow-up training, or specialization. On the other hand, HSLDP
            reports many opportunities for each of these experiences for their
            students. In other programs students may have many opportunities
            for some of the areas but limited opportunities for others.

(B/75-76)   When directors were questioned about changes to improve the parti-
            cipation component, they suggested expansion of facilities to
            accommodate more children in the participation program or the
            availability of more adequate space. Other suggestions were that
            programs work with a wider range of children, that students be in-
            cluded for pre-parent education not just for occupational training,
            and that students participate earlier with children. Nearly all
            of the directors indicated the need for changes in student super-
            vision and evaluation. There is a need for more time and staff to

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provide better supervision and/or to offer planning conferences
and feedback for the students. FDCP indicated the need for changing
the screening procedures to select more responsible students who
would attend classes and complete assignments.

In relation to the community settings, the desire was expressed
for more students to see different settings and for persons to
work with community programs to establish better rapport with
cooperating teachers. Other aspects that would be changed to
improve the participation component are earlier exposure to the
requirements of the teacher role, more contact with parents, and
more realistic hours -- with a night laboratory for use in student
training as well as a service for evening students with children.
The two programs that do not have observation facilities (HS_1
and JC) plan to include them in the future.

Other Information About Training Programs   (B/103-104)

When asked the strengths and weakness of their own programs,
directors of pre-service programs said that the direct experience
with children and its integration with practical classwork is a
primary strength. Changes these directors suggested are also
related to participation -- earlier experiences with children and
more opportunities for participation. Three programs also indicated
the need for more staff interaction with and supervision of
students during and following training. Other changes suggested
are more involvement of students with parents, more emphasis on
obtaining jobs, and joint planning of programs by staff and students.
The U program director cited the need for models for teacher
education and the desirability of focusing on those rather than
on the children's curriculum. Skills and competencies need to
be specified and then units need to be developed to teach these.

Specific ways for possible expansion suggested by directors are: (B/105-106)

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the development of summer, night, or short courses; expansion of the kinds of courses available to include such areas as nutrition, health, family day care, and pre-parent education for all interested students; and earlier exposure to the teacher roles through earlier courses.

(B/107-108 -109)

(B/110)

A series of questions concerning the suggestions for planning a national day care program were included in the interview. Some pitfalls that should be avoided in the planning and the implementation of a training program on a national basis are: equating the length of the program or the number of hours with the quality of training; limiting training for all staff to colleges or universities; limiting availability of sufficient training staff, of laboratory or demonstration programs, political influences, attempting to train one person to do all things and/or attempting to train in a limited amount of time. It was also suggested that the training should take place in community settings, that trainers be provided with at least 6 weeks of intensive training and that the training be formal, not just in-service. A need was indicated for some specific standards and guidelines and to have these published or developing training programs. It was also suggested that training of teachers and other child care personnel be done in settings linked with vocational-technical schools, thus enabling college or university programs to direct their efforts towards the training of trainers and educational coordinators for training programs.

Trainee Interviews

Interviews were obtained for former or current trainees in all programs but HS_2. The interview schedule is given in Appendix D. Appendix C contains a summary of the trainees' responses.

(C/5)

(C/7)

Although the characteristics of the trainees vary considerably, there are many areas of commonality in their responses. Personal

contact with program staff, directors, counselors, or co-workers (C/3)
seems to be the primary source of initial information about the
programs. Only in the HSLDP, with its formalized recruitment
and selection procedures, did participants know about other training
programs. In that particular case, the other training program
about which the trainees had some knowledge was another Head Start
Leadership Development Program. For the JC participants interviewed,
the initial impetus to seek additional training in the early
childhood education field came from work in the summer Head Start
program.

With the decision to start the training, two participants are (C/6)
launching careers in fields different from their previous work. (C/3)
Both previously held office or clerical jobs. For the U, HSLDP, (C/33)
and FDCP students, participation represents changes in focus in
their career interests. The HS_1 student noted that she thought
the child care training course would be more beneficial than
others she might take. In assessing what part of the training
program is most useful, comments generally referred to the child
development content, or to the practical experiences with children,
community, or family day care mothers. Comments on the most
interesting aspects of the program were of three general types:
working with children; methods and activities for children; or
interpersonal and social relations. Content mentioned as least
useful generally related to specialized content areas either not
perceived by the trainee as relevant to desired or current occupa-
tional role, or not practically related to work with children.
Particular course work on special education also was seen as least
interesting. Basic nutrition, or family relations, which rated
as least useful, were also mentioned as least interesting.

The students emphasized a lack of interest and career factors as (C/4)
reasons for not completing training. The HS_1 student alluded to

(C/31)   the fact that one student found that she was not interested in
           working with children; the VT student, too, suggested that students
           drop out because they are uncomfortable working with children.
           The U student suggested that drop-outs find that child care is
           not what they want to do, either because of the low pay or the
           career limitations in early childhood education. Leaving the
           program because of interest factors apparently corresponds to
           students' lack of experience with children prior to entering the
           program. In HS_1, VT, and U, most students had not had experience
           working with children. A range of perceived benefits were asso-
           ciated with the training program, and these were not restricted
           to occupational or career spheres. The students in the U and
           FDCP both mentioned benefits related to having a family and child-
           rearing. Specifically, the FDCP student said that she would
           think realistically about the number of children she would like
           to have. She considered exposure to the family day care homes a
           most realistic and natural experience. Other trainees mentioned
           changes in attitudes toward children. The FDCP mother stated that
           the program created more of an interest in taking care of children.

           The motivational effects of participation in the training program
           were mentioned by the HSLDP participants, especially in terms of
           continuing education. This outcome was clearly exemplified in
           the case of the participant who had completed the JC program.
           She had also completed a B.A. degree and was entering a masters
           degree program in early childhood development. One member of the
           HSLDP summed up the benefits of the program by stating that it
           "opens up doors you thought were closed to you."

(C/34)   All of the trainees interviewed indicated that the programs could
           be improved by increasing the amount of contact with children or
           parents, or suggested more integration of course content with
           practical experience. Several trainees thought that the practical

experience should be more varied; for instance, that more visits
should be made to family day care homes or different kinds of
programs. Less frequently, trainees mentioned need for changes
or additions to the curriculum, such as program planning, preschool
curriculum, or independent study.

In regard to desired changes in the training program, trainees   (C/35-36)
were concerned primarily with experience with children and the
integration of classroom content with field work. One trainee
wanted transportation made available to the children in the
laboratory center. Trainees in the Head Start program suggested
expanding the program to other groups such as high school students
or others before they start working. The family day care mother
suggested more frequent meetings with the total group of day care
mothers, and the continuation of the child development course.

The trainees who had completed their training and were entering   (C/27-28)
the job market indicated that job opportunities were limited. Many (C/29-30)
graduates have not been able to find jobs, particularly trainees   (B/95)
from HS, JC, and U programs. The employment factor is not relevant
for HSLDP, FDCP, or some night trainees in the post-secondary pro-
grams, since many are currently employed in child care-related
fields; the major issue for these graduates is the opportunity
for job mobility.

As to desirable employment settings participants in four programs   (C/32)
made specific reference to attitudes or characteristics of staff
or supervisor. Two respondents indicated that they would prefer
to work in either a new program just starting or in a place where
they could make improvements and contributions. The HSLDP parti-
cipants considered their current laboratory school settings desire-
able. Only one trainee indicated a preference for working with
children in the infant-through-toddler age range; this was the

(C/15)   only trainee who actually had experience with infants in the prac-
          ticum. Others preferred three- to five-year-olds or kindergarten
          children.

(C/32)   When those interviewed mentioned settings for employment, the
          programs were usually public-sponsored -- public school, Model
          Cities, or Head Start programs. Both the JC and U students indicated
          that salaries are too low in private day care. The HS_1 student,
          who was from a rural area, mentioned that the salaries in a day
          care program in the nearby metropolitan areas are too low to
          make relocation feasible for her.

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APPENDIX B: PROGRAM DIRECTOR INTERVIEW AND
QUESTIONNAIRE DATA SUMMARY

The summary of program director data obtained from both inter-
views and the written questionnaires are presented in the
following tables according to type of program -- e.g., high
school family day care.

The numbers in parentheses after the question indicate the number
of the item in the questionnaire (Appendix D). The letter pre-
ceeding the number indicates whether the information was obtained
from the interview (0) or from the written questionnaire (W).
The sequence of questions, however, does not necessarily corres-
pond to the order of the questionnaire since the responses are
grouped by topic.

In summarizing the interview data every attempt was made to retain
the intent and content of the response. For purposes of length
and clarity it was not always possible to retain the respondents'
exact words.

Program Director Data Summary: Written & Oral Combined

What are the General Goals of the Training Program? (0-22a).

	Training for job/ occupation	Career Development/ Continuing Education	Teaching Principles of Child Development	Enhancing Self-Concept.	Other:
High School 1 year	H.S. students to be aides and to work with children				Somewhat to be good mothers. Education for the children in lab center
High School 2 year	Prepare students for entry level jobs based on home econ. skills and knowledge.	Encourage to go on for further education/ training.		Raise goals & ideas about life work because many disadvantaged.	Regardless of whether use for wage earnings training to help them be better mothers.
Post-Secondary 2 year	Train as many students as we are capable of, to work in jobs that provide service to young children.				

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Program Director Data Summary (con't.)

What are the General Goals of the Training Program? (0-22a)

	Training for job/ occupation	Career Development/ continuing education	Teaching Principles of Child develop.	Enhancing Self- Concept.	Other
Jr. College 2 year	Originally to prepare for jobs in day care and child care related.		Now more emphasis on this.		
University 4 year	For some staff, emphasis is on training for teachers in pre-schools/kinder-garten.		Other staff emphasize concepts of child development/and research; cognitive especially Piaget.	Some would see this as objective related to outcome.	
Head Start LDP 6 weeks				Better human beings to deal with themselves and children skillfully.	Emphasis on quality, not jobs.
Family Day Care 1 year		To organize family day care mothers, so that can provide own self-help organiza-tion after the completion of project.			Research: Investigate whether family day care was a viable form of day care; to provide community experience for students.

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Program Director Data Summary: Written & Oral Combined

What is Considered Primary/Priority Objective? (0-22b)	How Have Goals Changed in Relation To: (0-23a-b)	
	Past:	Future:
High School **1 year** Primary objective is training	Basically the same, although within the community more emphasis on programs being for children rather than training for students.	Establish cooperative arrangements with area voc. ed. school, so other students might use facility perhaps have adult classes at night. Open program for summer and have aides operative
High School **2 year** Student outcomes related to jobs and continuing education	Focus now more on the possibility for students continuing with higher education & ensuring course credit for that purpose.	Would like child development lab not just for occupational training, but for pre-parent education open to other students in H.S.
Post-Secondary **2 year** Training	Increased program capacity and opportunity for specialization, e.g., special education. Now have internships in this.	Follow-up training for graduates on the job dealing with program planning, special ed.

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Program Director Data Summary (con't.)

What is Considered Primary/
Priority Objective? (0-22b)

How Have Goals Changed in Relation To: (0-23a-b)

	Past:	Future:
Jr. College 2 year Teaching principles of child development. Professional competancy.	More emphasis on ensuring academic credit as desired student outcome, and continuing education.	
University 4 year No consensus about objectives; varies with staff	Initial emphasis on helping women to be "better mothers"; until recently focus on early childhood education/ training. Currently Dept. emphasizing research/child development rather than teacher training.	Would like more emphasis on teacher training models related to teacher role, and focus on teacher self-concept.
Head Start LDP 6 weeks Learning experience for students; emphasis on quality, not jobs.	Focus has changed from "in-service" training; originally considered "intensive training"; found that could get potential leaders, so now emphasis on career development. Further emphasis on the adult individual rather than teaching specifics of working with children, e.g., use of "play dough."	Would want to continue program as it is now; program in this setting and form will be phased out.
Family Day Care 1 year	Continue with same; but more emphasis on enhancing quality of care given to children in family day care.	Long range: develop guidelines so family day care mothers can help other mothers in the community, and improve quality.

Program Director Data Summary: Written & Oral Combined

	Length of Operation (W-3)	Months/Year in Operation (W-4)	Times/Year Offered (W-5)	When Student May Enter (W-6)	Time to Completion (W-7)
High School 1 year	1 year	9 months	Once	Once in the fall semester	9 months
High School 2 year	5 years	9 months	Once	Once in the fall quarter	2 years: 2-nine month sequences, with summer vacation.
Post-Secondary 2 year	4 years, 3 months	12 months	Beginning courses offered 4 times/year.	Beginning of each quarter	Fulltime student: 8 qtrs; assistant, 4 qtrs; aide. Night program: perhaps 12 quarters.
Jr. College 2 year	6 years	12 months including summer sessions	Beginning of each semester courses on-going	Beginning of each semester	Full-time: 2 yrs. 1 year certificate available. Night program: length varies depending on course load.
University 4 year	30 years	9 months with occasional summer sessions	Beginning of each semester; continuous offerings.	Beginning of each semester	4 yrs. (8 semesters) with two years emphasizing teacher training.
Head Start LDP 6 weeks	4 years	12 months	5 six week sessions per year.	Beginning of each session.	6 to 8 weeks.
Family Day Care 1 year	1 year	9 months	Beginning of each semester; Twice	Beginning of each semester.	9 months

Program Director Data Summary: Written & Oral Combined

Why Did The Training Program Come About? (0-4)

	Need for training	Need for workers	Individual Interest/ initiative	Program Expansion	Other
High School **1 year**		Institute discussed need for trained aide level personnel in day care	Teacher dir. has taken courses in child dev.		Attended 6 wk. summer institute on child care training
High School **2 year**	Short-term course to meet licensing requirements. Experience w/short-term adult program suggested need for more indepth training.	Earlier adult program pointed to need for more personnel in centers.	Initial stimulus from child dev. consultant for public schools, in conjunction with State licensing.	Expansion in Public Schools. Based on Voca-tion-Ed. legislation to emphasize occupational training based on home ec. skills.	
Post-Secondary **2 year**	Developed in part from short-term upgrading training. Workers in community recognized need for more training.		Initially based on interest of child development consultant.	Part of State Dept. of Ed. Voc. Ed.: Home Econ. program development to emphasize occupations in child care.	

Program Director Data Summary   (con't.)

Why Did The Training Program Come About?   (0-4)

	Need for training	Need for Workers	Individual Interest/ Initiative	Program Expansion	Other
Jr. College 2 year	Initial request from Dept. of Child & Family Serv. (licensing) for training to match re- quirements of two yrs. training for director & group leaders in day care.		Other staff member interest initially based on attendance at conference. Current director expanded.	Need for occupationally oriented courses i n additional intructional areas.	
University 4 year	Initially developed to meet needs of Univ. women; to have exp.w/ children, to be better mothers. Until 5 yr. ago was one of two programs in State which lead to certification.		30 yrs. ago program began by Dept. Chrm/ preschool lab. director.	Current program may evolve because o f new certification program for Preschool certification.	
Head Start LDP 6 weeks	Developed in response to OEO guidelines for 8 wk. intensive training of Head Start: employees now emphasis more on career development.				
Family Day Care 1 year			Based on earlier work in day care by instruc- tional staff & interest of staff and college pres.		Wanted to further investigate alter- native to the large group care of children.

Program Director Data Summary: Written & Oral Combined

	On Completion What Credit, Degree Received (W-8)	Program Designed to Train (W-9)	Emphasis (W-10)
High School 1 year	Two (2) high school credits applicable to H.S. diploma Certificate of completion in child care course	Aides	Nursery School Aide Day Care Center Aide Teacher Aide
High School 2 year	Ninety credit hours applicable to H.S. diploma	Aides	Paraprofessional
Post-Secondary 2 year	Certificate of completion of Child Care course Eight quarters @ 336 hours/quarter	Aides Assistant	Assistant (2 year) Aides (1 year)

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Program Director Data Summary (con't.)

	Credit Received (continued) (W-8)	Program Designed to Train (W-9)	Emphasis (W-10)

Jr. College
2 year
	Academic credit: applicable to A.A. degree
	  General education = 34 credit hours
	  Child Care related = 38 credit hours
	  Total 72 credit hours
	Certificate of completion in special area:
	  Preschool education
	Other areas: Residential Child Care
	         Teacher Aid: Elementary Education
		Assistant	Aide/Assistant teacher

University
4 year
	Academic credit leading to B.S. degree in Home Economics and eligible State Nursery School Teaching Certification and/or University Teaching Certificate.
	
	            Preschool/Kindergarten Child Develop/Preschool
	Gen. Req. 44-47 credits 44-47 credits
	Electives: 30-34 20-25
	Professional: 29 39
	  Total 124 credits 124 credits
		Teacher	Teachers for preschool and/or Kindergarten

Head Start LDP
6 weeks
	Six (6) academic credits
	  3 credits: student teaching (160 hours)
	  3 credits: early childhood education (124 hours)
	Applicable to B.A. or M.A.
	Certificate of completion
		Aides, Assistants, Teachers, Resource teacher/Coordinator Administrator	Wide range of preschool staff

Family Day Care
1 year
	Students: academic credit applicable to B.A. or M.A.
	  2-3 credits: practicum in FDC Home
	  3 credits: seminar
	
	Family Day Care Mother: certificate of completion for child development course.
		Teachers/Teacher Coordinators
		
		N.A.
			N. A.
			
			N.A.

Program Director Data Summary: Written & Oral Combined

Why Did You Decide to Train People For a Particular Level? (aide, assistant, etc.): (0-3)

	Appropriate to Institutional Mission/ Capability	Student Demand/ Needs/Characteristics	Community Demand	Other
High School 1 year	In high school could train aides; Head teacher level would require 4 yr. degree.		Head teachers in centers or public schools would need trained people as aides.	
High School 2 year	Could not train professional teacher at high school level; train aide/paraprofessional in high school. Occupational emphasis was a natural extension of home economics curriculum already long established.		Recognized need for trained personnel.	
Post-Secondary 2 year	Four-year degree people are not hired in centers: too expensive. Train at two-year level.	Initially focused on assistant level because entering students would be at this level; Many requests by employed kindergarten teachers & day care workers for program at night.	Program advisory committee recommended new aide level (1 yr.) program and night program which started a yr. ago.	Job responsibility suggests level to train for. Called "assistant" bec./ stigma attached to "aide" label.

Program Director Data Summary   (con't.)

Why Did You Decide to Train People for a Particular Level? (aide, assistant, etc.):   (U-3)

	Appropriate to Institutional Mission/ Capability	Student Demand/ Needs/ Characteristics	Community Demand	Other
Jr. College 2 year	Because a 2 yr./community college train at 2 yr. college level; training involved with number of levels.	Training may apply to various job levels: aide/teacher/director depending on student experience and maturity.		
University 4 year	all types of teacher training, this sub-dept. involved with preschool and kindergarten.		recent emphasis on preschool level teachers because of certification requirements, and program for Early Childhood Educ.	accidental
Head Start LDP 6 weeks	determined by Administrative decision in response to RFP	partially determined by needs of individuals refered to program.		
Family Day Care 1 year	part of college program in teacher training;	students needed experience in community; needs of day care mothers.		

Program Director Data Summary: Written & Oral Combined

Activities Involved in Planning & Implementing Program: (0-5a)

	Funding & Proposal	Identifying Need/ Interest	Hiring Staff
High School **1 year**	Contact with State Dept. of Ed.; Voc. Ed. regarding exemplary program status, & funding; School Board approval.	Contact with various groups in community, school board, & superintendent. Parent interests assessed by mail questionnaire & discussed w/h.s. students.	Additional teacher hired for regular home ec. classes to partially replace teacher/ director. Hired 1/2 time teacher aide for lab.
High School **2 year**	Home ec. coord. work w/ state Dept. of Ed, on initially funding; wrote proposal.	School principal, teacher, & school administration has interest. Earlier work with adult short term course indicated need.	Teacher in local hs. home ec. assumed instructor responsibility. Subsequent programs required new staff. & role differentiation.
Post-Secondary **2 year**	Advance planning done by Dept. of Ed. & Voc. Tech. Sch. Dir. prior to hiring of Dept. Chm.	Based on recognized need for more in-depth training, & students' requests.	Porg. Dir. hired as Dept. Chm. to implement & develop. Did initial instruction, hired lab. teacher in Dec. 1967.
Jr. College **2 year**	Through community college Pres. & Dean.	Request from licensing dept. & instruction staff of college.	Current director hired after 1st. course to develop program. Hired 1 teacher each year.
University **4 year**	Initial program developed over 30 years data on implementation not available.		
Head Start LDP **6 weeks**	Grant announcement from OEO; University Adm. staff & Dept. of Ed. staff wrote proposal.	OEO and Head Start assessed need in centers; University responded.	Staff from Dept. of Education and some of early participants in LDP sessions.
Family Day Care **1 year**	College pres. & staff member identified funds; Current director wrote proposal.	Assess community interest in contact with family day care mothers.	Current director hired to carry out program proposal; Was part of instructional staff at college.

Program Director Data Summary: Written & Oral Combined

Activities Involved In Planning & Implementing Program: (0-5a)

	Facilities	Student Recruitment/ Selection	Curriculum Development	Other
High School 1 year	School district bought house located adjacent to h.s. for lab.	Prepared presentation for h.s. home ec. classes Informal application & interview with teacher/ director.	Mainly how to develop partic- ipation component/amount of time. Other from materials developed during special institute.	Recruiting children for lab center.
High School 2 year	First program in renov- ated home ec. class; later ones in specially designed facilities.	Done by teacher in 1st. program; Always thru local school by teacher & committee of staff.	Initially teacher in 1st. program, w/home ec. coor- dinator & child devel. consultant. Expanded later.	Children from local EOA center selected 15 children for 1st. program.
Post-Secondary 2 year	Planned renovation of facility in elementary school;	Prog. Direc. contacted h.s. counselors, visit hs.; gave presentation. Interview students; School counselor partially.	Based on materials from earl- ier work & guide prepared at special conference; other teacher developed materials.	Recruitment of chil- dren for lab. was extensive; canvassed neighborhood & announcements in public schools
Jr. College 2 year	Initially those class- rooms located in the jr. college. after two yr. had own lab. centers (3)	Not extensive, just hand- outs at registration, announcements, newspapers, No selection.	Individual staff resources initially. Current director hired for further develop- ment, expansion.	
University 4 year	Currently use Dept. pre- school on Univ. campus Begin use of community centers 3 years ago.	None.		Program implemented 30 yrs. ago and has undergone many changes.
Head Start LDP 6 weeks	Use University campus school: 1/2 for Head- start plus known comm- unity centers; Dorm space, classroom provided.	Done through local Head directors & RTO's. Send students to program.	Educ. Dept. staff & prof. condensed regular curric- ulum for program. Continual modification of general format.	
Family Day Care 1 year	Located storefont in community.	Canvassed community for day care mothers & screen 68 possible participants. Students identified through college.	General outline for students, scheduling, & general plan for topics for day care mothers.	

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Program Director Data Summary: Written & Oral Combined

Who Was Involved in Planning - Implementing Program? (0-6) Same People? (0-7)

	Administration	Institutional &/or Program Staff	Agencies/Other People	Same/Different People
High School 1 year	Local school dist. superintendent State Dept. of Educ., Voc.Ed, Home Econ. div.	Home economics teacher as program director		Mainly the same superintendent & teacher/ director
High School 2 year	Initial planning & impl. by child devel. consultant & Home Ec. Coordin.	Principal & teacher in school.	Dept. of Plants & Planning for facilities	Mainly consultant & home ec. coordinator; spin-off to principal & teacher.
Post-Secondary 2 year B-15	Long range planning by State Dept. of Education, Voc. Ed., Home Ec.	Voc Tech Director Dept. Chrm/director with child devel. consultant		Implementation mainly by Child Development Dept. chrm/as program director.
Jr. College 2 year	Support and interest from Pres. & Dean	Various faculty developed/input for courses.	State Dept. Child & Family Services: Licensing Director	Current director hired to develop initial program and expand; basically same as in early planning phases.
University 4 year	Not known other than Dept. Chrm. & Director of preschool	Currently program staff with Deans determine program.		Some continuity, but constant staff turnover.
Head Start LDP 6 weeks	University adm. staff & Dept. Chrm. in writing proposal.	Dept. staff, & program staff in developing curr. Staff does re-current planning	Regional training officers & center directors select & refer students.	Adm. did early proposal, program staff did implementing & developed detail.
Family Day Care 1 year	College Pres. & adm. staff made funding arrangements and hired director.	Current director did proposal & actual development of program.	Students w/staff did canvassing of neighborhood for day care mothers.	After initial implementation program dir. & staff primarily involved.

Program Director Data Summary: Written & Oral Combined

Problems in Program: Planning & Implemention   (0-8)

High School
1 year

Curriculum: figuring out how to provide practical experience for students.
Participation Setting: none available in community
Community Interest: General lack of interest initially.
Children for Program: parents not willing to bring their children
Other: afternoon scheduling for children; or not? Transportation for children.

High School
2 year

Funds: for meals for preschool children not available to school system; now charge
fee for meals. 50¢/day.

Post-Secondary
2 year.

Administration: too difficult to be director of lab center and dept. chm.
Children for program: couldn't get enough children because of time of year.

Program Director Data Summary (con't)

Problems in Program: Planning & Implementation (0-8)

Jr. College
2 year

Curriculum: centers for participation; good observation facilities

Administration: recognition of need for program on other affiliated college campus

Staff: need someone with time to work w/community agency, students, plan for needs of immediate group; setting up practicums

University
4 year

Administration: definitely a problem, little direction provided

Students: students are caught between staff with different goals.

Other: program objectives are particular to staff members; vague; differences in new and older staff.

Head Start LDP
6 weeks

Students: addressing total range of students: varied job, academic; experiential backgrounds.

Other: Could not anticipate certain student problems, such as personal, emotional, or health.

Family Day Care
1 year

Staff: need more staff for legwork in community

Program Director Data Summary: Written & Oral Combined

	How Long to Plan And Implement (0-56)	Maximum Capacity of Program (0-9) Opened at Full Capacity?	How Long to Reach Capacity?
High School 1 year	1 yr. from attendance at Institute, summer, 1969-fall, 1970.	Yes, 15 students with laboratory center licensed for 15 children. Not at capacity in number of preschoolers.	Initially opened at this level.
High School 2 year	About 6 months, Spring-August 1966.	No. began with one school: 1 teacher per 15 students. Expanded to total of 9 schools; with 1/15 students/15 preschool children.	Opened in 1966 with 1 school; 1971 have 9 schools.
Post-Secondary 2 year	3 months: June-Sept. 1967 Student entered Sept. open lab. Dec. 1967	No. began with 25 students. Now have 80 day students & 120 night students.	Opened in 1967. In 1971 would be possible to have more.
Jr. College 2 year	One month after conference: Initial course (1) in Sept. 1964; Feb. 1965 further developed courses; 1967 developed own day care facilities.	No. opened with 2-4 classes, which was capacity at the time. Expanded to 5 jr. college campuses: about 1500-2000 students.	Enlarged over 6 yrs. Could expand to other campuses. Max. would be determined by job market & nat'l. interest in day care, & saturation level of field.
University 4 year	Implementation time unknown.	No. Program began 30 yrs. ago. Currently have 160 under-graduates.	May be beyond cap.; Have set lim. at current 50 srs. & 60 jrs. bec. of problems in placements for practicum & staff decrease in 3½ people: Replacements (2) will div. time between grad. & undergrad. work.
Head Start LDP 6 weeks	Few weeks. Recurrent planning for each session.	Yes. 20-25 students per session. Began with this number/session.	Max. because of difficulty in adequate placement & supervision during student teaching.
Family Day Care 1 year	one month. July-August, 1970.	No. Began with 7 students and 22 family day care mothers.	In 2nd year will have 9 students and 30-32 family day care mothers.

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Program Director Data Summary: Written & Oral Combined

	Present Student Enrollment (W-44)	Enrollment Last Year (W-45)	How Many Entering At Next Enrollment (W-46)	Number Can Accommodate (W-47)	Number of Students/Class (W-25)
High School 1 year	15	no program last year.	13 students Fall 1972	13-15 year	15 students total not more than 3-4 in lab.work at one time.
High School 2 year	300	225 approx.	225 Fall 1972	500	15 students, 15 preschoolers in each lab.
Post-Secondary 2 year	80 daytime 120 nighttime	50	25 Fall quarter	20/quarter	About 25 entering students per quarter, usually finish with 20. Classroom instruction size about 18 students.
Jr. College 2 year	1500 includes 282 Head Start Suppl. Training students	1200	200 students		Varies according to type of class. Max. about 35-39 per teacher.
University 4 year	143 Total 53 seniors 60 juniors 30 sophomore	123 Total 45 seniors 50 juniors 28 sophomores	Not able to tell	Unknown, without new staff, program may be over-enrolled.	Varies by type of class: large lectures and smaller groups.
Head Start LDP 6 weeks	22/session	110 for Fy 1970-71	None, program is discontinuing in present form.	22-25	20-25 per session: average 22 students.
Family Day Care 1 year Day Care Mother	20	no program last year.	30-32 Fall 1972	30-32	Small group meetings with Family day care mothers have about 4-5. Students meet as total group weekly.
Students	7		9	9	

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Program Director Data Summary: Written & Oral Combined

How Difficult to Expand to Train More People? Different Level? (0-40)

| | GENERAL ASSESSMENT | CONSTRAINTS/PREREQUISITES | | | | |
		Administrative Support	Funds	Staff	Facilities	Programming
High School 1 year	Could train for supervisory level			More experience needed by teacher/director.		
	Difficult to in number of students over 15.				Space limits no. of children for students to work with	Students would not have enough time/hours with children.
High School 2 year	No difficulty	School system has interest	Main problem is money	Could hire staff	Could increase number of labs. and participation settings.	
	Expand to other schools.					
	To increase no. of students/lab.			Would need another teacher.	Would need more space per lab. to accomodate students & children.	Would perhaps group preschoolers into 2 groups
Post-Secondary 2 year	Not too difficult based on experience.			Would need additional supervisory staff.	Would require larger lab. for more children & students.	

Program Director Data Summary   (con't.)

How difficult to Expand   (con't) (040)

CONSTRAINTS/PREREQUISITES

	GENERAL ASSESSMENT	Administrative Support	Funds	Staff	Facilities	Programming
Jr. College 2 year	No difficulty. Have the know-how	Some problems in recognition of needs related to starting this kind of program.	Only need money . . . Problem only in that have expanded beyond possibilities & priorities of present adminis-	Could hire staff, etc.		
University 4 year	Unlikely to expand in areas of under-grad. or in-service training	Would depend on the commitment of deans.	tration of some campuses.	Current staff limited		Major problem in placement of students in practicum.
Head Start LDP 6 weeks	Difficult to have more than 25 stu-dent/session.			Supervision for practi-cum		Problem in placement of student teachers.
	Could not have more than 5/8 wk. sessions.					40 weeks for training; also need 12 wks for planning & field follow-up.
Family Day Care 1 year	Would not be difficult			Would need more staff.		

Program Director Data Summary: Written & Oral Combined

How Would You Go About Expanding Your Present Program? (0-41)

	Expand Curriculum/ Content	Program Operations	Add Staff	Facilities	Other
High School 1 year	Develop summer course or short ones; evening classes for adults	Possibly cooperate with voc. school in use of facilities.	Would need to have another staff member to assist w/ summer program.	Increase lab. space to bring in more children.	Would need more children in lab: two groups of 3/4 yrs.
High School 2 years	Perhaps develop pre-parent ed. for all students interested.	Potential for year round operation (4 qtr. rather than 3)	Have addition-al person to help in lab. center: paraprofessional	develop program in other districts/ schools. Dev. observation facility.	Group children into two groups in the lab.
Post-Secondary 2 year	Currently doing this, with recent night prog. & aide level. Develop nutrition, health aide, family day care training.	Would like to extend lab. for evening classes.	Curriculum spec. & more super-visory staff.	Lab size increase for 100 children better observation facilit-ies, play space.	Over 5 yrs. graduate 100 aide, 100 assist. per yr. to meet community need.
Jr. College 2 year	Based on core curriculum for child develop-ment, add courses for specific occupations.		Would hire director/staff	Get classroom space. Would like own observation facilities	Recruitment no diff-iculty: just advertise the availability.
University 4 year	Earlier exposure to teacher role thru courses at soph. level.	Go to other institution.			
Head Start LDP 6 weeks		Extend to 8 wks.	Would need more staff.		More follow-up; change program role to one of monitoring function.
Family Day Care 1 year	Various changes curr-ently incorporated into next yr. prop-osal. Continue child course for family day care mothers.	Form committee & organization of mothers. Include loan fund for equip. & facil-ities.	Will have 9 students. 5 family day care mothers will act as "field faculty" to help recruit/train new mothers.		

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Program Director Data Summary: Written & Oral Combined

What is the Administrative Structure of the Program (0-10)

| | GOVERNMENTAL | | INSTITUTIONAL |
	State	Local	
Federal			
High School 1 year	State Dept. of Education, Vocational Education, Home Econ. Div.	Independent school district, under local school board & School Superintendent.	Principal, teacher/director in home economics occupational
High School 2 year	State Dept. of Education, Vocational Education, Home Economics.	City School System with 5 districts each with area superintendent; school board.	Coordinator for home economics responsible for 90 teachers in all areas of home ec. curriculum: child care & child development is part; in 9 schools.
Post-Secondary 2 year	State Dept. of Education, Vocational Education, Home Economics Div.	City School System Vocation/technical school, post-secondary.	Director of Area Vocational School with Chairman of Child Development Dept. as head of child care training and instructional courses.

Program Director Data Summary (con't.)

What is the Administrative Structure of the Program   (0-10)

	GOVERNMENTAL			INSTITUTIONAL
	Federal	State	Local	
Jr. College **2 year**	Included as special projects are Pub. Ser. careers; Model Cities training Headstart supple. training.	State Board of Higher Education; State Jr. College Board.	Public community college: Jr. College District.(City) operates on 7 major campuses. Dean for each campus. Board of trustees.	VP for Career Programs w/Human Services on sub-division; Child Care operates at a dept. level on 5 campuses, w/dept. chm. & curriculum coordinators. On one campus part of total human service curriculum program. Director of Institute/Dean of one campus responsible.
University **4 year**		Public State University	One campus of the University.	In College of Agr. & Life Sciences: School of Family Resources & Consumer Sciences. 4 depts/adm. by Dir. & Assoc. Dean. 2 major area in the Dept of Home Management & Family Living: Child dev. & Preschool teaching; Preschool & Kindergarten Education. With dept. chm. & instructional staff.
Head Start LDP **6 weeks**	Direct responsibility to Federal level Encompasses three states as the training region. Shifting to regional administration.	State University auspices. Regional training officers for three states coordinate, refer students.		Under the auspices of Dept. of Education, Dept. Chm. as Program Director with Assistant Dir./supervisor; instructors/super./ & lab. teachers.
Family Day Care **1 year**	Direct responsibility to Federal level for grant to private college. One of several Fed. projects: Headstart Supplementary training: EPDA: early childhood.			Under the auspices of private 2 year upper division college. College President, and program director w/ assist director and staff.

Program Director Data Summary: Written & Oral Combined

	Program Budget & Cost Categories (W-12)			With Changes Since Start of Program (W-13)			
	Total	Salaries	Facilities	Equipment & Supplies	Operating Expenses	Participant Support	Other
High School 1 year	$34,000	$10,300	$19,500 *	$ 4,500	$ 500	---	---
	100%	28% same	57% decrease to $500	2,800: equip. 1,700: suppl. 13% decrease to $500	2% same	---	---
			* House bought by school district; not counted as part of program budget.				
High School 2 year	Part of total school budget		$12-15,000 to build/ equip. one; 8 lab. centers	$45,000 (state local)			
Post-Secondary 2 year	$200,000 60% Increase		$20,000 10% Increase	$40,000 20%	$20,000 10% Increase	---	---

Program Director Data Summary (con't.)

| | Program Budget & Cost Categories (W-12) | | | With Changes Since Start of Program (W-13) | | | |
| | | | | | Other: Operating Expenses | Participant Support | Other |
	Total	Salaries	Facilities	Equipment & Supplies			
Jr. College 2 year	Child Care Program area part of total college budget for various campuses.						
	Total Program: Data Not Available						
	Special Projects						
	Head Start Supplementary: (n=282)						
	$43,858	$16,000 36%	$780 1.7%	$195 .4%	---	$12,000* 27.4% Tuition to senior college	$6,000* 13.7% Course lectures
	Model Cities Day Care (n=50)						
	$51,288	$46,910 91.5%	$560 1.09%	$1,708 3.3%	---	$303 .6%	---
University 4 year	Data Not Available All Increase	Approx. 60% total	---	---	---	None	---
Head Start LDP 6 weeks	$246,000 (approx.) (n=125)	$68,000 28% Increase	$13,000* 5.3% *includes over-head and direct costs. Decrease	$4,300 1.7%	---	$167,000 68%	$4,000* 1.6% *student follow-up
Family Day Care 1 year	$73,000 Fixed budget: No change (22 FDC mothers 7 students.)	$31,000 43%	$3,000 4.1%	$2,000 3.0%	$28,000 40%	$9,800 13%	---

Program Director Data Summary: Written & Oral Combined

| Source of Funds (W-11) | | | | | Funding Authorization (0-11) |
Federal	State	Local	Tuition	Other	
High School 1 year					
100% Federal:State:Local Mix First year: 75% Federal & State		25% school district	None	Minimal charge to parents for children in lab center: $2.50/wk/	Under Vocational Education Amend., 1968. Exemplary State program: Occupational Home Ec.
Second year: 50% Federal & State		50% school district			
(Federal:State:Local ratio, 1:5:7)					
High School 2 year					
100% Federal:State:Local Mix 50% Federal/State Funds through State Dept. Ed. supplement teacher salary & equipment		50% School system furnishes facilities basis teacher salary some supplies	None	Minimal charge for meals for children in lab. centers.	Vocational Education Amendments, 1968. Basic Grants to States Occupational Home Economics ESEA, 1967 Model Cities Demonstration Act, 1966 Economic Opportunity Act.
Student work-study: paid by NYC, Model Cities, & Title I.					
Post-Secondary 2 year					
100% Federal:State:Local		School facilities	Minimal	Student internship in 8th qtr. paid by various centers.	Vocation Education, Amendment 1968 Grants to States Occupational Home Economics.
50% Federal/State funds supplement teacher salaries and equipment.					

Program Director Data Summary (cont.)

	Sources of Funds (W-11)					Funding Authorization (0-11)
	Federal	State	Local	Tuition	Other	
Jr. College 2 year	100% Federal: State: Local Mix Basic occupational training program receives unspecified portion from State/Federal through St. Dept. of Vocational Education. 100% Federal: Special Projects: Model Cities, Head Start Training.		Local tax money.	Student fee minimal.		Vocational Education Amendment, 1968: Basic Grants to States. Economic Opportunity Act. Model Cities.
University 4 year	100% Federal: State: Local Mix Proportion of each source unknown; Departmental funds allocated through University. State Vocational Education, Home Econ. would be part.			Student tuition combined with other Federal/ State/Local funds.		Vocational Education Amendment, 1968, with other.
Head Start LDP 6 weeks	100% Federal funding			University waives tuition.		Economic Opportunity Act: Training Money.
Family Day Care 1 year	100% Federal funding					Social Security Act, 1967: Title IV Research and Demonstration Grant.

Program Director Data Summary: Written & Oral Combined

Requirements for Use of Funds   (0-12)

	Occupational Category	Staffing	Course Content	Student Characteristics	Evaluation & Reporting	Administrative Approval	Other
High School 1 year	Occupational home econ.	Supplement teacher salary & part equip.			Student follow-up	State Dept. Educ. Voc. Ed.	50% Local 50% State-Fed
High School 2 year	Occupational home ec.	Supplement teacher salary			Student follow-up		
Post-Secondary 2 year	Occupational home econ.			NYC funds: poverty level		. Director Voc Tech school . State Dept. Ed. Voc. Ed.	
Jr. College 2 year	Various; training ends in employment		Head Start Supplementary Academic prog. geared to early childhood	Residents: Model Cities, Head Start employees. Teacher aides under Board of Educ. Employee M.C. Day Care.			
University 4 year	None						
Head Start LDP 6 weeks				employees Head Start	1/year	Yearly	follow OEO general program guidelines trainee subsidy.
Family Day Care 1 year					1 yr. for 3 years submit proposal & carry out.	Yearly	

Program Director Data Summary: Written & Oral Combined

If Available What Priorities in Allocating Additional Federal Funds (0-13)

	Student Work/Study	Faculty	Facilities	Scholarships	Loans	Grants	Other
High School 1 year		First most applicable to H.S. level	Second	———— These do not apply to high school program ————			
High School 2 year	First main problem for program	Second	Third				also need money for films and books
Post-Secondary 2 year	Second	First, for supervision during practicum field placement; a limiting factor in expansion		Third, for exceptional students			
Jr. College 2 year	Third	First	Second				
University 4 year							would not like training programs part of large universities. Need programs developed to meet trainees need rather than confined in university structure
Head Start LDP 6 weeks				Second, for student to learn while being paid			for more LDP on campus, to serve the people at the college; increase programs for those who are not being included.
Family Day Care 1 year						First Family day care mothers	

Program Director Data Summary: Written & Oral Combined

What In-Kind Contributions Do You Receive For Your Program   (0-14)

	Staff Time	Facilities	Participation Settings	Student Salaries	Other
High School 1 year		Lab center bought by school district not considered part of program budget.			Minimal Materials & Piano
High School 2 year	Cooperating teachers in Community settings.		Program in community for participation.	Work-study salaries	
Post-Secondary 2 year	interns staff lab. center cooperating teachers			Community programs pay students in last qtr.	Well-baby clinic provides health care to some children.
Jr. College 2 year		some space		some student salaries	no major contributions.
University 4 year	Cooperating teachers		programs in community for participation		
Head Start LDP 6 weeks	University staff give lectures; cooperating teachers in participation settings.		programs in community for participation		student tuition waived by University
Family Day Care 1 year	College staff; some special lectures				Consultation from director of children's school at college on curriculum for children in family day care.

Program Director Data Summary: Written & Oral Combined

	Is Program Self Contained? (0-15)	Institutional Resources Incorporated (0-16)					
		Administrative Assistance	Instructional Staff	Course Work	Facilities	Materials & Equipment	Other
High School 1 year	Yes, instructional program	Yes, superintendent relations of school board.		Students take other course work concurrently.	Yes, Library; Lab. center	Yes	Yes, support staff; speech therapist, psychologist
High School 2 year	Yes, instructional program	Yes, staff personnel services for teaching staff		Yes, students take other h.s. courses concurrently	Yes	Yes	Yes
Post-Secondary 2 year	Yes, self-contained instructional program - lab. has indep. budget.	Yes, admissions, bookkeeping, registration			Yes, library classrooms at Voc-Tech;		Yes, counseling services, student testing.
Jr. College 2 year	No - part of program of City Colleges	Yes, all resources of college					
University 4 year	No	Yes, Departmental and University	Yes, various	Yes, Educ. dept & others; Students take courses in Ed. dept & others.	Yes, Classrooms, lab. center, Library, etc.	Yes	
Head Start LDP 6 weeks	Yes		Yes, Dept. & Univ. staff as speakers special areas		Yes, all incl. dorm space for students library; lab school		
Family Day Care 1 year	Yes	Yes, budgeting/financial	Yes, All project staff are part of faculty of college; other staff used as speakers.	Yes, students take other courses	Yes, childrens school; library	Yes	

Program Director Data Summary: Written & Oral Combined

What Cooperative Arrangements Do You Have With Other Agencies/Institutions?   (0-17)

	Participation Settings	Instructional Staff	Curriculum
High School 1 year	public kindergarten for 2 students only.		
High School 2 year	public elem. schools Model Cities, EO Agency Centers, Community Schools	Cooperating teachers in outside participation settings.	trying to coordinate with state college & voc. tech on credits and courses.
Post-Secondary 2 year	During last year students work in various settings,	Cooperating teachers in participation & internship	Developing preschool training curriculum with secondary school system
Jr. College 2 year		4 spec. in special ed. from public school system	advisory committee. consultation on development. Local schools recognize courses and credits.
University 4 year	day care/nursery schools, Head Start program, public schools	cooperating teachers in community participating settings.	Independent study course: Student works in child related community program.
Head Start LDP 6 weeks	public schools; day care centers; observe in childrens Hospital	in participation settings, e.g. public schools	University Dept. of Educ: course credit. Presentations by various community organizations/agencies.
Family Day Care 1 year	5 slots in coop nursery school 2 day wk for children in family day care. 22 Family Day Care Homes		

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Program Director Data Summary: Written & Oral Combined

What Cooperative Arrangements Do You Have With Other Agencies/Institutions? (0-17)

	Student/Salary Employ.	Student Selection	Services	Other
High School 1 year	advisory committee member in welfare dept. make suggestions for placements;			advisory committee input and recommendations. Various groups represented.
High School 2 year				
Post-Secondary 2 year	Interns paid in last qtr. by community centers; Some programs used for internships hire students.		health services for children; take referrals from clinic into program lab. under certain circumstances.	advisory committee representing wide range of groups have input and recommendations for program.
Jr. College 2 year	Some students have work/study	Incorporate projects such as Model cities Head Start send students.		
University 4 year				through professional organizations have contact with service provider; licensing; public schools.
Head Start LDP 6 weeks		RTOs send students to program		
Family Day Care 1 year			Homemaker Service Public Library, Family Mental Health Clinic, Health Dept, Licensing Dept.	

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Program Director Data Summary: Written & Oral Combined.

What Are Your Responsibilities: (O-2)

	Administration	Coordination	Supervision	Instructional	Lab/Demonstration Component
High School <u>1 year</u>		entire program scheduling with high school program.	Staff (1);students and children in lab. center	teaching in regular home ec. & students in child care class; lab; nursery school	direct lab. center; selected children & run nursery.
High School <u>2 year</u>	some	State Dept. for funding and expansion	primary - entire program	work with teacher in-service training	coordinate home ec. program assignments.
Post-Secondary <u>2 year</u>	total Dept of Child Development	with Voc-Tech. School Admin.	student; lab staff, other instructional staff	in-service for lab. staff; previously courses for students.	Administrative; not operation.
Jr. College <u>2 year</u>	budget; staff hiring	instructional areas in total programs.	special projects; entire program including child care.		
University <u>4 year</u>	on committee for dept.-budget; Dean & Adm. responsible	within dept & with Education Dept. in University.	Students	undergraduate students in program: primary; 1/4 time during academic year directs 4-C training project.	
Head Start LDP <u>6 weeks</u>	budgeting; pay participants reporting	training settings; regional & federal	Students in training settings	Students	
Family Day Care <u>1 year</u>	budget; reporting, staff hiring.	w/college ADM; student & FDCM	students & staff	project - students & family day care mothers	

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Program Director Data Summary: Written & Oral Combined

What are Your Responsibilities: (0-2)

	Student Recruitment/ Selection	Program/Curriculum Development	Evaluation	Public Relations/ community activities
High School 1 year	presentation to high school classes and interviews.	initial & continuing for child care course	students in course.	parents, school board, general community.
High School 2 year	done by individual school, teachers	major identifies teacher; works with principal and area superintendent. primary; training and preschool.	total program in 9 schools	
Post-Secondary 2 year	Minimal recruitment & selection.	develop & implement Child Develop. Dept. All areas in Dept. of Child Development	with training staff.	4-C; local boards; state committee; prof. org. GAEYC. Community centers directors and job development.
Jr. College 2 year	Minimal recruitment; no selection	ongoing and new instructional areas in general instructional areas, staff does specifics.	entire program including child care	Community relations.
University 4 year		5 courses and departmental courses in preschool and early childhood ed.	student evaluation	teachers, directors, participation settings.
Head Start LDP 6 weeks		content initially through response; course content.	student evaluation; conferences; written work; field work evaluation; follow-up at local center.	
Family Day Care 1 year	from student applicants word of mouth; written announcements	all phases; general course content to cover with students and day care mothers.	Student evaluation	identify FDCM; in community, community resources and observation cites.

Program Director Data Summary: Written & Oral Combined

	Responsibility for Selecting Staff (0-18) (W-24)	What Qualifications/Characteristics Looked For In Teacher Selection? (0-20)			
		Education/Academic Experience	Prior Experience	Attitudes/ Qualities	Other
High School <u>1 year</u>	Primarily school principal, approved by local school board, Advisory committee-recommendations.		exper w/young children; in hiring aide couldnt find anyone with experience.	accept what students doing; teacher allows students respon-sibility with children.	only want half-time work; aide salary.
High School <u>2 year</u>	School system personnel director with consulation with program consultant	Vocational degree preferably home ec, most MA Child Devel.or early childhood; some BA.those with basic home ec.(family life, nutrition etc) have had better success than those with just early childhood education.	not required; but knowledge of school and sys-tems helps with establishing rapport with students		
Post-Secondary <u>2 year.</u>	Voc-Tech director authorizes new staff openings Dept. Chairman selects & hires instructional & lab. staff	good child devel Masters level but they don want to work in day care/ work with child directly	would like some good day care people, but hard to find	relates well to students; teacher will share children with students.	good demonstra-tion teacher to get skills across to stud-ents. Young teacher with lots of energy

Program Director Data Summary (con't)

Responsibility for Selecting Staff (0-18)(W-24)	What Qualifications/Characteristics Looked For In Teacher Selection? (J-20)			
	Education/Academic Experience	Prior Experience	Attitudes/ Qualities	Other
Jr. College 2 year — Program Director is Dean of one campus; consent of college pres. Advisory committee & staff recommend people	Certain personal qualifications and general academic requirements (unspecified)	Work/practical experience in early childhood or related, e.g. home ec., health, nutrition	Commitment to the field; warm, flexible	Appropriate behavior in context
University 4 year — Dean of School (Family Resources & Consumer Services) within University & departmental executive committee	Current Criteria: Ph.D. and publications Desirable: training as teacher trainer	Experience in teacher training rather than in prog. for children; Exp. with parent control & community involvement	Interest in research; Commitment to teacher training model, community & parent involvement; Interest in undergrad. students	Bright
Head Start LDP 6 weeks — Program Director; Univ. Dept. of Edu. informal approval	Competency, but not just academic background; People they've trained in program	Varied backgrounds in staff; experience in community members of local community	Sensitivity	
Family Day Care 1 year — Program Director		Worked with different kinds of people, part of "community": knows language or ethnic group, e.g. Spanish speaking, black	"Open" and flexible; very open to criticism from students	Common sense & ability to work with people

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Program Director Data Summary: Written & Oral Combined

How Is Your Staffing Pattern Determined   (0-19)

	Teacher:Student ratio	Program Content	Program Components	Other
High School 1 year	Ratio 1/15 Student/ 15 Children		Necessary for supervision of students & preschoolers in lab.	Number of hours teacher/director could be in lab. center.
High School 2 year	Basic 1:15; Maximum 30-35 (2 groups, ½ day each)		Start-up only 1 teacher; with 2nd yr. component need (1) additional 2 teachers for intern supervision.	
Post-Secondary 2 year	Voc. Ed. specifies 1:12 minimum to offer a course	Special Education content	Supervision; Administration; Instruction; Lab. program.	
Jr. College 2 year	Gen. class instruct. 1: 35-39 per course	Whatever appro-priate for activity	Varied needs of special projects; e.g. supervision	
University 4 year	Unknown: student numbers increasing with staff currently decreasing.			
Head Start LDP 6 weeks			Needs of program & students, participation & follow-up.	
Family Day Care 1 year	Enough students to allow for release time for day care mothers. Initially 7 students: 22 family day care mothers. Next year approx. 10:30/32.		Program needs such as research/writing tasks and community contact work.	Need to balance high cost of personnel with student/Family Day Mother numbers.

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Program Directors Data Summary: Written & Oral Combined

What Changes In Staff Selection, Make-up, Policy? (O-21)

	Administrative policy	Staff Additions/Background	Role/Task Differentiation
High School **1 year**		Hire fully qualified nursery school teacher for lab. center	Teacher/director would prefer to spend more time on basic home ec. instruction; Student supervision; program coordination.
High School **2 year**		Need paraprofessional in lab's to help with children.	Teachers in lab. would have more time for student conferences, etc.
Post-Secondary **2 year**		Add curriculum specialist; More supervisory staff to work with students; Would like social worker.	Curriculum specialists to work with staff on developing curriculum & do staff in-service training now done by Program Director. Social worker in lab. for intake; work with parents; Staff probs. now done by lab. manager.
Jr. College **2 year**	Greater freedom to draw on staff resources through-out college as in develop-ment of new components.	All program components need more staff; Need full-time staff person for community type work with students.	Community/student liason to work with commun-ity agencies; in setting-up practicum; plan for needs of immediate entering groups.
University **4 year**	Entire program might be better part of adult ed. or home ec. educ. This would have implications for staff development.	Balance in research and teacher training emphasis in staff.	
Head Start LDP **6 weeks**		More staff for longer, in-depth course.	
Family Day Care **1 year**		Will add one staff person for research & writing; one other for community work, half-time.	Research and writing currently done by project director would be assumed by additional staff member.

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Program Director Data Summary: Written & Oral Combined

What is the Make-up of Current Instructional Program Staff by Function & Full/Part Time: (W-18)

	Administrator		Teacher/ Instructor		Other Education Specialists		Support Personnel		Social Service		Auxiliary	
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
High School 1 year	-	-	1	1 (teacher aide)	-	-	-	-	-	-	-	-
High School 2 year	1	-	13	-	1		*available in each school - -	-	-	-		
Post-Secondary 2 year	1	-	10	-	-	-	1 (counselor)		-	-	1 (Sec.) 1 (Coun.) 1 (Maid)	
Jr. College 2 year	2	1	14	5	-	-	*available as part of full college service		-	-		
University 4 year	1	1	2	1	-	-	*use full resources of the university		-	-	-	-
Head Start LDP 6 weeks		1	2	4			*available, but source not specified		-	-	1 (sec.)	-
Family Day Care 1 year	1	2	1	2	!	-	-	-	-	-	-	-

*Number and level unspecified.

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Program Directory Data Summary: Written & Oral Combined

Number On Child Care Training Staff (W-17)

	Last Year		Present		Next Year		Future	
	Full*	Part	Full	Part	Full	Part	Full	Part
High School 1 year	1	1	1	1	1	1	1	1
High School 2 year	13		13		17		25-50	
Post-Secondary 2 year	11		11		13		13	
Jr. College 2 year	Same		15	5	?			
University 4 year	4(0)**	2(2)	3(2)	2	2(4)	2	4	2-3
Head Start LDP 6 weeks	3		3	5	4			
Family Day Care 1 year	3	0	1	2	4			

*Full refers to full-time instructional staff. Part to part-time.
**First number refers to staff for course or field experience related to teacher training. Number in ( ) refers to staff in child development and research.

Program Director Data Summary: Written & Oral Combined

Laboratory Program Staff: (W-37)

	Administrators		Teachers		Assistant Teachers		Auxiliary Personnel		Support Staff Social Service		Other	
	Full*	Part	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
High School 1 year	-	-	1	-	-	1	-	-				
High School 2 year	1	-	1	-	-	-			Available at each school		*(F) 1 intern supervisor per school; some responsible for 2 schools.	
Post-Secondary 2 year	1	-	4	-	3	-	3	1				
Jr. College 2 year	1	-	3	-	2	-	1	-				
University 4 year	1	-	2	-	-	2	**(P) Secretary serves total department custodial staff is part of total university					
Head Start LDP 6 weeks	-	-	-	2	-	-						
Family Day Care 1 year	-	1	-	-	-	-					(P)22 family day care mothers	

*Full Refers to full-time laboratory staff; Part to part-time staff.
**(F) or (P) refers to full-time or part-time staff.

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Program Directory Data Summary: Written & Oral Combined

Extent of Educational Preparation by Field   (W-19)

	Early Childhood Development						Elementary Education						Home Economics						Other	
	Number	A.A.	B.A.	M.A.	Adv.	Ph.D.	Number	A.A.	B.A.	M.A.	Adv.	Ph.D.	Number	A.A.	B.A.	M.A.	Adv.	Ph.D.	Number	Level/Field
High School 1 year													1			X			1	Teacher aide. 0-j-t
High School 2 year	1						1		X				11		7	4				
Post-Secondary 2 year	4	1	1		1		2		2				4		3		1		1	M.A. Special Education
Jr. College 2 year	13	3		10			5			5									5	M.A. (Field not specified)
University* 4 year	2			2(M.S.)																
Head Start LDP 6 weeks	7	1	4		1	1														
Family Day Care 1 year	2			2															1	M.S.W.
Total	29						8						16						8	

*Other staff preparation not specified.

Program Director Data Summary: Written & Oral Combined

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	Staff in Early Childhood Ed. & Preschool Practice Teaching (W-20)		With No Training in Early Childhood, Special Training Required (W-21)	
	Full-Time	Part-Time		
High School 1 year	0	0	Yes	Child Development Special Workshops
High School 2 year	13		Yes	Refresher courses for those who have been out of field
Post-Secondary 2 year	11		Yes	Child Development Observation and Methods Student teaching at pre-school levels Special workshops
Jr. College 2 year	10		None	They do not teach this content unless background is early childhood
University 4 year	3	1		Child Development
Head Start LDP 6 weeks	2	5		Not needed
Family Day Care 1 year	1	2		Not needed

Program Director Data Summary: Written & Oral Combined

Staff Level of Experience With Children: (W-22)

Title/Role	6 months or less	6 months/ 2 years	3 to 5 years	Over 5 years
High School 1 year				
Teacher/Director	1			1
Teacher aide	1			1
High School 2 year				
Teachers			all	
Post-Secondary 2 year				
Training Instructors			2	1
Lab. Teachers		2	1	1
Jr. College 2 year				
Instructors				all
Day Care Staff				2
University 4 year				
Head teacher/instructor		1 (a)		1 (a)
Instructor				1 (a) (b)
Specialist			1 (c)	
Head Start LDP 6 weeks				
Director				1
Lecturer/Supervisors				3
Project Assistant				1
Lab. Center Teachers				2 (d)
Family Day Care 1 year				
Director				1
Assistant Director				2

(a) indicates nursery school
(b) indicates day care
(c) education director, high school cooperative
(d) indicates Head Start center

Program Directory Data Summary: Written & Oral Combined

What Kind of Service Training Do You Provide for Your Staff? (W-23)

	None	By Program Sup/ Director	Program Consultants	College Univers. sponsors	Lectures by Specialists	Staff discussion groups	After- hours class	Other
High School 1 year	No formal	on-the-job for teacher assistant						Occasional workshops conferences
High School 2 year			occasional	regular	occasional	regular	occasional	occasional conferences
Post-Secondary 2 year		in-service trained all staff initially			occasional	regular staff meetings		occasional conferences
Jr. College 2 year						regular staff meeting		conferences rarely
University 4 year	None							
Head Start LDP 6 weeks			regular		regular	regular staff meetings	regular	
Family Day Care 1 year		regular			regular	regular staff meetings		

Program Director Data Summary: Written & Oral Combined

How Present Curriculum Determined   (0-25)

	Administrative direction	Program Director	Program Staff	Institutional Staff/Consultants
High School 1 year	High School principal	General content areas; amount of participation time.		
High School 2 year		Home ec. coordinator primarily responsible for overall development.	Initially by first teacher in program; each teacher develops specifics.	teacher committee later developed more. 1970 adapted state guide to system use; Univ. Consultant and school system consultant.
Post-Secondary 2 year (B-48)		Determined for interns initially; as Dept. Chm. general responsibility.	Courses for interns vary with instructor; as do activities for children in lab center.	Used 4 instructors for special education content.
Jr. College 2 year	General occupational orientation; child development; specified for special projects.	Initially hired to expand curriculum and courses.	Individual instructors determine specifics of course.	faculty in various areas.
University 4 year	Some; increasing amount of administrative direction.		mostly	
Head Start LDP 6 weeks		Director & Staff. modify for each session.		Initially profs. in Ed. Dept. condensed regular Sr. College program in early child ed. to short-term course.
Family Day Care 1 year (for students and family day care mothers)		Brought together materials; determined class & participation time sequence; had general plan of areas to cover.	Developed most content based on students/mothers' need/problems/interest.	Consultant-director of Children's School in programming for child in FDC.

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Program Directory Data Summary: Written & Oral Combined

	How Present Curriculum Determined (0-25)		
	Student Input.	Special Workshops Conferences	Community/ Committee
High School 1 year	in particular areas or problems that would arise	largely influence of participation in 6 wk. institute.	
High School 2 year		teachers; consultant from univ; curriculum guide	
Post-Secondary 2 year		initially from Institute– child care and guidance 1967.	Advisory committee.
Jr. College 2 year		Currently working curriculum related to task requirement, faculty	informal community input thru professional groups, agencies.
University 4 year			No community involvement.
Head Start LDP 6 weeks	Student evaluations of program -- incorporate changes, focus, etc. while participating in session determine topics, visits, etc.		
Family Day Care 1 year			Community committee develops idea, has input.

Program Director Data Summary: Written & Oral Combined

In Developing Content in Curriculum What Kind of Sources: (0-26)

Existing Programs	Curriculum Guides	Articles/Texts Handouts	People	Other
High School 1 year	Mainly written guides developed by participants at 6 wk. inst. also one for local area high schools in home, etc.	Various materials on child development, activities w/children; employment in child care; used text: The Nursery School.	Input from school principal	Films Teacher workshops
High School 2 year	Developed general curriculum guide at statewide conference; further revised by local system to suit 2 year program.	Various texts; and teacher prepared materials	Initially teacher for 1st course; General direction from Home Ec. co-ordinator & Child Dev. consultants; Univ. curriculum specialist	Various teacher workshops; Conferences
Post-Secondary 2 year	Based mainly on earlier work in preparing high school program curriculum in other state; General guide also from 1967 Institute, Child Care & Guidance: A Post-High School Curriculum.	Use many handouts, articles; Various texts according to student reading level	Input from advisory committee; Consult- in child devel. and instructional spec. for particular content: exceptional children	

Program Director Data Summary (con't.)

In Developing Content in Curriculum What Kind of Sources: (0-26)

	Existing Programs	Curriculum Guides	Articles/Texts Handouts	People	Other
Jr. College 2 year	In early stages looked at other programs.		Teacher prepared materials	Mainly individual faculty; people in community: Licensing Dept. Director Input from professional organizations, employers	Teacher/faculty workshops Advisory group for each curriculum area.
University 4 year		Some	Mainly teacher developed content, materials.		Note: refers to particular course or joint course; not total program
Head Start LDP 6 weeks	Overall curriculum based on University teacher training/ child development; Dept. of Curriculum & Instruction, Ed. Psych.		Headstart prepared materials, handbooks, articles on poverty, etc.	Specific content based on current training, staff development. Background from early childhood Dept. chm. & Dept. of Ed. staff.	
Family Day Care 1 year	A great deal of literature on existing programs; research & demonstration efforts in day care/training/ programs for infants		Materials mostly in handout form; research articles; magazine articles.	Consultant from college preschool program help with curriculum/activity with children in day care homes. Main source has been ideas by program staff & director	Use licensing standards. Community agencies for selected on site visits.

Program Director Data Summary: Written & Oral Combined

Percentage of Time on Various Activities (W-26)

	Lectures	Media Presentation	Class Discussion	Observation	Participation in child care	Internship/ practice teaching	Independent Study	Other
High School 1 year	10%	3%	17%	5%	60%			
High School 2 year	25%	25%	25%	25%	33% (2 qtrs. on rotating basis)	50% (3 qtrs)		
		├─ 17% ─┤ (1 qtr. divided into activities as above)						
Post-Secondary 2 year	5%	15%	10%	10%	10%	50%		

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Program Directory Data Summary(con't)

Percentage of Time on Various Activities   (W-26)

	Lectures	Media Presentation	Class Discussion	Observation	Participation in child care	Internship/ practice teaching	Independent Study	Other
Jr. College <u>2 year</u>	20%	10%	30%	10%	----- 20% -----		20%	
University <u>4 year</u>								
*Course 1	10%	30%	20%	30%			20%	20% **
Course 2					70%			
Course 3	30%		50%	30%			20%	
Course 4			25%	5%		70%		
Course 5	75%		25%					

* % time devoted within individual course; Course work specific to preschool/kindergarten teacher training.
**curriculum lab.

	Lectures	Media Presentation	Class Discussion	Observation	Participation in child care	Internship/ practice teaching	Independent Study	Other
Head Start LDP <u>6 weeks</u>	30%	4%	30%	2%		30%	4%	
Family Day Care <u>1 year</u>								
Day Care Mother					50% (small group meetings 1/month)	50% (work with student in home)		
Students			33%		66%			

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Program Director Data Summary: Written & Oral Combined

Underline What Subject Area Covered in The Curriculum (W-27)

Areas	High School 1 year	High School 2 year	Post-Secondary 2 year	Jr. College 2 year	University 4 year	Head Start LDP 6 weeks	Family Day Care 1 year
Child Growth & Development	•	•	•	•	•	•	•
Child Management	•	–	•	•	–	•	•
Guidance & Discipline	•		•	•	•	•	•
Physical Development	•	•	•	•	•	•	•
Nutrition	•	•	•	•	•*	•	–
Health & Safety	•	•	•	•	•*	•	•
Learning Theories & Philosophy	•	–	•	•	•*	•	•
Handicapped Children	•	–	•	–	•*	•	•
Gifted	–	–	•	–	•*	•	–
Cultural Differences	–	–	•	–	•*	•	•
Music	•	•	•	•	•	•	•
Art	•	•	•	•	•	•	•
Science	•	•	•	•	•		•
Language Arts	•	•	•	•	•	•	•
Math	•	•	•	•	•	•	•

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	Curriculum Planning	Audio-Visual Materials	Child Center Operations	Records & Office Proc.	Food Services	Small Group Dynamics	Parent Counseling	Community Relations	Social Services	Basic Education	Employment Orientation
	●					●		●	●		
	●	●	●	●	●	●	●	●	●	●	●
	●								●*	●**	
	●	●	●		●	●	●	●		●*	
	●	●	●	●	●	●	●	●	●	●	●
	●	●	●		●						●
		●	●		●	●				●	●

*Yes, through other department.
**Yes, as needed.

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Program Director Data Summary: Written & Oral Combined

Specific Curriculum of Early Childhood Model (W-31)

	Which one	Why	Why Not	GAPS IN MATERIALS (W-30)
High School **1 year**	Curriculum dev. 1969 at EPDA Inst. on child care aid training at Iowa State. Had helped develop it & was familiar with it; students working w/children every day & in class each day was good.			Children's relationship with parents. Employment guidance in child care.
High School **2 year**	No specific model		We need to dev. materials for special cultural groups	Need to work W/preschool specialist in certain specifics: (1) Child language (2) Use of teaching machines (3) Team concept
Post-Secondary **2 year.**	Yes, Combination of High School training and and USOE curriculum model.		We are attempting to dev. our own.	Materials written for low reading level Material related to training for day care

Program Director Data Summary (con't)

	Specific Curriculum of Early Childhood Model (W-31)			GAPS IN MATERIALS (W-30)
	Which one	Why	Why not	
Jr. College **2 year**	No - developed our own model		There were no packaged models for AA level when our program started	Materials for black children in a non-disadvantaged setting.
University **4 year**	Yes - Teacher Education model	This can focus on ways to teach teachers rather than a particular model		Administration of full-day group program. Parent control of programs.
Head Start LDP **6 weeks**	Yes, cognitive developmental open structure Piagetian British Infant School	Best meets child's intel-lectual, social, emotional, physical development.		None
Family Day Care **1 year**	No specific model			There is very little written on family day care, therefore reading materials had to be developed from other existing material.

Program Director Data Summary: Written & Oral Combined

	Are Courses Presented In Same Sequence (W-28)	Program Same As Last Year (W-29)			
		Number of courses	Scope	Course Content	Requirements
High School 1 year	No	Same	Expand	Expand	Same
High School 2 year	Yes, Varies if group needs it	Same	Expand	Expand	Same
Post-Secondary 2 year	Yes	Expand	Expand	Same	Same
Jr. College 2 year	No, Students do not always follow the same sequence of courses	Expand	Expand	Expand	Same
University 4 year	No, Requirements identified; sequence for most courses is flexible and each student plans his/her cwn schedule	Fewer	Fewer Same	Same	Same
Head Start LDP 6 weeks	Yes	Same	Same	Same	Same
Family Day Care 1 year	NA	NA			

Program Director Data Summary: Written & Oral Combined

	Have Demonstration/Lab. Program Under Auspices Of Training Program? (W-34)	Demonstration Program Used the Same Months As Instructional Program? (W-36)	Do You Use Programs In Community For Observation/ Student Participation? (W-35)
High School 1 year	Yes.	Yes. Lab. begins after one month of initial instruction.	Yes.
High School 2 year	Yes.	Yes. Children in lab. come after 1st qtr. Students spend initial time on in- struction.	Yes.
Post-Secondary 2 year	Yes.	Yes. Full-year operation.	Yes.
Jr. College 2 year	Yes.	Yes.	Yes. This applies primarily to students who are employed in centers during training/or practicum.
University 4 year	Yes. University Nursery School	Yes.	Yes.
Head Start LDP 6 weeks	Yes. University Campus School	Yes. Full-year operation.	Yes.
Family Day Care 1 year	Yes.	Yes.	Yes.

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Program Director Data Summary: Written & Oral Combined

What Facilities for Training Program (W-15)

	Lab/ Dem. Center	Outdoor Play area	Kitchen	Observation Facilities	Lib./Resource Center	Classrooms	Office Space	Other Classrooms	Other Settings	Other Office Space	Same/Different than Last Year (W-16)
High School 1 year											
Present:	1	1	1	--	X	1	X				Yes
Proposed:	X	X	X	--	X	1					
Future	X	X	X	X	X	1					
High School 2 year											
Present:	9	1	1	1	1	2			Varied Settings in Community	X	Yes
	--- each lab. center ---										
Proposed:	2										
Future:											
Post-Secondary 2 year											
Present:	1	--	X	2	1	3	X	Several Voc-Tech. campus.	Varied Settings In Community	On campus	No, have moved from temp. facilities in elementary school to Atlanta Area Tech. Campus.
Proposed:	--	--	--	--	--	--					
Future:	--	--	--	--	--	--					

Program Director Data Summary: Written & Oral Combined

What Facilities for Training Program (W-15)

	Lab/ Dem. Center	Outdoor Play area	Kitchen	Observation Facilities	Lib./Resource Center	Classrooms	Office Space	Other Classrooms	Other Settings	Other Office Space	Same/Different Than Last Year (W-16)
Jr. College 2 year											
Present:	3	X	X	—	X			Many on Several Campus.	Not Formally	On several campuses	Yes.
Proposed:	—	—	—	·—	—	—					
Future:	—	—	—	X	—	—					
University 4 year											
Present:	1	X	X	1	X			throughout University	During Student Teaching		Yes.
Proposed:	X	X	?	—	—	—					
Future:	X	X	?	—	—	—					
Head Start LDP 6 weeks											
Present:	2	X	X	1	X	1		3 in Educ. Dept.	18 Partici- pation settings	Educ. Dept.	Yes.
Proposed:	2	X	X	X	X	1					
Future:	—	—	—	—	—	—					
Family Day Care 1 year											
Present:	—	—	—	—	—	—		on College Campus	22 Family Day Care Homes	Store- front	Yes.
Proposed:	—	—	—	—	—	—					
Future:	—	—	—	—	—	—			32		

Program Directory Data Summary: Written & Oral Combined

Different Types of Settings Used for Observation/Participation by Number, Age of Children, and Services: (W-38)

	TRAINING PROGRAM LAB CENTER		DAY CARE CENTERS (Family Day Care)		NURSERY SCHOOLS (Headstart)		ELEMENTARY SCHOOLS (K-1st grade)	
	Number of Centers	Age of Children	Number of Centers	Age of Children	Number of Centers	Age of Children	Number of Centers	Age of Children
High School 1 year	1	3-5 yrs.						
	Services:		Services:		Services:		Services:	
	Educational Program							
High School 2 year	9	3-5 yrs. (15/lab)	Varies: 1-2yrs. 3-5yrs.				Varies	5-6yrs. Kind./ 1st grade
	Services:		Services:		Services:		Services:	
	Educational Program Meal Service Health Service Social Service		Health Service Social Service Family Activity Parent Education				Educational Program Parent Education	
Post-Secondary 2 year	1	1-2 yrs. 3-5 yrs.	20	1-2yrs. 3-5yrs. 6-8yrs.			5	5-6yrs. Kind.
	Services:		Services:		Services:		Services:	
	Educational Program Meal Service Health Service Social Service		Educational Program Meal Service				Educational Program Health Service	

Program Director Data Summary (con't.)

	TRAINING PROGRAM LAB CENTER		DAY CARE CENTERS (Family Day Care)		NURSERY SCHOOLS (Headstart)		ELEMENTARY SCHOOLS (K-1st grade)	
	Number of Centers	Age of Children	Number of Centers	Age of Children	Number of Centers	Age of Children	Number of Centers	Age of Children
Jr. College 2 year	3	3-5yrs.						
	Services: Educational Program		Services:		Services:		Services:	
University 4 year	1	3-5 yrs.	4	3-5 yrs.	5-7	3-5 yrs.	6-8	Kind. 5 yrs.
	Services: Educational program Parent education		Services: Educational Program Parent Education		Services: Educational Program Parent Education		Services: Educational Program (Kind.)	
Head Start LDP 6 weeks	2	3-5 yrs.	6	3-5 yrs.	12	3-5 yrs.		
	Services: Educational Program Meal Service Social Serice Family Activities		Services: Educational Program Meal Service--Parent Ed. Health Serv.--Social Serv		Services: Ed. Program--Soc. Service Meal Serv. --Fam. Activities. Health Serv.--Parent Educ.		Services:	
Family Day Care 1 year	22	1-2 yrs. 3-6 yrs. 6-12 yrs.						
	Services: Educational Program Meal Service Health Service		Services:		Services:		Services:	

Program Director Data Summary: Written & Oral Combined

	In What Ways Do the Settings Differ? (0-27)	In How Many of the Settings Does Each Student Observe? Participate?(W-3)
High School 1 year	Students do interview with parents and observe siblings. Various short observations done in sunday school, participation in lab center only.	one: participate lab. center only
High School 2 year	Program auspices: participation in Model Cities extended day program, or afternoon/evening at the Community School, public schools. First yr. in the lab. center with pre-school group, but different groups are brought in for observ. Students make visits to programs like Montessori, more responsibility in lab. settings.	All types.
Post-Secondary 2 year	4 centers for mentally retarded; 2 centers for emotionally disturbed, several (3-4) franchize operations; others vary. Students have 3 qts. internship each in different setting, but 1 quarter spent in the lab. center and 2 qrts. in the community.	3 different participation settings during 2nd year.

Program Director Data Summary (con't.)

	In What Ways Do the Settings Differ (0-27)	In How Many of the Settings Does Each Student Observe? Participate? (W-3)
Jr. College 2 year	Practicum for 1 semester in one of three program day care centers; Students that are working in centers take practicum in their own program settings.	One program demonstration center, 5 days p/wk., 4 hr./day for a semester.
University 4 year	Staffing differences as well as quality of program and supervision observations made in lab. school and other community settings.	Observes in 2, participates in 2
Head Start LDP 6 weeks	Field visits to Montessori, Lab center focuses public day care or preschool programs. Curriculum varies for settings.	5 different settings: combined observations in community settings w/ on-going student participation assignment.
Family Day Care 1 year	Students observe various programs in community: parent coop, detention facility, College children's school; participate with many family day care mothers in the homes. See different numbers, varied ages . . . rarely school age because work in the mornings. Family Day Care mothers work in own homes - some attend parent coop. center with children.	During 1 month work in 3 hrs./in day care homes: 1 each week for 2 mornings/wk.

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Program Director Data Summary: Written & Oral Combined

How Do You Identify Outside Settings. (0-28)

	Operate own/ Institutional	General Knowlege of Community	Community Survey	Center Program Contacts Staff	Students Identify	Personal Contact
High School 1 year	Have own facility;					with teacher in Kindergarten in placing 2 students
High School 2 year	Have 9 lab. centers: 1/ school					Preschool specialist with school system makes outside arrangements
Post-Secondary 2 year	Have own lab center	Program director knows settings		Centers request involvement		
Jr. College 2 year	Have 3 lab. centers used				Students working in community train in own center.	
University 4 year	Have Dept. preschool lab.	know directors in most centers/settings		Used to ask them; now we have them contact us if interested.		
Head Start LDP 6 weeks	Use campus preschoool	Initially professors in planning; now staff knows community.				
Family Day Care 1 year	Use day care homes in community		Initially students & staff did survey of family day care homes	Some day care mothers call project.	Select cites for 1 time visits/obser.	Program dir. went to local stores, busin. to have them spread word about project. Word of mouth, basically

B-66

Program Director Data Summary: Written & Oral Combined

Under What Basis Do You Use a Program for Student Participation (0-29)

	Program Director/ Teacher Characteristics	Experience for student	Characteristics of children	Supervision
High School 1 year	director cooperative and tried different things	allow students to take responsibility with children and activities.		training director able to observe student and children.
High School 2 year		quality of experience	heavy enrollment so work is needed	quality of super-vision.
Post-Secondary 2 year		teacher/director allows and encourages student to take responsibility. Materials for students to work with; so can have opportunity to learn.	different age levels; type where student will do best; and use best talents.	
Jr. College 2 year				
University 4 year	will relinquish respon-sibility to students; cooperating teacher has been in center/setting for 1 semester.	Variety of tasks, activities.	Serving preschool or kindergarden.	provide supervision
Head Start LDP 6 weeks	handling children; discipline w/children	experience for student that is meaningful. Supple-ment to work in local center.	age groups other than those working with in local center.	
Family Day Care 1 year	look for variety in fdc mother; old-young, ethnic group variation; licensed and unlicensed.	Provide experience in community.		

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102

Program Director Data Summary: Written & Oral Combined

On What Basis Do You Use a Program for Student Participation: (0-29)

	Program availability and Location	Current/Potential Employment Setting	Work/Study/ Student Pay	Other
High School 1 year				Regular, long-term commitment of program.
High School 2 year	reasonable distance from high school.		provide work-study pay e.g. EOA, model cities, community school.	
Post-Secondary 2 year	may have to be taken into consideration; had to drop some locations cause students can't get there.	consider this during 8th qtr placement for potential future employment.	during 8th qtr only in this a partial criteria	student interest centers that provide more than just custodial care.
Jr. College 2 year		students currently employed may take practicum on the job.		
University 4 year	did not use outside programs until 3 yrs. ago; had to increase no. of participation setting to increase no. students.			
Head Start LDP 6 weeks				
Family Day Care 1 year	located in general area of college and project storefront.			

Program Director Data Summary: Written & Oral Combined

What is Program Role in Relation to Outside Participation Settings:(0-30)

	Orientation for cooperating staff	Student Assignment	Specify tasks Activities	On-site Observation/ Evaluation	Other:
High School 1 year		only placed two students in first yr. w/kindergarten for 1 sem.: not formal part of program.	Do not plan specific activity; want cooperating teacher to know the general kinds of activities student should do.	Would want to evaluate student w/ cooperating teacher; have opportunity to observe student.	
High School 2 year	Initially home ec. coord. makes contact w/area superintendent; further arrangements thru individual principal & teachers.	Home ec. coord. responsible for overall assignments; Pre-school specialist makes specific contacts, arrangements with outside settings during 2nd yr.		Cooperating teacher & visits from intern supervisor.	
Post-Secondary 2 year	Visit center talk with director; 1 meeting about what should be provided for students, goals, etc.	Progr. director responsible; student specifies preferences & settings during 6th qtr; program selects 7th qtr; given alternative to select from in 8th qtr.	Have general outline covering types of tasks experiences student should have.	Staff member visits student on-site. Evaluation by cooperating teacher, intern supervisor, & student	Concurrent seminar based on student participation in the internship. Arrange for students currently employed in centers to take 1 qtr in lab.center.

Program Director Data Summary (con't.)

What is Program Role in Relation to Outside Participation Settings (0-30)

	Orientation for Cooperating Staff	Student Assignment	Specify Tasks/Activity	On-site Observation/Evaluation	Other
Jr. College 2 year		Placement in one of three program lab. centers.	Students employed in child care settings while in training perform regular jobs.	Employed students (Headstart, Model Cities) receive supervision from training staff on-site.	Employed students have concurrent in-service seminar
University 4 year	Teacher/director informed about what is expected.	Preschool Dept. places students in day care, nursery school, etc.; Education Dept. has own placement for public schools.	General outline prepared of tasks & general experiences.	Weekly meeting with cooperating teacher, student & training supervisor.	
Head Start LDP 6 weeks		Place students in outside settings & campus lab. school.		Periodic observation by staff on site; Conference with student. On site visit to local center for follow-up evaluation	Concurrent daily course-work to supplement partici-pation exper-ience
Family Day Care 1 year		Scheduling each student for several homes.	Determined by individual day care mother; students responsible for written log on work & events in the day care home.	No. on-site observation of student/day care mother. Get feedback on students from day care mothers in formally during monthly meetings.	Obtain feedback from students during weekly class on issues problems.

Program Director Data Summary: Written & Oral Combined

In A Laboratory Setting Does The Critic Teacher/Employer   (W-57)

	Plan Student Activity	Supervise Student Activity	Report To Training Staff	Grade or Evaluate
High School 1 year	Yes	Yes		Yes
High School 2 year	Yes	Yes	- -	Yes (with intern supervisor
Post-Secondary 2 year	Yes.	Yes	Yes	Yes
Jr. College 2 year	Yes	Yes	Yes - - participates in - - conference & grading	Yes
University 4 year	No	Yes	Yes - - participates in - - meetings & grading	Yes
Head Start LDP 6 weeks	Yes	Yes	Yes	Yes
Family Day Care 1 year	Yes	Yes	Yes	No

Program Director Data Summary: Written & Oral Combined

Student Role in Participation (N-40)

	PLANNING FOR:			PLANNING WITH:			TASKS ACTIVITY:		
	Activities w. children	Meals	Other	Head Teacher	Training Staff	Independently	Creative Activities	Assists Teacher	Supervise Groups
High School 1 year	Yes	---	---	Yes	---	---	Yes	Yes	Yes
High School 2 year	Yes	Yes	Yes all	Yes	---	---	Yes	Yes	Yes
Post-Secondary 2 year	Yes	---	---	Yes	---	Yes	Yes	Yes	Yes
Jr. College 2 year	Yes	Yes	---	Yes	Yes	Yes	Yes	Yes	Yes
University 4 year	Yes	---	Yes	Yes	---	---	Yes	Yes	Yes
Head Start LDP 6 weeks	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Family Day Care 1 year Day Care Mother Student	Yes	Yes	Yes	---	---	---	Yes	Yes	Yes

Program Director Data Summary: Written & Oral Combined

	Student Role in Demonstration Center Participation in Meeting (40-C)			Plan For Students to Work With Demonst. Center Staff Other Than in Assigned Class? (W-41)	What Interaction Planned With Parent: (W-42)
	Staff	Parent	In-Service		
High School 1 year	Required			No.	Daily informal contacts Home visits
High School 2 year	Required	Optional			Daily informal contacts Home visits Parent conferences
Post-Secondary 2 year	Required	Required	Required	No	Daily informal contacts Home visits Parent meetings Parent conferences
Jr. College 2 year			Required	No	Daily informal contacts
University 4 year	Required	Required		Yes, director Yes, teacher	Daily informal contacts Home visits Parent meetings Parent conferences Each leads a small group discussion
Head Start LDP 6 weeks	Required	Required	Required	Yes, Director Yes, Consultant Yes, Cook, maintenance Yes, Nurse	Daily informal contacts Home visits Parent meetings Parent conferences
Family Day Care 1 year Student:	Required	Required*	Optional	No	Interaction with day care mothers planned, no parental contact.
Day Care Mother:	Required	Optional	Optional	Nc	Informal with parent.

*Indicates planned interaction with day care mother, not parents of children in day care.

Program Director Data Summary: Written & Oral Combined

| | What Opportunities Do Students Have For: (W-61) | | | | | | | |
	On-the-Job Training	Internship Program	Credit for Work Time	Mix with other Career Levels	Community Activities	Career Counseling & Specialization	Follow-up-Training
High School 1 year	many	---	many	few	few	few	few
High School 2 year	many	many	many	few	few	many	many
Post-Secondary 2 year	few	many	few	many	many	many	many
Jr. College 2 year	many	---	few	many	many	many	few
University 4 year	few	none	none	few	few	few	none
Head Start LDP 6 weeks	many	many	many	many	many	many	many
Family Day Care 1 year	many	many	many	many	---	---	---

Program Director Data Summary: Written & Oral Combined

How Would You Change The Participation Component to Improve it?   (0-31; W-43)

	Facilities	Experience w/ Children	Student Supervision/ Evaluation	Relation to Community Settings	Other:
High School 1 year		Scheduling has worked out fairly well, so students perform range of tasks/ activities; Need more children in lab with different characteristics for students to work with	More time for teacher/director to spend in student instruction & supervision.	More opportunity needed for students to see different setting, thus widen experience.	More contact with parents
High School 2 year	Would like own child development laboratory	Extend to preparent education for other students, not just occupation-training.	Home econ. program coordin. wants more interaction with lab. teachers, intern supervisors, students. On-site teachers/ supervisors want more time for planning/ conference with students on the job.		
Post-Secondary 2 year	Facility design on one floor w/more adequate observation space, outdoor grounds w/separate play areas	Increase lab. center to 100 children (infant-5yrs.), w/two groups each of 3 & 4 yr. olds to enhance student experience, & permit more students in program. Need to have student/child interaction earlier in program.	Use of T.V. & filming of child-student interaction for student feedback and self-assessment.		Realistic hours with night lab. (9:30 p.m.) for student training & use by evening students with children.

Program Director Data Summary (con't.)

How Would You Change The Participation Component to Improve it? (0-31; W-43)

	Facilities	Experience w/children	Student Supervision/ Evaluation	Relation to Community Settings	Other:
Jr. College 2 year	More space to increase no. of children, thus number of students in participation			Need person to coordinate with agencies; arrange participation in community.	
University 4 year			Considered a strength of the program. Need staff to help build student skill in self-evaluation & team evaluation.	Difficulty in finding enough placements for student teaching. Add training sessions cooperating centers/ orienting to purpose of program, materials, etc.	Earlier exposure to requirements of teacher role; for what to expect/ provide insight
Head Start LDP 6 weeks				In some cases establish better rapport with cooperating center/teachers.	
Family Day Care 1 year			Change screening procedures with emphasis on student responsibilities, attendance, completion of assignments.		Basic approach: Wait for student to have significant experience in settings

Program Director Data Summary: Written & Oral Combined

	What are the Entrance Requirements For Your Training Program? (W-50)			How Do You Go About Selecting Students For Your Program? (W-51)			
	Admission to School/College None	Educational Level/Degree	Other	No Selection	Written Application	Interview	Trial period
High School 1 year		H.S. junior or senior prefer Sr.			Application indicating interest & class schedule	with teacher	student may change classes within two weeks
High School 2 year		H.S. 10th. or 11th. grade			General appl. form	teacher & staff committee in each school	
Post-Secondary 2 year	General admission to school	H.S. Diploma	Interest test given to all students; referred by Guidance Counselor.		Written form	Interview with program director	Varies

Program Director Data Summary (con't.)

	What are the Entrance Requirements For Your Training Program (W-50)				How Do You Go About Selecting Students For Your Program? (W-51)			
	None	Admission to School/College	Educational Level/Degree	Other	No Selection	Written Application	Interview	Trial period
Jr. College 2 year	None Specific to the program	Admission to college; Open admiss.			No selection; student self-selection; unless required by employer to participate.			
University 4 year	Not for specific training requirements	Only Univ. entrance			No selection other than Univ. entrance			
Head Start LDP 6 weeks	None Specific to training program			All employ-ees in Head-start elig-ible.	No selection by training program; done by RTO & Career Devel. Committee	Center Direct. sends form to RTO.		
Family Day Care 1 year Day Care Mother Student	None	Attending college		Sensitivity to other people espec Minority People		review info on people to include wide range of mothers	with program director	

Program Director Data Summary: Written & Oral Combined

Decision About Which Selection Criteria: (0-32)

	No Control in Selection	Student self-selection/Interest	Student Characteristics	Potential Benefits	Other Factors
High School 1 year		Initially students indicate interest in course	Prefer seniors who will need employment; students who didn't know what they wanted to do later on. Mainly students interest.	Wanted students who would find something of interest & importance to them.	Course fits into schedule and requirements.
High School 2 year		Initially students indicate interest	Capable of learning. Stability: mental & emotional		Attendance record (indicates responsibility)
Post-Secondary 2 year	Open admission to vocational school	Guidance counselor does initial screening on basis of student interest; gives interest & skills test, and refers to program.	Director look for some surface things: over-weight, coordination, speech defects; alert, warm, outgoing.		

Program Director Data Summary   (con't.)

Decision About Which Selection Criteria: (0-32)

	No control in selection	Student self-selection	Student Characteristics	Potential Benefits	Other Factors
Jr. College 2 year	Open admission to college; Some refered from special programs: Head-start; Model Cities	Students decide which instruction-al program they want to enter.			
University 4 year	Students meet University req. no requirements for program	Students decide instructional program they want to enter.			
Head Start LDP 6 weeks	Program has no control; RTO selects & refers to program.			Benefits to trainee and center are considered in referral.	Center priorities; who attended before; opportunity for stud-ent career mobility; number of students that session can accomodate.
Family Day Care 1 year		Mainly student & family day care mother interest in program.			

Program Director Data Summary: Written & Oral Combined

	Special Characteristics Looked For in Selection of Students (W-52)	Other Selection Criteria? Which Factors Restrict the Entrance of "Qualified Students" (W-53)	Most Useful and Valid Criteria For Student Selection (0-32)
<u>High School</u> 1 year	Liking of people & children.	Students may be restricted because of need to take other required courses.	ones who do best job are interested in children & other people some experience with children
<u>High School</u> 2 year	Interest in child care or early childhood education as a career.	None	
<u>Post-Secondary</u> 2 year	Warm, outgoing, alert; Genuine interest in children; a keen desire to be significant in child's life.	Transportation & income to live on while in training.	no way to tell..consider staff relations as well as relate to children. attendance records indicate some responsibility taken

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Program Director Data Summary: Written & Oral Combined

	Special Characteristics Looked For in Selection of Students (W-52)	Other Selection Criteria? Which Factors Restrict the Entrance of "Qualified Students" (W-53)	Most Useful and Valid Criteria For Student Selection (O-32)
Jr. College 2 year	No selection process	None	
University 4 year	No selection process	None	a combined approach to facilitate student understanding of some skills and qualitities needed in teachers role; helps students to decide if they want to continue in program.
Head Start LDP 6 weeks	No control over selection	No control over selection	Have selected on basis of commitment & involvement; Possible to select students, if knew center & priorities; Depends on the urgency of the center, e.g. very poor center with paraprofessionals. Would also like to include those recently hired who have no training, or those on the job over 5 years who need training.
Family Day Care 1 year FDC Mothers Students	Attitudes, goals, interest in working in the community	None	Openness & intuitiveness based on knowledge, not chance; Responsibility assumed.

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Program Director Data Summary: Written & Oral Combined

How To Recruit New Students (W-48)

	Personal Contact/ Public Speaking	Word of Mouth	Recruiters	Admissions Officers	Guidance Counselors	Alumni	Catalog	Posters	Advertising	Publicity Program Announcements	Other
High School 1 year	X Visit high school class-rooms	X	-	-	X	-	-	-	-	-	-
High School 2 year	X High school assembly	X	X	-	X	X	-	X	X	-	-
Post-Secondary 2 year	X	X	-	X	X	-	X	-	- State day care licensing dept. has class schedule in their newsletter.	X	-
Jr. College 2 year	X	X	-	-	X	X	X	-	X	-	-
University 4 year	-	-	-	X	-	X	X	-	-	-	-
Head Start LDP 6 weeks	-	-	-	-	-	-	-	-	-	-	X Regional Training officer for 3 states
Family Day Care 1 year	X	X	-	X	-	-	-	-	-	X	-

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Program Director Data Summary: Written & Oral Combined

In Looking At Recruitment Process Over the Year About How Many? (N=49)

	Inquiries	Applications	Well qualified Applicants	Offered Admission	Enrolled	Completed Course
High School 1 year	10	17	8	17	15	15
High School 2 year	Done thru individual school	---	---	---	---	---
Post-Secondary 2 year	120	100	---	90	80	60
Jr. College 2 year	Hundreds	Open entrance application	No specific required	---	---	---
University 4 year	No way of knowing inquiries made thru univ. admissions, School admission; any staff member	No formal application	---	---	---	---
Head Start LDP 6 weeks	---	---	100	110	110	110
Family Day Care 1 year Students	16	---	Varies	7	7	6
Day Care Nother	68 (identified)	---	---	22	22	22

Program Director Data Summary: Written & Oral Combined

Profile of Students Typically Enrolled in Training Program. (W-54)

	Age/Sex	Educational Preparation	Work Experience	Employed in Child Care	Socio-Economic	Geographic	Ethnic/Racial
High School 1 year	Female: 17 yr.	11th-12th grade High School	Some restaurant work. Housekeeping jobs	No; just babysitting	Lower-middle	Rural	White
High School 2 year	Female: 17 yr.	High School 10th-11th. grades	na.	No	Low	Inner City	Black
Post-Secondary 2 year	98% Female: 17-35 yrs.	High school High school grad. some Jr. College/College	about 1/2 work regularly w/young children	about 25%	50% below $4000/yr.	Metropolitan 95%	Black 95%

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Program Director Data Summary (con't.)

Profile of Students Typically Enrolled in Training Program (W-54)

	Age/Sex	Educational Preparation	Work Experience	Employed in Child Care	Socio-Economic	Geographic	Ethnic/Racial
Jr. College							
2 year	Female 18-middle age	High School High School grads some college, College grads.	Usually work exp. in anoth-er area/or cur-rent employed in child care area	Yes, majority	Low	Inner city Ghetto	Black
University							
4 year	Female & male: 18-21 yrs.	H.S. Grads Some college/ Jr. College	More volunteer; few have work experience	Almost none	All levels; mainly middle/ upper middle	Mostly state residents	All
Head Start LDP							
6 weeks	Female: 32 yrs.	H.S. grad. but varies	2 yrs.with preschool children; Headstart	Yes, curren-tly with Headstart	Poverty level; (or recent)	Three states: urban & rural	Black Spanish, Indian
Family Day Care							
1 year							
Day Care* Mother	All female: 20-29 - 3 30-39 - 7 40-49 - 5 50-59 - 5 60-69 - 2	N.A.	In family day care: average 10 from 0-4 yrs. 8: 4-8 yrs 3: 10-20 yrs.	Currently pro-vide family day care	17:working class/ lower middle 2 very poor 3 middle class	Local community	12 Black 5 Mex.Am. 5 Caucasian
Students	2 male 5 female 20-30 - 5 40-50 - 2	Some college; college grads	Preschool empl-oyment; nurse; community work-er; own children	Not currently	1 affluent 3 working class 3 low-middle	State and outside	2 Blacks 1 Mex.Am. 4 Caucasian

Program Director Data Summary: Written & Oral Combined

	What Advantages/Disadvantages to Training Students With These Characteristics? (O-33)		What are Student Strengths/Weaknesses? (O-34a)	
	Advantages	Disadvantages	Strengths	Weaknesses
High School 1 year	Program very important to students, makes them feel good; Students enjoy program; have opportunity to find out what teachers are really like; Students fun to be with from teaching perspective, source of satisfaction.	Not academic type students; don't like to read very much, so spend time repeating content; takes them a bit longer.	Because other disinterest in other aspects of school, they devote much time to the program & thinking and planning for children.	Not too interested in other aspects of school.
High School 2 year	Because of younger age the program has dual benefits: training applicable to them as potential parents & wage earners. Good age to start training in terms of work life potential; Will be able to go farther with training. Working with a group that may not have had opportunity, but this program may provide.	Have to let students participate in experiences they have missed before they can provide these experiences for young children.		Before entry students have little opportunity for recreational or creative experiences. General lack of understanding of principles of child care, have been subject to misinformation.
Post-Secondary 2 year	Helps to have high school diploma because it indicates they have potential to finish something, that they are not "failures"/drop-outs.	Related to age/maturity: students still have some "high school" behavior left; inattentiveness.		Variation in academic, reading skills. (Use varied materials, texts to handle this)

Program Director Data Summary   (con't.)

What Advantages/Disadvantages to Training Students   What Are Student
With These Characteristics?   (0-33)   Strengths/Weaknesses   (0-34a)

	Advantages	Disadvantages	Strengths	Weaknesses
Jr. College 2 year	The staff, faculty, and director would not be interested in working with other types of groups. Staff enjoys it & results in staying with program.			Communications skills: formal e.g. writing, reading, etc. Many lack confidence
University 4 year		College students tend to be young & naive about families, parent/child relationships, community influences, etc.	– No particular strengths or weaknesses – but much variety	
Head Start LDP 6 weeks	Many fascinating differences.	Some students come to program expecting the training to be a vacation. Some resist new concepts, because of past way to doing things.	Student strength comes from dealing with a demanding way of life: mainly poverty. Personal quality of warmth & acceptance.	Great diversity in academic skills and prior experience.
Family Day Care 1 year		Need more experience in community; real world experience.		Some students' learning styles require structured course..some lack curiosity. Some lack responsibility work not turned in some cases.

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Program Director Data Summary: Written & Oral Combined

How Are These Considered in the Program? (0-34b)

High School
1 year

Spend additional time covering reading related content.

High School
2 year

Provide many stimulating experiences through working with children. Academic skills (reading) may be taught through work in children's literature. Length of program permits time for student to accumulate experiences needed. Program experience oriented, with emphasis on providing college accepted credits.

Post-Secondary
2 year

Stress individual responsibility; do have attendance requirement, but don't ask for excuses; after six (6) absences student may be dropped from program. Have try-out period for assessing students difficulty. Varied reading materials used depending on academic skills of students.

Jr. College
2 year

Have basic courses in academic skills: for review or remedial work specifically in formal communications (writing, reading) Courses for credit to permit further training in outer institutions. Students have option of audit or credit upon completion. Courses or special projects may extend length, assignment time.

University
4 year

Not considered. Students must adjust to program rather than program being adjusted to their needs. Exception: student teaching experience lengthened for those who need additional time/experience.

Head Start LDP
6 weeks

Program based on individual needs, background, skills, interests; Topics and assignments (student project, paper,) determined by students. The degree of depth, academic orientation dependent on students level. Opportunity to be in new environment, exposure to new ideas, varied interaction with people is provided.

Family Day Care
1 year

Family Day
Care Mother

Topics by family day care mothers determined by needs and interests. Child development evening course developed at f.d.c.m. request, as well as changes in program proposal.

Student

Emphasis on student input & initiative in program. Program provides content, experience related to students' need for work in community and practicum in home-based care.

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Program Director Data Summary: Written & Oral Combined

	Factors Influencing Enrollment (W-55)	Why Students Drop Out? (W-62)
High School 1 year	Students enjoy the freedom of the course, and that it is a special program.	During initial year, no drop-outs.
High School 2 year	Interest in children; Prospect of wage earning.	Pregnancy; Need more income.
Post-Secondary 2 year	More jobs available for trained people; Salaries are better: Desire to learn more about children.	In 1st qtr. just trying out program; 2nd qtr. have observation, find a lot of work; In 3rd qtr. program recommends some leave: lack responsibility (attendance) or motivation, academic or language skills
Jr. College 2 year	Interest in work with children; Upgrading themselves; Some employers require: Model Cities.	Economic or family difficulties. Upon completion of segment of interest to student they leave.
University 4 year	Unknown.	Many reasons; Financial reasons is currently a major one.
Head Start LDP 6 weeks	Opportunity for career development and awareness of need for training.	Illness, or babysitting problems; (usually at the very beginning).
Family Day Care 1 year	Interest in community; Money.	Only 1 student dropped out after 1st semester, due to family illness and need to support family.

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Program Director Data Summary: Written & Oral Combined

What are Estimated Student Expenses to Continue in Program?   (W-63)

	Tuition	Fees	Books/ Supplies	Board/ Room	Travel/ Transportation	Personal Spending	Other
High School 1 year	None	---	---	---	---	---	---
High School 2 year	None	---	---	---	---	---	---
Post-Secondary 2 year	Free	2.00/qtr.	25.00/qtr.	---	---	---	---
Jr. College 2 year	Free	$5-10./ Semester	$25-50/ Semester	---	---	---	---
University 4 year	$254.00/sem.: University	---	---	---	---	---	---
Head Start LDP 6 weeks	Waived by University	---	provided by program	provided during 6 wk. sessions on campus.	--- Depends on —— individual: location of student, teaching placement; weekend visits home, etc.	---	---
Family Day Care 1 year lFamily Day Care Mother	---	---	---	---	$10/month provided by project to cover transp. costs.	---	---
Student	55.00/unit or $220.00						

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Program Director Data Summary: Written & Oral Combined

What Financial Assistance is Available to Students? (W-64)

	None	Scholarships Full/Partial	Work/ Study	Loans	Grants	Employment
High School 1 year	None					
High School 2 year	None		Some NYC. funds for interns			
Post-Secondary 2 year		Few partial scholarships	Some	Few National Defense Few VA. Loans	Voc. Rehab.	Part-Time under MDTA Many full-time employed
Jr. College 2 year			Many			Most students employed full-time
University 4 year		Some Partial scholarships	Some	Some student loans		Some part-time employment
Head Start LDP 6 weeks		Headstart pays for all academic expenses plus $75/ wk and child support				
Family Day Care 1 year Family Day Care Mother						family day care mothers $10./month for participation in project.
Student			Through project grant: 2.50/hr. (5 students) for 12 hrs/wk.			

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Program Director Data Summary: Written & Oral Combined

Kind of Student Evaluation Procedures Used: (W-56)

	Written Tests	Performance Tests	Teacher Observation	Teacher daily log	Student self-evaluation	Other
High School 1 year	Yes	---	Yes	Yes	Yes	---
High School 2 year	Yes	Yes	Yes	Yes	Yes	---
Post-Secondary 2 year	Yes	Yes	Yes	Yes	Yes	Yes Agency evaluation
Jr. College 2 year	Yes	Yes	---	---	---	---
University 4 year	Yes	---	Yes	Yes	Yes	Yes paper, student log, projects
Head Start LDP 6 weeks	Yes	Yes	Yes	---	Yes	Papers; special project in local center.
Family Day Care 1 year	---	---	Yes	Yes	Yes	Group discussion; student daily log;

B-93

Program Director Data Summary: Written & Oral Combined

	What Changes Desired in Student Evaluation? (0-35)			
	Teacher Supervision/ Observation	Evaluation Tools/Methods	Emphasis on Competancy	Student self- evaluation
High School 1 year	More time for teacher to do observation of students.	Need better recording formats; looking for checklists.		More by students.
High School 2 year	On-site teacher wants more time to plan w/ student, discuss/feed-back during particip-ation.		Program to evaluate high school student to exempt from post-high school cur-riculum; reduce repetition in area of competencies.	
Post-Secondary 2 year	during internship, once/visit by train-ing super. 1 day observ. & discussion.	Use of T.V. for student feedback	Initial evaluation of competency; some students (from High School or employed) don't need 2 yr. program because of prior courses and/or experience.	
Jr. College 2 year		Use of T.V. for student feedback		
University 4 year		Tools for self-evaluation & goal sett-ing which are self-assessing; better screening procedures/ways for stud-ents to decide about teaching. explore early use of simulation; trying things in own courses.	Develop teacher models based on skills & competancy	Would like students to identify own areas for improvement.
HeadStart LDP 6 weeks		No changes: already varied: & complete		
Family Day Care 1 year		No changes: Use comprehensive form provided by college; individual conferences, group evaluations/ discussion.		

Program Director Data Summary: Written & Oral Combined

Number of Students Upon Completion   (W-58)

	Work in related occupation	Work un-related to training	Education full-time	Education part-time	Marry	Other
High School 1 year	Yes	Yes	-+-	Yes	Yes	---
High School * 2 year	Yes 17%	Yes 19%	Yes 40%	---	Yes 17%	2% unemployed 5% unknown
Post-Secondary 2 year	100%	---	-+-	---	Yes	Yes open own day care
Jr. College 2 year	Yes Majority	---	---	Yes Many	---	---
University 4 year	Yes 75%	---	Yes 25%	Yes 25%	---	---
Head Start LDP 6 weeks	Yes 100%	---	---	---	---	---
Family Day Care 1 year	Yes day care mothers	---	---	---	---	---

*Based on follow-up of first 100 students, 1967-69.

B-95

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Program Director Data Summary: Written & Oral Combined

Changes in Student Follow-Up After Completion: (0-36)

	Current Activity	Kinds of Changes
High School 1 year	Required followup done by teacher; just send out post card on employment.	Would like more than just post-card. Might be a questionnaire covering employment; information 7 value of program in relation to raising children; or care of other children; how it helped in obtaining jobs; what they learned or didn't learn. Would like to follow-up on preschool children that participated in laboratory center program to see possible benefits; Might contact kindergarten teacher about this, and see if there are difficulties.
High School 2 year	Individual teachers required to do yearly follow-up over 5 year period. Usually by phone or mail.	Would like to have a coordinator for high school and above to take this over. Would permit more accurate record of graduates, what they are doing and follow-up.
Post-Secondary 2 year	Program director keeps data on jobs, promotions, salaries.	Recently learned that Vocational School job placement office has formal responsibility for follow-up. Dept. Chm./Program Director has just initiated an Alumni Association as an informal effort to maintain contacts and follow-up.

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Program Director Data Summary. (con't.)

Changes in Follow-up Activity (C-36)

	Current Activity	Kinds of Changes
Jr. College 2 year	Informal	None
University 4 year	None	None
Head Start LDP 6 weeks	Formal. Staff visit to local centers after completion of 6 week session; student presents special project; yearly follow-up training & workshop given on campus for all graduates.	
Family Day Care 1 year		
Family Day Care Mothers	None	Perhaps will do something. Family day care mothers from first year program will hopefully take part in the continuing program, participate in development of a day care mothers' organization.
Students	None	

Program Director Data Summary: Written & Oral Combined

	Program Responsibility For Job Placement (W-59)	Nature of Current Placement Activity (W-60)	What Changes in Job Placement Activity Plans for Implementing (0-37)
High School 1 year	Informal	Assist student with writing applications; inquiring in various centers about employment. One member of Adv. Committee offers suggestions.	Do not feel that it is formal respon. Perhaps increase contacts in areas that have child care programs; Do more calling contacting programs for openings. Would like better placement outcome for students, since there is much interest.
High School 2 year	Informal	Supervise preparation of resume sheet; Arrange for interview with school system (instructional aides); annual follow-up for 5 years.	Need a placement guide with information students, type of training & eval. of training recommendation as to type of job should have. Making a start thru school system personnel with person assigned for employment of para-professionals. June grad. have applications, so on file. When new centers open, record of employees available.
Post-Secondary 2 year	Informal in relation to instructional program.	Dept. Chrm/prog. Director assumes informal respons. Keeps list of calls from centers who want to hire; Indirect placement activity occurs when student placed in last qtr. for internship and are paid by employers. Students are often hired formally as a result.	Just learned that Vocational School job placement office has formal responsibility.

B-98

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Program Director Data Summary: (con't.)

	Program Responsibility For Job Placement(W-59)	Nature of Current Placement Activity (W-60)	What Changes in Job Placement Activity? Plans For Implementing(0-37)
Jr. College <u>2 year</u>	Informal	Posting notices of jobs & passing on job inform; recommendations to employers.	Since cannot guarantee job to students would prefer to have person hired and then sent for training; Program emphasis is giving course credit as an outcome rather than job placement.
University <u>4 year</u>	Informal in reference to instructional staff.	School placement service available. Students seek help from individual staff members. Dept. posts current job information.	Need a national system for job placement in Early childhood education; e.g., one of professional organization might perform (NAEYC; ACE; NEA/NKE) implement.
Head Start LDP <u>6 weeks</u>	Informal	Not responsible; Make recommendations and referrals on request.	Refer when opportunity arises; recommendations always available.
Family Day Care <u>1 year</u>	None specific to project.	Not applicable to project	Not applicable to project

B-99

Program Director Data Summary: Written & Oral Combined

Most Essential for High Quality Training Program (0-24)

	Staff Skills	Staff Attitudes/ Characteristics	Program Approach/ Philosophy	Other
High School 1 year	well-trained teacher or director	previous work in nursery school		
High School 2 year		dedicated personnel; willing to help student achieve highest potential		
Post-Secondary 2 year	well-trained staff; leadership for staff			-administrative committment -support for what you are trying to do -involvement in community

B-100

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Program Director Data Summary (con't.)

Most Essential For High Quality Training Program (0-24)

	Staff Skills	Staff Attitudes/ Characteristics	Program Approach/ Philosophy	Other
Jr. College 2 year	·good staff in general, both teacher and aides, entire program depends on staff; the staff is the model. ·qualified staff; w/ practical orientation, understanding of subject matter; knows something about field	·Ability of staff to relate to different types of students/ people	·Training that is directly related to skills/activity to be performed; not entirely academic but include "why" actual practice and participation.	
University 4 year			·Some consideration of qualities or competencies teachers must have and ways to help them develop rather than "imitation" approach	·a systematic plan for training teachers
Head Start LDP 6 weeks				·(autonomy in setting) program has to be in university where you can function separately; provide student different role/life for a period of time, e.g. learning environment
Family Day Care 1 year			·Ongoing supervision and feedback to prevent and remove distortions	

B-101

Program Director Data Summary: Written & Oral Combined

Rating of Program Characteristics in Relation to Expectations (W-65)

	FACILITIES	STAFF			STUDENTS		RAPPORT		OUTCOMES			TOTAL
	Facilities	Full-Time	Part-Time	Consultant	Entering	Student Performance	Student/Student	Admin/Faculty/ student	Job Placement of Students	Meeting Student Needs	Quality of Learning, Experience	
High School 1 year	5	-	3	4	4	4	5	4	1	4	4	
High School 2 year	4	4	-	4	4	5	4	5	4	4	4	
Post-Secondary 2 year	2	4	3	5	3	4	3	4	5	3	4	
Jr. College 2 year	1	4	3	3	3	3	2	4	3	4	3	
University 4 year	3	4	4	-	3	4	4	2	-	2	3	
Head Start LDP 6 wees	4	4	4	4	4	4	4	4	4	4	4	
Family Day Care 1 year	3	5	5	5	4	4	4	4	-	4	5	

Program Director Data Summary: Written & Oral Combined

How Would You Compared Your Program And Approach to Other Programs That You Are Familiar With?(W-32) (O-38)

	STRENGTHS	WEAKNESS	OTHER
High School 1 year	Class schedule allowed for coordination each day..integration of class time w/practicum. Students more aware of child development & how to deal with problems related to children.	A lot of the teachers' time was spent on this one program.	Not too familiar with other programs, probably good
High School 2 year	More opportunity to work w/children. More action oriented. More opportunity for on-the-job trng. have extensive lab. and participation for students; Other programs do not. Program more complicated; longer in duration: both hours/day and months/yr.	Lack of conference time w/on-the-job training supervisors.	
Post-Secondary 2 year	Internship on job, Real live day care model. other programs in state are using them as model for Voc-Tech.	Facility very make-shift, Curriculum is weakest point.	Haven't had time to see other programs in operation; and very little written

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Program Director Data Summary (con't.)

How Would You Compare Your Program and Approach to Other Programs That You Are Familiar With? (N=32) (0-38)

	Strengths	Weakness	Other
Jr. College 2 year	Stronger on professional emphasis & practitioner orientation	Students need more opportunity for direct participation.	
University 4 year	Student teaching experience is strength; provides individualized approach; Supervision. 8 wks. too short. Strength: use of student self-evaluation, Use of practicum.	Don't have approach agreed upon, Dept. has shifted from one extreme to another in staff background, from preschool to research. Don't identify goals for students; don't know or agree on outcomes; guidance limited to individual point of view; Focus on programs for middle class children, not enough on other groups. General lack of direction & coordinating own resources; Don't know jobs we are educating for.	
Head Start LDP 6 weeks	Most skillful & humane	Difficult to interpret to students and parents.	Unique--there are other ways of training
Family Day Care 1 year			Experimental project; doesn't apply really.

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Program Director Data Summary: Written & Oral Combined

What Changes in Total Training Program?   (W-33)   (O-39)

Program Components	Staff	Curriculum	Program Operations Length	Laboratory Demonstration Facilities	Other
High School 1 year		More involvement of student with parent. Student/parent visit earlier in course. More emphasis on obtaining job is needed.			More financial support for paying students during participation.
High School 2 year	More staff time for working with students. More conference time for students with on-the-job supervision. A paraprofessional in the lab, so that a teacher could spend more time observing and evaluating students.				
Post-Secondary 2 year	expand in several ways	more for supervision and Curriculum.	Need more work in program planning; working together, because work w/many disadvantaged students. preschool; earlier student participation.	Nightime lab. center for students.	increase to 100 children.

B-105

Program Director Data Summary   (con't.)

What Changes in Total Training Program?   (W-33)   (O-39)

	Program Components	Staff	Curriculum	Program Operations Length	Laboratory Demonstration Facilities	Other
Jr. College 2 year						procedures, methods for screening students.
University 4 year	develop 2 models; one competency based; student negotiation; one based on research, test out.		prefer to focus on teacher education models rather than childrens curriculum; test out teacher training models; on specifying skills and competencies, then develop units to teach this.			outcome for teacher: learn to assess children's needs; rather than applying program taught in college.
Head Start LDP 6 weeks		more staff for visits off campus; would require more money then.		More time nec. to implement philosophy, The "How/Why", at least 8 wks. on campus, more visiting program followup.		
Family Day Care 1 year	more courses for FDC mothers as they have requested				will expand day care homes and the number of students.	More questioning & a deeper investigation of issues on the part of the student.

Program Director Data Summary: Written & Oral Combined

How Would You Go About Planning National Day Care Training Program: (0-42)

Resources for Planning & Development:

	Standards	Expertise	Guidelines
High School 1 year	Educational requirements should be part of licensing. This would stimulate people to get training.		
High School 2 year	Type of training, etc. will depend on whether you want competancy vs. rapid expansion.		
Post-Secondary 2 year	Some Federal agency must be involved in developing standards for the kind of training.	Gather many ideas; evaluate feasibility according to set of criteria;	Need more guides for actual development of training programs.
Jr. College 2 year	Start with idea of what you want at a professional level; Set-up guidelines for positions;	Draw on experience of Headstart; Draw on the professional expertise & guidelines available.	Need handbooks: Step-by-step procedure depending on the kind of day care programs.
University 4 year			
Head Start LDP 6 weeks			
Family Day Care 1 year		Initial experience in Head Start should be considered.	

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Program Director Data Summary: Written & Oral Combined

How Would You Go About Planning National Day Care Training Programs   (0-42)

Training Program Curriculum/Content:

High School
1 year

High School
2 year

At adult level could provide 60 hrs. short-term and have rapid day care expansion;
if competancy is concern then train at high school level in 2 yr. prog. Especially
disadvantaged who need time for the experience.

Post-Secondary
2 year

Will need some kind of formal training;
not just in-service.

Jr. College
2 year

For trainers provide 6 weeks intensive training; they would provide basic training to others.
Integrate work with children with intensive training/classroom work; very basic would be
attitudes/orientation to early childhood and child development. Training Program content would
not vary too much on the type of day care program; directors, teachers, aides training would be
basically the same, but varied according to prior experience, competancy; use of team training concept;
do need to consider programs for school age.

University
4 year

Apprenticeship type programs linked with technical schools; college
programs directed toward trainers/educational coordinators.

Head Start LDP
6 weeks

Training of the Leadership Development type model
extended to other groups.

Family Day Care
1 year

College level trainers/educators should have updating experience/field work in community. Perhaps
every 3 years take 3 months actually working in child care or community. Need to consider the type of
programs suitable for different communities, that problems vary according to region, location.
Family day care as a delivery system should not be ignored in developing training.

Program Director Data Summary: Written & Oral Combined

How Would You Go About Planning National Day Care Training Program: (0-42)

	Who to Train	Role	Settings
High School 1 year	---	Would need administrators, teachers, aides.	High School or post-secondary good time.
High School 2 year	Begin with younger students who can start out at own level of competancy, don't have to repeat, duplicate.	Implies entry level, so can either go on for further training, or begin job; Training staff would rely on paraprofessionals in lab. settings to supervise children; Teachers would do student instruct/ supervision.	High school level.
Post-Secondary 2 year	---	---	---
Jr. College 2 year	Depends on community, but select those who most closely meet criteria. Train those with most experience first: current nursery/other school teacher, directors; those with 4 yr. degree.	Those with most experience become trainers for other positions. Draw on staff of Jr. and 4 yr.	Draw on jr. & 4 yr. college; essential to coordinate courses so don't duplicate.
University 4 year	---	Directors & Educational coordinators; other staff.	College programs for directors/ educational coordinators; others through apprenticeship attached to technical colleges.
Head Start LDP 6 weeks	In addition to those already employed in child care, Head-start, include more teachers, and those just hired/not employed.	---	In many universities, with "good" early childhood depts.
Family Day Care 1 year	Use trainers/ educators currently working in college programs; could also use family day care mothers.	Family day care mothers as trainers.	Start developing training at colleges that have career oriented courses.

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Program Director Data Summary: Written & Oral Combined

	In Planning/Providing Training What Pitfalls Would You Wish to Avoid? (0-42b)	What Other Issues to Consider? (0-43)
High School 1 year	Equating the length of training with or the number of hours with quality training.	
High School 2 year	Main problem would be to provide sufficient staff as trainers.	Real issue: "What is good day care?" No consensus: Some think it is custodial care; others say stimulating experience; others say "structured instructional program for children."
Post-Secondary 2 year	Mistake not to have a laboratory/demonstration center under auspices of training program; allows the needed control to provide experience for students.	
Jr. College 2 year	Not to draw on professional expertise should be avoided. Avoid political influence. Need to consider 'what is the purpose of day care.'	What will be done and how in providing training & services will depend on the source of funds. Problem of providing care for school age and establishing coordination.
University 4 year	Training by courses. Limiting training for all staff to Universities. Lack of continuous on-the-job training for all employees all the time.	
Head Start LDP 6 weeks	Process of student selection, need to consider the criteria and who selects.	Student should have opportunity to know about/to see various early childhood model. With fanatic committment to diverse models, training becomes fragmented, discontinuous type of in-service training.
Family Day Care 1 year	Would not train in college or university; Need more contact with community; Head Start taught a lot: cannot train one person to be all things, and in two weeks.	

APPENDIX C: STUDENT INTERVIEW DATA SUMMARY

A summary of students' responses to interview questions are
presented in the following table.

Responses are summarized according to program types. For the
Family Day Care Program, the responses of the family day care
mother and the student are given separately. The responses of
the three student/staff members interviewed in Head Start Program
are combined in the summary. No student information was gathered
from the two-year high school program.

In summarizing the data obtained from transcription, every attempt
was made to retain the intent and content of the response although
it was not always possible to retain the exact wording used by
the respondent.

STUDENT INTERVIEW SUMMARY

	What kind of job or specific field are you training for? (1)				What jobs are other students training for? (2)
	Aide	Assistant	Teacher	Other	
High School: 1 year	in nursery school/public school			babysitting	Same type or don't work in area just trying out or generally interested.
Post-Secondary 2 Year		public school	private day care center		Same types of jobs; Some specialize with mentally retarded/learning disability.
Jr. College: 2 Year **			Head Start Private day care	Head teacher/supervision	Various job levels/settings; Night students generally employed in child care/preschool/other jobs.
University: 4 Year			Preschool/Kindegarten in public school		Teachers Preschool/Kindergarten teachers.
Head Start Leadership Development Program 6-8 weeks ***		Head Start 1 staff	Head Start 2 staff		Jobs ranging from aide-director; 90% are teacher related; 10% cook, social worker, etc.
Family Day Care; **** 1 Year Student			preschool preschool		preschool/older levels preschool/older levels
Day care Mother				Currently operating family day care home	All family day care operators.

**At time of entry in to Jr. College Program wanted to be teacher in Head Start or Private day care. Completed AA and went on for B.A. Currently entering M.S. program.

*** Interview with former trainees currently part of training program staff: at time of training were employed in Head Start

**** Interviews were conducted with family day care mother and with student assistant.

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STUDENT INTERVIEW SUMMARY

	How did you find out about program? (3)	Did you know of other programs like this (4)	Why did you decide to start this program? (5)
High School: 1 Year	Program director recruiting in high school classes	No	Like children, and thought the course would be more beneficial than others; Could go to work, otherwise would have to go to continue at another school.
Post-Secondary: 2 Year	Coworker mentioned; requested information	No	Liked children; dissatisfied with current job; had GI benefits, so wouldn't have to work.
Jr. College: 2 Year	Summer job with Head Start	No	During vacation from regular job; Enjoyed Head Start summer work (1965); Wanted to work with children professionally so needed to go back to school.
University 4 Year	Program advisor in university	No	Changed from elementary education because wanted to work with younger children; didn't know what else to do.
Head Start LDP 6-8 weeks	Regional training officer contacts director	Yes, other LDP in other region	Decision made by local center director whether staff needs training; then asks if person wants to go.
Family Day Care 1 Year Day Care Mother:	Friend in neighborhood Staff contacted	No	Would be interesting
Student	Program director in other course; asked other students.	Not same kind, but Jr. College training	Liked staff members; interested in program.

C-3

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STUDENT INTERVIEW SUMMARY

	How long were you/ have you been in program? (6)	Have/do students leave the program? Why? (7) (See Director Written #62)
High School 1 year	Completed 1 Yr. 9/70-6/71	No. All stayed. Trial period for 2 weeks for student to change.
Post-Secondary 2 year	2 yrs; end of final quarter	Yes. Two-three left before second year. Uncomfortable with children; Have baby
Jr. College 2 year	Completed 2 yr. program going part-time at night; 4 yrs. for completion 9/65-6/69	No data
University 4 year	Completed; transferred into program in Jr. year 2 yrs. specifically in preschool/child devel.	Yes. Not really what want to do; Frustrated with teachers, courses; Found out about bad pay, or limited in what you can do.
Head Start LDP 6 weeks	Completed 6 weeks on campus	No. Not during training session
Family Day Care 1 year		
Day Care Mother	Started meeting in December-June Others started October 1970	No data
Student	Entered January 1971-June 1971 will continue in Fall 1971- Other students begin Fall 1970 finish June 1971.	Yes. One to take good job.

C-4

STUDENT INTERVIEW SUMMARY

	At what educuational level did you enter program? (8)		At what educational level do other students enter? (9)		
	High School	College	High School	College	Other
High School 1 year	Beginning of Senior year.		Beginning Jr. or Senior; mostly Jr. Recent H.S. grad.		
Post-Secondary 2 year	H. S. Grad; Secr training in WACs out of school 5 years.				
Jr. College 2 year	Grad & Secretarial training	Completed Bible College; out of school 13 years.	H. S. Grad.		Varies; some have not finished H.S.; get GED
University 4 year	H. S. Grad	Transfer from other school; entered Jr. yr.		Varies; some transfer in Jr. yr; others begin as freshman	
Head Start LDP 6 weeks		Grad. Elem Ed.			Varies: all levels; some with grad. work.
Family Day Care 1 year					
Day Care Mother					
Student		Transfer from other school; mid-year junior		All have at at least 2 yrs. college; 3 grad. students next yr.	

C-5

STUDENT INTERVIEW SUMMARY

	Work experience before entering program (33)	Before entry into program, what kind of experience with children? (15a)		Any particular age/or special groups? (15b)
		Job related	Other	
High School 1 year	Dishwashing in nursing home; selling snacks in theater; babysitting	Occasional babysitting		Mainly 2-5 year olds; no groups experience
Post-Secondary 2 year	After H.S. took 2 yrs. in Women's Army Corp; Trained as secretary, Worked in Post Office 3 yr.	no formal experience	Oldest child: Took care of siblings while mother worked; Own family;	No
Jr. College 2 year	Secretary in Insurance office 13 years.	Headstart during summer as aide (1965)		Preschool, group setting disadvantaged
University 4 year	Secretary in University 6 years; full-time summer; part-time during school.	Occasional babysitting		No
Head Start LDP 6 weeks	Agriculture Extension: 4-H 17 years in Church sponsored day care center.	All participants employed in H.Start * elementary ed. * 4-H school age * Church center for preschool children.	Own family	Varied Ages
Family Day Care 1 year Day Care Mother	20 years in family day care.	20 years family day care mother		Mainly preschool
Student	Teaching swimming; babysitting	Frequent babysitting Taught swimming to children who were afraid of water	Practicum for other courses: Children's School Well-Baby Clinic	Infants; preschool & 5-8 yrs.

C-6

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STUDENT INTERVIEW SUMMARY

	Other students: Before entry. What kind of work experience? (34)	Other students: What kind of experience with children before entry? (16)	
		Job Related	Other
High School 1 year	Odd jobs; waitressing, babysitting	Some occasional babysitting	
Post-Secondary 2 year	In night program many employed currently in preschool nursery/ day care.	Some have Head Start work in preschool; Most day students have no prior experience.	Some have child development course in high school
Jr. College 2 year	Some employed in Model City Day care; Head Start; preschool; Varies	Some with Head Start experience others continue employment preschool settings and take classes.	Many have own families.
University 4 year	Varies: office work; waitress; 90% work in University office jobs.	Most have no prior experience.	
Head Start LDP 6 weeks	Varies: All participants in training sessions currently employed in local Head Start	Currently employed in Head Start centers prior experience varies.	Many have own families
Family Day Care 1 year			
Day care Mother	Provide family day care.	All currently providing family day care services.	Many have own families
Student	Head Start; Job Corps; others odd jobs.	Varies: Head Start preschool.	All have had practicums working with preschool children at the college.

STUDENT INTERVIEW SUMMARY

	What does/did it cost you to participate in the program? (10)	How much do you pay for? (11)			
		Tuition	Books	Materials	Transportation
High School: 1 Year	No cost	none	provided	provided	not necessary
Post-Secondary 2 Year	$21.00/quarter tuition	$21/ qtr.	minimal	none	public transportation
Jr. College 2 year	Minimal; part of college tuition	$5/8 cred. hrs. $10/more than 8 credit hours.	$25-30/ semester	none	
University: 4 year	Nothing specific Part of college tuition Indirect cost; if have to quit job during 8 wk. student teaching	$250/semester	50-100/ semester.	none	During student teaching 8 weeks
Head Start LDP 6-8 weeks	Nothing; Stipend provided; Indirect cost due to 6 wk. salary loss.	Tuition waived	provided	provided	Public trans. to participation setting paid out of stipend. Weekend commuting to local community.
Family Day Care Day Care Mother	No cost				
Student	Nothing specific; part of college tuition	$50/unit/ semester course is 3 units per semester	Minimal; Instructor provides most		Minimal cost: homes within walking distance

STUDENT INTERVIEW SUMMARY

	Difficulty finding money for these expenses? (12)	Is financial aid available to people in the program (13)	Do you receive salary for work (participation) in program (14)
High School 1 year	Not applicable	No	No
Post Secondary 2 year	No. Initially worked then had GI Bill.	Yes. Work-study; GI Bill.	Community centers pay only during last quarter during internship; aide salary: $3.70/hr. Employed students receive salary from center during time in lab. center.
Jr. College 2 year	No. Worked full-time during day.	Yes. Loan, Scholarships through Headstart; State scholarships. Not directly from program.	Students doing participation in center where employed receive salary..others none.
University 4 year	No. worked half-time during school	Yes. Loans through University or Home Econ.; Not for Preschool directly.	No
Head Start LDP 6 weeks	No. $75/week stipend + $15/child	Yes. Stipend from HSLDP	Yes. Stipend for participation during 6 weeks program.
Family Day Care			
Day Care Mother	Not applicable	Not applicable	Yes. $10.00/month.
Student	No	Yes. Through college but not specifically through project.	Yes

STUDENT INTERVIEW SUMMARY

	During training program do/did you work? (35)	During training program; other students work? (37)
High School 1 year	No	No
Post-Secondary 2 year	Yes, first 6 months worked in post office at night.	Yes, some on work study after school; night program employed in various fields full-time/part time.
Jr. College 2 year	Yes, Full-time in insurance office (3 yrs) 1 yr. in day care center. school at night.	Night program students employed in various areas; some full-time/part-time dont know about day students.
University 4 year	Yes. Sec. in Univ. Dept. ½ time When student teaching worked 5-9 pm.	Most work in Univ.
Head Start LDP 6 weeks	No. Not during 6 week training session; all employed in Head Start centers.	No. Released from jobs during training; all employed in Head Start.
Family Day Care 1 year		
Day Care Mother	Providing day care in home	
Student	Some babysitting	

STUDENT INTERVIEW SUMMARY

	Course work: Describe your class schedule (17)		Other students have the same kind of schedules? If not, How did they differ? (18)	
	Child Care Training related:	Other Course Work:	Child Care Training related:	Other Course Work
High School 1 year	Child Care Training 3 hours/day: 5 days a week. 1 hour each of class; working with children; preparation of activities	1st English; Social Studies, office practice; 2nd office Machines Family living, Foods.	Same 3 hrs/day.	Took courses in high school curriculum.
Post-Secondary 2 year	1st year; mostly class work/observation/ participate in lab center; 2nd year; 3 qtrs. practicum in agency/lab center.		Generally the same 2 groups of 18 students.	
Jr. College 2 year	Initially general education: and child development requirements. 6-10 credit hrs. at night/semester 1 semester practicum in center/6 credit hrs	Concurrent courses in other depts.	Students schedules vary – some courses and practicum. If not working in a pre-school setting spend less time with children.	
University 4 year	Initially general University requirements. Last 2 yrs. more child development & methods. Complete program with 1 semester student teaching.	Concurrent course; work in other depts. Most courses not child development related: Family econ; Family relations.	Schedule varies; take required courses when want to, or available.	Take course work in other depts. concurrently.

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STUDENT INTERVIEW SUMMARY

	Course work: Describe your class schedule (17)		Other students have the same kind of schedules? If not, How did they differ? (18)	
	Child Care Training related:	Other Course Work:	Child Care Training related:	Other Course Work
Head Start LDP 6 weeks	For 6 weeks - ½ day in participation in center; afternoon have related classes.		All trainees have some basic activities & content go through 6 weeks as a group.	
Family Day Care 1 year				
Day Care Mother	2 days month. 1 day with student- 1 day month meeting with small group of family day care mothers. 8 had special course in child development at night.		Group of 4-6 FDCM all meet at same time at storefront.	
Student	Monday-work in home with family day care mother: each student has 3 homes. Wed. relieve mother and work on own in a.m. afternoon class discussion -	other courses concurrently: Infant-mother relationship; work in children's schcol; well-baby clinic; research course; seminar on individual differences	Yes, but rotate - 3 weeks in homes, 1 week for field observations.	other course work concurrently.

STUDENT INTERVIEW SUMMARY

Time spent doing the following things? (19)

	Classroom Instruction by teacher	Observation of children	Participation in child care setting	Independent study	Other/Special activities (Combined 19 & 22)
High School 1 year	1 hr. day/ five days/ wk. for the school year.	Incorporated into participation time at the center.	1 hr. day or maybe two hrs/day: five days/wk for entire school year.	Usually 1 hr. of preparation time some use of resource library; some homework.	Two visits to urban center to observe nursery schools and children. Homevisit (1)
Post-Secondary 2 year	Varied	Varied during 1st. yr. classes would have observation times.	2nd year total participation: 1st. yr. last six weeks in lab center.		Some field trips with children, Visits to other settings for observation.
Jr. College 2 year	Unless working in Headstart, Model cities, etc. spend most time in class/discussion seminar.	1 semester course	1 semester practicum: 5 days wk/4 hr/day.		
University 4 year	Most of time 90 % Other about 10 %	1 semester course	1 semester; 8 wks. each. 1 in public school 1 in nursery school	Special problems course: Student selects area related to children and works in community. worked on committee to design children's park.	

STUDENT INTERVIEW SUMMARY

Time Spent doing the following things?   (19)

	Classroom Instruction by teacher	Observation of children	Participation in child care setting	Independent study	Other/Special activities (Combined 19 & 22)
Head Start LDP 6 weeks	About ½ day for 6 weeks	1 week emphasis on observation; visits to settings.	½ day in morning over 6 weeks.	Varies according to student interest.	Varies: Guest speakers: University activities related.
Family Day Care 1 year					
Day Care Mother	1 day per mo. attend small group meetings voluntary involvement. In evening child development course by project staff.				With student once a month for meeting. A few large group activities with all students, FDCM children.
Student	½ day week with students and staff.		2 times a week in family day care home.	1 morning/month Visits to community centers; services.	1 morning/month. Attend meeting with family day care mothers. Field trips with FDCM, children: 300 & Library.

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STUDENT INTERVIEW SUMMARY

	In the training program, describe observation experience (20)	Kind of experience participating in a Child/Care Educational setting (21)
High School 1 year	Lab center setting only; Observe various developmental aspects of child. Assess child on types of tasks; follow child over time and record performance changes. Home visits	Continuous participation in lab center only. In charge of various aspects of program during a week: snacks, art activity.
Post-Secondary 2 year	Observation in varies settings. observations related to various courses, creative activity; child development. record various behavior, activities of one child.	1st year: 6 wks. in lab center under supervision; arrange field trips activities; 2nd year: Participation in 3 settings: lab, and community settings.
Jr. College 2 year	1 formal observation course in varied settings observe and record child behavior;	1 semester at end of course, either in centers run by program, or in centers where employed. Includes once a week seminar and preparation of special project. Supervision
University 4 year	1 formal course; assignment varies widely; observe teacher, children, and characteristics, Assigned one setting preschool lab/community setting.	1 semester; 2 settings: kindergarten and preschool; Supervision.
Head Start LDP 6 weeks	Visit different centers in community see various models; 1st week is primarily observation in centers.	½ day in one center for 6 weeks. Supervision.
Family Day Care 1 year		
Day Care Mother		Operate family day care homes;
Student	Not formal; kept daily log of experience in homes.	Assisting family day care mother; ½ day take over in family day care home; Work in several homes, no supervision by staff.

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STUDENT INTERVIEW SUMMARY

Where did you observe or participate?   (23)

	Training laboratory program center	elementary school	Community Day Care/ Nursery School
High School 1 year	Continuous during yr in center under auspices of program	Two students did participation in kindergarten during second sem.	Two visits to urban nursery schools
Post-Secondary 2 year	1 quarter in 2nd year. 1st yr: 6 wks, and frequent observations related to course work: Visit to MR center: hospital day care center.	Participation: Kindergarten 3 months.	Participation Model Cities Day Care Mobile van, 3 months.
Jr. College 2 year	employed as aide in lab center during practicum.		Other students participation done in place of employment.
University 4 year	Observation 1 morning wk. University preschool center Student teaching 8 wk.	8 weeks student teaching in kindergarten	Other students do student teaching in Montessori, Hospital play room; Univ. housing preschool; franchised center.
Head Start LDP 6 weeks	Campus lab school		In community Head Start;
Family Day Care 1 year			
Day Care Mother			Some go to center 2 days/ week with children from family day care home.
Student			One time visits to community centers. Weekly participation in family day care homes.

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STUDENT INTERVIEW SUMMARY

How do the settings or situations for observation or participation differ? (24)

	Staff	Age of special characteristics of children	Full-day operation vs. part-day	Other
High School 1 year	Two centers in urban area: one had college students training other had older women.	Both were centers for 3-5 years.	work 2 hr. day with children in lab.	facilities: both houses
Post-Secondary 2 year	More staff in Model Cities. Only one teacher in kindergarten	Observe all ages: 1st yr. 6 weeks in lab with 3 yr. olds 2nd year: Model City - 4 yr olds Kindergarten - 5 yrs Lab Center infants	Model cities: 6 hr day. Kindergarten full-day, 2 groups ½ day each.	Model cities: mobile unit; Kindergarten regular class room.
Jr. College 2 year		Range of age 2-5 in different groups.	Day students participate ½ day; others work full time if employed.	Team teaching for 2-3 yr. olds.
University 4 year	Lab preschool: More staff and specialists (Teacher assistant student; Kindergarten: only teacher/student	Kindergarten: 5-6 yr. More children-2 groups of 25. Lab school: 4 yr. Fewer children in pre-school (18) 30% had some special problems.	½ day in lab school, full day kindergarten.	Content and activities differ by age level; older ones go alot further. Facilities differ in public school vs. nursery school.

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How do the settings or situations for observation or participation differ? (24)

	Staff	Age of special characteristics of children	Full-day operation vs. part-day	Other
Head Start LDP 6 weeks	Participated one setting: Some team teaching; use of paraprofessional teacher handling of children;	All preschool: Age varies; some age graded; some classes all boys.		Visit centers using different models; program for handicapped. Director, Social workers, cooks, work in and visit more than one center.
Family Day Care 1 year				
Day Care Mother				
Student		Age range in different homes; some emotionally disturbed, handicapped; infants and preschool	work ½ day in a home.	Range of activities performed by family day care mother. Licensed and un-licensed homes.

STUDENT INTERVIEW SUMMARY

TASKS/RESPONSIBILITIES DURING YOUR PARTICIPATION IN CHILD CARE SETTING: (25)

	Planning	Activity with Children	Maintenance Tasks
High School 1 year	with teacher: Daily program play activities & educational activity;	Supervise play; present educational activity lessons: stories, art.	Preparation of materials, visual aides. Clerical: review papers, typing. Record keeping: Observation of children, recording. Food preparation: rotating assignment weekly.
Post-Secondary 2 year	In Kindergarten: teacher did most of day/week planning with suggestions for specifics from student: educational activity & creative play.	Supervise creative play; Present lessons and creative activities.	In Model city program: set up meals.
Jr. College 2 years	Plan daily activity and units under director supervision.	Wide range of creative activity and lession with children: music, stories.	Prepare resource file, materials. Prepare lesson and unit plans. Assigned observations.
University 4 year	Weekly program plan with teacher and daily discussion of activities, lessons.	Wide range of activity with children: lessons, creative activity. Presentation and supervision.	Prepare weekly lesson plans; Prepare materials & set-up Notes to parents, parent conferences.

STUDENT INTERVIEW SUMMARY

TASK/RESPONSIBILITY DURING PARTICIPATION IN CHILD CARE SETTING: (25)

	Planning	Activity with Children	Maintenance Tasks
Head Start LDP 6 weeks	Full responsibility for weekly planning of program.	Present creative activity and educational tasks. Supervise activity, play	Do medical check on children Set-up material/activity. Supervision of meals.
Family Day Care 1 year			
Day Care Mother	Little formal planning other than general schedule for meals, naps, time for play.	As provider of day care supervise full range of activity with children. Occasional trips & errands in community.	Some mothers do elaborate meal planning and preparation.
Student	No formal planning for tasks in day care homes.	Generally assist family day care mothers in all types of tasks involving children; Activity unstructured. Indoor play; outdoor play, and walks in neighborhood. Creative activity and educationally-oriented activity as occasion arises. Bathing & dressing children.	Food preparation and super-vision of meals. Recording events of particip-ation in daily log.

STUDENT INTERVIEW SUMMARY

	How activity changes in different settings: (26)	How activity changed in particular setting: (27)
High School 1 year	Participate in one setting only.	
Post-Secondary 2 year	In Model Cities worked with children 4 yrs. alone for one hour 7-8:00 responsibility greater in kindergarten because less staff - kindergarten teacher did planning; no meals in kindergarten.	In kindergarten left alone with children.
Jr. College 2 year	Only participate in one setting.	Employed during practicum as aide. Worked as teacher with 4-5 year olds. Responsible for children and student teachers; did more student observation, let student plan, discussion with student.
University 4 year	More responsibility in kindergarten; sometimes alone with children; in lab school teacher always there; more structure activity and lessons.	In kindergarten increase responsibility over the week, then take over.
Head Start LDP 6 weeks	Student works in one setting.	Gradually take over more activity after 1st. week.
Family Day Care 1 year		
Day Care Mother		
Student	Yes, somewhat depends on Day Care home; some mothers have more structural activity. Some don't cook meals, but children bring lunch; some homes student works with emotionally disturbed; in some homes interact more with day care mother.	

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STUDENT INTERVIEW SUMMARY

DURING PARTICIPATION HOW MUCH TIME DO YOU SPEND WITH: (28)

	Program Director	Training Supervisor	Head Teacher/Teacher	Other
High School 1 year	2 hrs/day in lab. center under her supervision	same as prog. director	same as program director	students working in lab. during a.m. are supervised by assistant teacher.
Post-Secondary 2 years		periodic observation evaluation by visiting supervisor on training program staff when working in community programs.	Kindergarden daily with 1 cooperating teacher. In lab. center: mostly with Infant section. Head teacher. In model city: all time with head teacher, and teacher.	also with assistant teacher
Jr. College 2 year	Most time under supervision of director of lab. program.	Periodic observation and discussion with training supervisor & director	may be working with a head teacher in some cases.	Once week meeting and discussion with training staff/practice teachers.
University 4 year		Periodic observation by training supervisor.	Kindergarten teacher daily discussion and classroom supervision. In lab. center supervision and discussion daily with head teacher.	Most time in lab. center with assist. teacher. Some interaction with specialists: speech therapist; psychologist.

STUDENT INTERVIEW SUMMARY

	How activity changes in different settings: (26)	How activity changed in particular setting: (27)
High School 1 year	Participate in one setting only.	
Post-Secondary 2 year	In Model Cities worked with children 4 yrs. alone for one hour 7-8:00 responsibility greater in kindergarten because less staff - kindergarten teacher did planning; no meals in kindergarten.	In kindergarten left alone with children.
Jr. College 2 year	Only participate in one setting.	Employed during practicum as aide. Worked as teacher with 4-5 year olds. Responsible for children and student teachers; did more student observation, let student plan, discussion with student.
University 4 year	More responsibility in kindergarten; sometimes alone with children; in lab school teacher always there; more structure activity and lessons.	In kindergarten increase responsibility over the week, then take over.
Head Start LDP 6 weeks	Student works in one setting.	Gradually take over more activity after 1st. week.
Family Day Care 1 year		
Day Care Mother		
Student	Yes, somewhat depends on Day Care home; some mothers have more structural activity. Some don't cook meals, but children bring lunch; some homes student works with emotionally disturbed; in some homes interact more with day care mother.	

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STUDENT INTERVIEW SUMMARY

DURING PARTICIPATION HOW MUCH TIME DO YOU SPEND WITH: (28)

	Program Director	Training Supervisor	Head Teacher/Teacher	Other
High School 1 year	2 hrs/day in lab. center under her supervision	same as prog. director	same as program director	students working in lab. during a.m. are supervised by assistant teacher.
Post-Secondary 2 years		periodic observation evaluation by visiting supervisor on training program staff when working in community programs.	Kindergarden daily with 1 cooperating teacher. In lab. center: mostly with Infant section. Head teacher. In model city: all time with head teacher, and teacher.	also with assistant teacher
Jr. College 2 year	Most time under supervision of director of lab. program.	Periodic observation and discussion with training supervisor & director	may be working with a head teacher in some cases.	Once week meeting and discussion with training staff/practice teachers.
University 4 year		Periodic observation by training supervisor.	Kindergarten teacher daily discussion and classroom supervision. In lab. center supervision and discussion daily with head teacher.	Most time in lab. center with assist. teacher. Some interaction with specialists: speech therapist; psychologist.

STUDENT INTERVIEW SUMMARY

DURING PARTICIPATION HOW MUCH TIME WITH: (28)

	Program Director	Training Supervisor	Head Teacher/Teacher	Other
Head Start LDP 6 weeks		periodic visits/ observation by training program staff.	Most time with coop- erating teacher in community center while working 1/2 day.	Interact with entire staff in the setting: e.g. other teachers, nurse.
Family Day Care 1 year				
Day Care Mother	Meet one day month with director/ and staff.			small group of day care mothers once a month. Work with student 1 morning/month in home.
Student	Class session 1 day (3 hr.) week with prog. dir. & staff.			Work with family day care mothers 1 morning/ week. Class discussion with all students 3 hr. week.

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STUDENT INTERVIEW SUMMARY

	Participation in staff meetings/in-service training in child care program: (30)			Involvement with parents in the child care program: (29)		
	Attend	Type	Required	Parent Program	Other	Required
High School 1 year	Not part of lab. center program			Not part of lab. center program.	Minimal: when parents pick-up children. Home-Visit (1)	No. Yes.
Post-Secondary 2 year	Depends on the avail- ability community setting. Not in part- icular prog- rams that was part of.	Workshops	No. Attend when avail- able, approp- riate.	Not part of program.	Informal contact.	No.
Jr. College 2 year	Yes, Worked as aide in lab. center during sem. practicum. Considered part of staff.	In-Service	Yes.	Not part of lab. program	Informal	No.

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STUDENT INTERVIEW SUMMARY

	Participation in staff meetings/in-service training in child care program: (30)			Involvement with parents in the child care program: (29)		
	Attend	Type	Required	Parent Program	Other	Required
University 4 year	Yes, but depends on setting. Did not have in-service program.	Staff meetings	Yes, part of student teaching	Not in Kindergarten: only attend PTA; Minimal	Parent conferences	Yes.
				Lab. Center: parents participate in class anytime with children.	Informal visits after school.	Yes.
					Student presentation and discussion to parents on selected topic.	Yes.
Head Start LDP 6 weeks	Yes	Any staff meetings/ in-service work that is available in setting.	Yes	Most centers have parent program; Attend parent meetings, activities	Parent volunteers in classroom	Yes. should try to go to two meetings
Family Day Care 1 year						
Day Care Mother	Yes	Meet once month with staff & other day care mothers	Yes	No formal program	Informal contact daily by individual FDCM.	
Student	Yes	Participate in meetings with staff & FDCM, as time permits.		No parent program in family day care;	No contact with parents	

STUDENT INTERVIEW SUMMARY

In what areas were students evaluated?   How?   (31)

	Course work or content	Observation	Participation
High School 1 year	Quiz on reading during class time. Cummulative grades every 9 weeks.	By program director during first 9 weeks.	By program director on various things.
Post-Secondary 2 year	reading; written assignments.	written assignments in various classes.	Cooperating teacher and supervisory teacher.
Jr. College 2 year	Individual course grades	Written assignments	Training supervisor and input from teacher.
University 4 year	Term papers. Some self-evaluation, teacher conference.	Graded on written reports.	Teacher and training supervisor - consider lesson plans, progress, observe with children.
Head Start LDP 6 weeks	Write term paper or student determined topic. Final project that is presented in local center.	Records on children	Program staff observation centers. Students do program evaluation of participation settings.
Family Day Care 1 year Student	Class discussion	Daily log on work in Family day care homes.	Feed back from family day care mothers.

STUDENT INTERVIEW SUMMARY

Activity & Plans after Training (36, 39, 41a)

| | EMPLOYMENT | | EDUCATION | |
	Immediately	Future	Immediately	Future
High School 1 year	Completion: June 1971 Temporary Employment: washing dishes in nursing home. Applied for teacher aide in public school; because no preschools in area.	Would like to be nursery school teacher or food service manager in hotel/nursing home. Will try work in public school for 1 yr. to see if she likes it.		Might consider going back to school after 1 year of working.
Post-Secondary 2 year	Completion of program: Sept. 1971. Hired as assistant teacher to work with infant section in the laboratory center.			Might take courses at local or State college, in child development
Jr. College 2 year	Worked half-time as Sec. in early childhood organization while earning B.A.	Wants to work part-time in Head Start as teacher while getting M.S.	2 yr. program for A.A. completed June 1969; continued B.A. program in early childhood; completed B.A. June 1971.	Sept. 1971 beginning M.A. in early childhood will complete in 2 yrs. going half time.

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STUDENT INTERVIEW SUMMARY

Activity & Plans after Training (36, 39, 41a)

	EMPLOYMENT		EDUCATION	
	Immediately	Future	Immediately	Future
University 4 year	Completion: June 1971; Temporary Employment: sec. on 4-C project in Early Childhood Ed. Dept. Applied for Kindergarten teacher position with public schools; many applied, so not good chance.	Probably won't work in preschool/kinder.		Might go to grad. school in educ. adm.; may be retailing.
Head Start LDP 6 weeks	Returned to local Head Start centers: completed over 2 years ago.	Summer 1971 program phased out; staff disbanded.		
	Subsequently hired on training program staff: 2 teachers in lab. center, 1 training supervisor. With program 2-4 yrs.	All interested in assuming teacher/ director position & developing programs; All will work full/ part time in field.		Interest in continuing in early childhood education; one has specific plans for school.
Family Day Care 1 year				
Day Care Mother	Continue to operate family day care home.		Would want very much to continue in Fall '72 program.	
Student	At end of 1 project year working temporarily; hand crafts	Original interest in Library Science/ combined with young children. Not sure.	Continue with project until Jan. 1972. Complete college undergraduate work.	May continue for teaching credential/ grad. work in special education.

STUDENT INTERVIEW SUMMARY

Activity Upon Completion of Training Program: Other Students (Combined #37 and 40)

	Employment	Education
High School 1 year	Juniors: temporary employment full & part-time waitress work; some babysitting	Will return to high school to complete senior year
	Senior: Temporary employment; one will work in factory; one looking for job in Head Start or teacher aide in public school.	Two graduates going to vocational school in clerical occupations
	Only 2-3 will work with children because to get job required relocating in the city; pay not enough to support living in city.	
Post-Secondary 2 year	Graduates mainly will be hired by public school operated preschool centers where they have done internships. The will be "group leaders" or teachers. One graduate will be at Mental Re-tardation Center.	One may go on to college.
Jr. College 2 year	Some continue employment in day care centers/ Head Start. Others hired in Model Cities or Public Schools; not many in private centers because of low salary.	Some students continue at 4 year level; 3-4 from night program went on. Probably more day students continue.
	Many not able to find jobs in day care.	

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STUDENT INTERVIEW SUMMARY

Activity Upon Completion of Training Program: Other Students (Combined #37 and 40)(Continued)

	Employment	Education
University **4 year**	2 graduates have jobs: teacher in coop. nursery school; teacher in 5th grade in private school. All applied for positions with public school system; currently no jobs available/experienced teachers given priority/salary too low.	
Head Start LDP **6 weeks**	At time of training, all employed in Head Start and return to local centers. Some promoted in their particular centers; others change jobs and work in other preschool settings.	Some return to campus for follow-up training the next year.
Family Day Care **1 year**		
Day Care Mother	Currently provide family day care. Five participants will function as "field faculty" in the 1971-72 program: identify and help train new family day care mothers.	On a voluntary basis, mothers may continue to participate in monthly meetings and in evening child development course taught by training project staff.
Students	One will continue with project on a work-study basis.	Continue with other course work at college; after graduation from college, most go on to get teacher credential at same college or transfer.

STUDENT INTERVIEW SUMMARY

How Program will help: (Potential benefits) (41b)

	Personal	Occupational	Education	Other
High School 1 year	for other student, found she wasn't able to get along with children – didn't like children – she found this out.	if hadn't taken training, wouldn't have been qualified to apply for teacher aide – other girl has change to work in kindergarten.	learned to know what children are about... to like children.	
University 4 year	Help if have children; given new out look on children.	Won't help unless economic situation gets better; no jobs.		
Head Start LDP 6 weeks	Learned that she needs to learn more; helps you to identify weaknesses, to develop confidence to work with other people.	All got positions as program staff because of work in training program; provided experience and competancy in working with children. Motivates people to continue in education.		Helps people to really get involved, opens up doors you thought were closed to you.
Family Day Care 1 year				
Day Care Mother	Created more of an interest in taking care of children.	Nice to know ladies can refer people to each other if they have an opening.	Learned about activities for criteria, equipment.	
Student	Will think realistically about number of children to have.			different from exposure to children in lab school or Well-baby clinic— most honest and natural setting.

STUDENT INTERVIEW SUMMARY

If looking for employment in a Child Care / Development Program: (38)

	a. What would you consider a desirable situation? (staff, program characteristics, salary)	b. What kind of children would you like to work with?(age, other characteristics)
High School 1 year	Direct work with children; being an aide to a teacher; taking over classes, supervising; being outside with children; and doing odd jobs for a teacher. $1.50-$2.00/hr.	Prefer to work with preschool (3-5 yrs) but no programs in the area, so have to work in elementary school setting K - 3rd, 4th grade.
Post-Secondary 2 year	Place where could make improvements; work in place where people weren't really trained, place where can make contributions, start out on right track;	Like working with infants thru 2½ years.
Jr. College 2 year	Work in center where not too much structure in curriculum for children, where people genuinely interested in children. Enough staff for no. of children, perhaps small center; starting out.	Disadvantaged
University 4 year	Want to be kindergarten teacher in public school; look for principal or supervisor that had free ideas; autonomy to do what want; if upper elementary, would like team teaching, in kindergarten rather be alone.	5 - 6 years.
Head Start LDP 6 weeks	Like current lab school situation.	Preschool
Family Day Care 1 year		
* Day Care Mother	Home atmosphere for children; clean; most important that child have a chance to play.	Preschool not more than five children.
Student	Nursery school; people working with would be most important; salary not important.	Small groups, age not important.

* Question Variation: "What would you consider to be a good family day care setting?"

STUDENT INTERVIEW SUMMARY

What parts of the training program: (42)

	a. Particularly useful?	b. Least useful?	c. Most interesting?	d. Least interesting?
High School 1 year	Just being around children, learning how to approach and understanding children is most important; getting along with people you work with.	No. Every part useful.	Working with children trying to figure out why the child did this, said that; trying to understand child, so you know what to do for him.	
Post-Secondary 2 year	Child development: Child from birth to 9 yrs. Most everything useful.	Special groups not too useful; because did not want to work with special children. MR, deaf.	Creative activity	Nutrition – Very important but not exciting.
Jr. College 2 year	All useful; but most was practicum – work with children.		Everything of interest.	
University 4 year	Student teaching Observations/Method Spec. course work in common unity.	Nutrition course, family econ, family relations.	Best courses in education and psychology; most interesting were methods, day care and kindergarten.	Home ec. courses.
Head Start LDP 6-8 weeks	In general program provides good background in preschool ed; solid foundation for teaching preschool.			
Family Day Care 1 year				
Day Care Mother	Talking to other family day care mothers & exchange of ideas – learning about child development.		Other mothers exchanging ideas.	
Student	Being in homes & seeing differences; advance work by staff developed good foundation for student FDCM relationships.	Recording in daily log.	Differences in the people: FDCM, children, reactions to students, meeting; watch mothers gain confidence.	

STUDENT INTERVIEW SUMMARY

What parts of the training program: (43a-b)

a. Could be better?   b. Were left out?

High School
1 year

More involvement with parents;   Discussion groups for parents to
have parents discuss problems with   get together with other parents
teacher, observe children.   at night.

Post-Secondary
2 year

Nothing - but could have worked with   Have had problems in planning.
children earlier; still need to know
background.

Jr. College
2 year

More interaction between classroom &   Need to include: currently working
day care centers.   out curriculum for preschool in
                                            science and math.

University
4 year

Practical aspects; should have more   Visits to different kinds of programs:
experience with children; curriculum   Montessori/day care.
should be better.

Head Start LDP
6 weeks

Not enough participation settings;
some centers are not best for students.

Family Day Care
1 year

Day Care Mother

Would like more time for meetings;
discussing children and exchanging
ideas.

Student

Students should all start in Sept.   More emphasis on day care mother as
2 entered in Jan. Need time to   individual; focus on individual outside
familiarize self with home. Wanted   interests, cooking, handrafts, music, etc.
to go into homes more. Time between
visits too great.

STUDENT INTERVIEW SUMMARY

	What Part of The Training Program Would You Change? (How/Why) (43-C)	As Part of The Program Do Students Take Suggestions For Changes? What Kind?(32)
High School 1 year	Provide transportation for children to lab. center; some cannot attend because of transportation problem. School cannot pay for trans. bec./ people complain of cost; but would be good for children to come & help program.	Throughout year; students suggested activity areas & scheduling arrangements.
Post-Secondary 2 year	Practical application; in nutrition course more cooking/preparation of menu, relate to class lecture, why important.	In some courses: students determine discussion topics; raise problems.
Jr. College 2 year	Participation/work in center settings earlier in program: would make classwork more meaningful & provide better experience. Perhaps work 3 days in field/ 2 days in classroom to achieve interaction: Nutrition example of area that needs to have relation to center program.	
University 4 year	Change course work: more independent study; more discussion of various kinds of program, e.g. day care; present new issues in early childhood; more field work & more variation in programs that are participation settings; should go to every type of program.	Yes. Omit some courses: Family relations; family economics; general econ.; Want specific child nutrition course; more practical work/labs.; more independent study/reading on own; more community work; more involvement in student evaluation/ grading.

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STUDENT INTERVIEW SUMMARY

	What Part of The Training Program Would You Change? (How/Why) (43-C)	As Part of The Program Do Students Take Suggestions For Changes? What Kind? (32)
Head Start LDP 6 weeks	Longer sessions: need more time for participants to adjust/and get oriented.	Yes. Informally and at end of each session students provide feedback.
	Made available to high school/others before start working, not after.	Like small group discussions; More opportunity to see different early childhood ed. models: Montessori, etc. Suggestions are incorporated into each session.
Family Day Care 1 year		
Day Care Mother	More meetings with total group of day care mothers, not just small group.	Yes. Suggested changes in proposal for coming year. FDCM requested course in child development that was taught during first year, and that will continue.
Student	None really, because changes are being incorporated in next year program..still flexible.. much consideration has been given to all people involved during the planning.	Yes. Scheduling next year will change from Mon./Wed. to Tues./Thurs. Handiman will be hired to do repairs & make equipment for family day care mothers, at student request.

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APPENDIX D: INTERVIEW SCHEDULES

This appendix contains the interview schedule and the written
questionnaire for program directors and the interview schedule
for students.

CHILD CARE TRAINING STUDY

DIRECTOR ORAL INTERVIEW

1. What is your formal title? _____

2. What are your responsibilities?

    - Administration (budget, staff hiring)

    - Supervision/Coordination

    - Instructional

    - Curriculum Development

    - Student recruitment

    - Student selection

    - Laboratory/demonostration center

    - Public relations/community activity.

    - Program development

    - Evaluation

    - Other

3. (You indicate that you train people for _____X_____ positions)

    Why did you decide to train people for that level?

PROGRAM PLANNING & IMPLENTATION:

4. Can you tell me <u>why</u> your present child care training came about?

    . Need for training

    . Need for workers

    . Individual interest and initiative

    . Part of program expansion in institution or project

    . Other

5a. What activities were involved in planning and implementing the program?

    . Identifying need

    . Program objectives

    . Developing curriculum

    . Staff hiring

    . Facilities

    . Students

5b. How long did it take?

6. Who was involved?

    . Community committees

    . Administration

    . Program staff

    . Service providers

    . Other agencies/institutions

    . Others

7. Were the same people involved in implentation as in the planning phase?
    If not, who was involved?

8. What did you see as the problems involved in planning and implementing
    the program?

    . Facilities

    . Curriculum

    . Staff

    . Students

    . Administration

    . Funds

    . Others

9a. What do you consider to be the maximum capacity of your program?

9b. Did your program open at full capacity?

9c. If not, how long did (or will) it take to reach full capacity?

10. What is the administrative structure of your program?   (Organizational
    heirarchy; E.G. school district, independent organization.)

(Now I'd like to ask you some questions about your funding and budget
arrangements.)

11. For Federal, State and local funding, on what basis are funds
    authorized?

    . Social Security, Title IV-A.

    . Vocational - Education

    . Economic Opportunity Act

    . State/Local

    . Other

12. Are there particular requirements for the use of funds available to you?

    . Student characteristics

    . Program content

    . Staff

    . Program evaluation

    . Reporting

    . Others

13. In your opinion, if additional Federal Funds were made available for the
    training of child care occupations, in what priority should these funds be
    allocated?

    More scholarships_____   Work/Study Program_____

    More loans_____   More Faculty_____

    More grants_____   More Facilities_____

    Other (specify)_____

    _____

    _____

14. What in-kind contributions do you receive for your program?

    <u>Type</u>   <u>From whom</u>?

    Materials and equipment

    Staff Time

    Participation settings

    Student Salary

    Facilities

15. Is the child care training program a self contained activity?

16. If not, what resources within the institution do you incorporate into

    your program?

    Administrative

    Departmental resources

    Instructional Staff

    Course Work

    Facilities

Interview #_____

Date_____

17. What kind of cooperative arrangement do you have with other agencies or institutions? With whom?

<u>Type of Arrangements</u>   <u>With Whom?</u>

Observation and Participation Settings

Staff

Consultation

Student salary

Student employment

Instructional program

Curriculum

Services

Student selection/recruitment

Other

(With whom: e.g., day care centers, public schools, Health dept; advisory board.)

18. Who has the responsibility for selection and hiring of staff for your program?

What is their role?

Program Director

Program Supervisor/Administrator

Advisory Committee

Local school board

Board of Education

Agency Personnel director

Other

19. How is your staffing pattern determined?

   Basis of student-teacher ratio

   Hours per day

   Course content

   Program Components

   Other

20. In recommending or selecting teachers, what special qualifications do you look for?

   Educational/Academic

   Attitudes

   Prior Experience

   Other

21. What kind of changes would you like to see in the staff selection, staff make-up, or staff policy?

PROGRAM CHARACTERISTICS:

Goals

22a. What are the general goals for the child care training program?

   Training for specific job

   Teaching attitudes, principles of child development/care

   Provision of child care/development program to community families

   Others

22b. What is the primary objective, or priority in your program?

23. How have you modified your goals:

    a. Since beginning of program

    b. In relation to the future?

24. What do you think is most essential for a high quality training program?

CURRICULUM:

25. How did you determine your present curriculum?

    Administrative direction

    Institutional Staff

    Program Director

    Individual program staff

    Community/Committe involvement

    Consultants

    Student participation

    Employer input/influence

    Other

26. In developing your program content and curriculum, what kinds of

sources did you rely on?

Curriculum guides

Existing programs

Printed materials

Various program guidelines

People

Other

Interview # _____

Date _____

27. How do the observation/participation settings differ? For example, other characteristics of children, philosophy, staff composition; curriculum for the children, sponsor.

TYPE OF SETTING   PROGRAM CHARACTERISTICS   CHILDREN

Training program

Demonostration Center

Day Care Center

Nursery School

Elementary School

Other

28. If you are placing students in child care settings, how do you identify these programs?

29. On what basis do you decide to use a child care program for observation and/or participation?

30. What is your role of training program in relation to outside training settings?

    . Place students

    . Coordination with child care staff, employer

    . Determine student program in setting

    . Supervise student in training setting

    . Evaluate student in setting

31. How would you change the participation part of your program to improve it?

STUDENT SELECTION & CHARACTERISTICS:

(Now I'd like to consider your student selection procedures and student characteristics.)

32a. In determining the selection criteria, how did you decide on particular characteristics?

32b. What do you consider the most useful and valid criteria for selecting students into the program?

33. What are the advantages or disadvantages to working with or training

people with the characteristics you have indicates?

. Age

. Socio-economic

. Education & experience

. Other

34a. What strengths and/or weaknesses do you find among your students?

34b. How do you take these factors/characteristics considered in your program?

EVALUATION AND FOLLOW-UP PROCEDURES:

35a. In terms of evaluating the student, either in the instructional setting

or during participation, in what ways would you like to change your

procedures or methods?

35b. Do you have plans for implementing these ideas?

36a. What about student follow-up after completion of the program?

36b. Do you have plans for implementing these ideas?

37a. In regard to informal/formal job placement, in what ways would you like

to change your procedures?

37b. Do you have any plans for implementing these ideas?

(Now let's consider your whole training program.)

38. How would you compare your program and approach to other alternative programs you are familiar with?

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____

39. What changes would you like to see in your total training program?

PROGRAM EXPANSION:

40a. How difficult do you think it would be to expand your present program to train more people, or to train them for a higher level position?

40b. Why do you think so?

41. How would you go about expanding your present program?

NATIONAL PROGRAM:

42a. "If you were assigned to plan a nation-wide child care training program, how would you do it?"

42b. What pitfalls would you want to avoid in planning a nation-wide training program?

43. What other issues do you feel should be considered?

CHILD CARE TRAINING STUDY

As you know, the training of day care and early childhood education personnel has been receiving increased attention. Many plans and programs are being studied to find some answers to the problems posed. For that reason, we would like to know some of the details of your program. The questions are divided into five (5) parts: program operation; staff; curriculum; observation and participation; and students. Your answers will be of great help in studying the alternatives.

PART I: PROGRAM OPERATIONS

1. Name/division/school or dept. _____

    _____

    City/state _____

2. Type of institution:

    a. Elementary or secondary school _____

    b. Vocational school _____

    c. Two-year college or technical institution _____

    d. Four-year college or university _____

    e. Other educational agency _____

    f. Other (specify) _____

3. How long has the child care training program of which you are a part been training students in child care occupations?

    Years _____   Months _____

4. How many months per year does your program operate?

    a. Twelve months _____

    b. Nine months _____

    c. Other (specify) _____

5. How many times a year is the program offered?

    a. Once _____

    b. Twice _____

    c. Other (specify) _____

6. When may students enter the program?

    a. Anytime _____

    b. Once in the fall _____

    c. Beginning of each quarter _____

    d. Other (specify) _____

7. From student entrance to completion, how long is the program designed to take?

    a. Nine months _____

    b. One year _____

    c. Two years _____

    d. Other (specify) _____

8. On completion of a program sequence, what kind of academic credit, degree or certificate does a student receive?

    a. None _____

    b. Some academic credit _____

    c. Certificate (diploma) _____

    d. Associate Arts (A.A.) _____

    e. Bachelor of Arts (B.A.) _____

    f. Master of Arts (M.A.) _____

    g. Doctorate (Ph.D. or E.Ed.) _____

9. Is your program designed to train people as:

    a. Aides _____   e. Administrators _____

    b. Assistants _____   f. Educational specialists _____

    c. Teachers _____   g. Other (specify) _____

    d. Resource teacher/coordinators _____

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10. If you emphasize training of particular career levels, which ones do you emphasize and in what order of importance?

    a._____

    b._____

    c._____

    d._____

11. What sources of funds support your child care training program?

                                Percent

    a. Student tuition   _____

    b. Federal/local/state funding   _____

    c. Private foundation, agencies   _____

    .d. Other grants   _____

    a. Other loans   _____

    f. Other sources (specify)   _____

12. What is the total budget for your child care training program?

Amount $_____

	Percent	Dollars
a. What percent goes for salaries	_____	_____
b. What percent goes for facilities	_____	_____
c. What percent goes for equipment and supplies	_____	_____
d. What percent goes for other operating expenses	_____	_____
e. What percent goes for participant support	_____	_____
f. Other (specify)	_____	_____

13. How have your expenditures for the above program cost categories changed since the start of the program?

    a. Salaries

    f. Facilities

    c. Equipment and supplies

    d. Operating expenses

    e. Participant support

    f. Other (specify)

14. What in-kind contributions do you receive for your program?

    a. Volunteer staff time   _____

    b. Use of space   _____

    c. Equipment   _____

    d. Student salaries   _____

    e. Other (specify)   _____

15. What facilities for day care training do you have at present? What is proposed for next year? What do you see as future needs?

	Present	Proposed	Future
a. Number of classrooms	_____	_____	_____
b. Library or resource center	_____	_____	_____
c. Observation facility	_____	_____	_____
d. Laboratory or demonstration facility	_____	_____	_____
e. includes outdoor play area	_____	_____	_____
f. includes kitchen	_____	_____	_____
g. Other (specify)_____	_____	_____	_____
h. Other (specify)_____	_____	_____	_____

16. Are your present facilities the same this year as last year?   Yes_____   No_____

    If not, what are the differences? _____

_____

_____

_____

Why were changes made? _____

_____

_____

		Full-Time	Part-Time
PART II:	**INSTRUCTIONAL STAFF**		
17.	What is the present total number of your child care training staff?	_____	_____
	How many were on staff last year?	_____	_____
	What total is proposed for next year?	_____	_____
	What total do you see for future needs?	_____	_____

18. What is the make-up of the current instructional program staff <u>by function</u> and by full-time and part-time personnel?

	Full-Time	Part-Time
a. Administrators	_____	_____
b. Teachers/instructors	_____	_____
c. Other education specialists (consultants, special education, etc.)	_____	_____
d. Support personnel (educational media, librarian, student services)	_____	_____
e. Social service personnel (psychology, medical, social work)	_____	_____
f. Auxiliary personnel (office, fiscal, food service, custodial)	_____	_____
g. Other	_____	_____

19. What is the extent of educational preparation for each of those categories of staff? (Record number of people at <u>each</u> level in <u>each</u> field.)

Field of Study	AA	BA	MA	Advanced	PhD	Other Training (specify)
Early childhood development	___	___	___	___	___	_____
Elementary education	___	___	___	___	___	_____
Secondary education	___	___	___	___	___	_____
Home economics	___	___	___	___	___	_____
Other	___	___	___	___	___	_____

20. How many of your staff have had early childhood education including supervised practice teaching at the pre-school level?

a. Full-time staff _____

b. Part-time staff _____

21. Of those who have not had early childhood education, did you require that they have some special training?

a. No special training required _____

b. Some course work in child development _____

c. At least one course in observation and methods _____

d. Student teaching at pre-school level _____

e. Special workshops _____

f. Other (specify) _____

22. What is the level of staff experience in working with children (e.g., nursery school, headstart, elementary, day care)?

Title or Role	Less than 6 months	6 months to 2 years	3-5 years	Over 5 years
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

23. What kinds of in-service training do you provide for your staff?

	Regular	Occasional	Rare
a. By program supervisor	_____	_____	_____
b. By program consultants	_____	_____	_____
c. By college/university sponsors	_____	_____	_____
d. Lectures by specialists	_____	_____	_____
e. Staff discussion groups	_____	_____	_____
f. After-hours classes	_____	_____	_____
g. None	_____	_____	_____
h. Other (specify)	_____	_____	_____

24. How are members of the teaching staff selected?

    a. By department records, director, supervisor _____

    b. By local school board _____

    c. By board of education, regents or trustees _____

    d. By policy advisory committee _____

    e. By institution or agency personnel director _____

    f. Other (specify)__ _____ _____

25. What is the average number of students in a class session?_____

PART III: CURRICULUM

26. In the operation of your training program, roughly what _percentage_ of time is spent on each of the following activities?

    a. Lectures _____

    b. Media presentation _____

    c. Class discussion _____

    d. Observation _____

    e. Participation in child care _____

    f. Internship/practice teaching _____

    g. Independent study _____

    h. Other (specify)_____ _____

27. What subject areas are covered in your child care curriculum?

Child growth and development	_____	Physical development	_____	Learning theories and philosophy _____
Child management	_____	Handicapped children	_____	Parent counseling _____
Guidance and discipline	_____	Gifted	_____	Audio-visual materials _____
Curriculum planning	_____	Cultural differences	_____	
Methods and materials for use with children	_____	Health and safety	_____	Community relations _____
Music	_____	Nutrition	_____	
Art	_____	Child center operations	_____	Social services _____
Science	_____	Records and office procedures	_____	Basic education _____
Language Arts	_____	Food services	_____	Employment orientation _____
Math	_____	Small group dynamics	_____	

28. a. Is the same sequence of courses presented each time the program is offered? Yes _____ No _____

    b. If not, how does the course offering change? _____

_____

_____

29. Is your program the same as it was last year?

	Fewer/Decreased	Same	More/Expanded
a. Number of courses offered	_____	___	_____
b. Scope of curriculum	_____	___	_____
c. Course content	_____	___	_____
d. Course requirements for students	_____	___	_____

30. Where do you find the biggest gaps in the availability of materials or resources? _____
_____
_____
_____

31. During program development, did you favor a specific packaged curriculum or early childhood model?
Yes _____ No _____
a. If yes, which one(s)? _____
_____

b. Why were these preferred? _____
_____

If you did not favor a specific packaged curriculum or early childhood model, what were your reasons?
_____
_____
_____

32. How would you compare your curriculum and approach to other alternative programs you are familiar with?

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

33. What changes would you like to see in your curriculum?
_____
_____
_____
_____
_____
_____
_____

PART IV: OBSERVATION AND PARTICIPATION PROGRAM

34. Do you have a demonstration or laboratory program under the auspices of this program in which students observe or participate?
    Yes _____ No _____

35. Do you use programs in the community for observation and/or participation?
    Yes _____ No _____

36. Is the demonstration program used the same months of the year as the instructional program?
    Yes _____ No _____

37. What is the make-up of the laboratory program staff (demonstration center) by function and by full and part-time personnel?

	Full-time	Part-time
a. Administrators	_____	_____
b. Teachers	_____	_____
c. Assistant teachers	_____	_____
d. Other education specialists	_____	_____
e. Support personnel	_____	_____
f. Social service personnel	_____	_____
g. Auxiliary personnel (office, food service, custodial)	_____	_____

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38. What different types of settings do you use for student observation and participation? For each different type of setting indicate the number, program components, and age of children included.

		ACTIVITIES/SERVICES							AGE OF CHILDREN				
TYPE	NUMBER	A. Educational activities	B. Menl service	C. Health service	D. Social service	E. Family activities	F. Parent education	G. Other (specify)	A. Infant – 2 yrs.	B. 3-5 yrs.	C. 6-8 yrs.	D. 9-12 yrs.	E. 12-16 yrs.
a. Training program demonstration center													
b. Day care center													
c. Nursery school													
d. Elementary school													
grade level (specify)													
grade level													
e. Junior high school													
f. Other													

D-20

39. In how many of the settings does <u>each</u> student observe and/or participate?

    a. One   _____

    b. Two   _____

    c. Other (specify) _____

40. What is the student role in the demonstration program?

    a. Planning for: Activities for   Planning with: Head teachers   ____

                            children   ____   Training program

                            Meals   ____   staff   ____

                            Other   ____   Independently   ____

    b. Participation in activities:

        Presents educational activities   ____

        Assists teachers with activities   ____

        Supervises children in large groups   ____

        Supervises children in small groups   ____

    c. Participation in meetings:

	Required	Optional
Staff		
Parent		
In-service training		

41. Is there a plan for the student to work with demonstration center staff other than in her assigned classroom? Yes _____ No _____.

    a. Director   ____

    b. Social worker   ____

    c. Consultants   ____

    d. Cook, maintenance   ____

    e. Nurse   ____

    f. Other (specify)   ____

42. What interaction with parents is planned for the student?

    a. Daily informal contacts   ____

    b. Home visits   ____

    c. Parent meetings   ____

    d. Parent conferences   ____

    e. Other (specify)   ____

43. What changes would you make in the demonstration part of your training program to improve it?

_____

_____

_____

_____

44. How many students are presently enrolled in your child care program? _____

45. How many students were enrolled last year? _____

46. How many entering students do you expect at the next enrollment period? _____

47. How many can you accommodate? _____

48. How do you recruit new students for child care?

    a. Catalogs   _____   f. Word of mouth   _____

    b. Posters   _____   g. Personal contact/

    c. Advertising   _____   public speaking   _____

    d. Recruiters   _____   h. Work with guidance

    e. Admissions   counselors   _____

        officers   _____   i. Alumni   _____

                                         j. Publicity program

                                           announcements   _____

                       k. Other (specify)

                                   _____

PART V: STUDENTS

49. Looking at your recruiting process during the year, about how many

    a. Inquiries do you receive? _____

    b. Completed applications? _____

    c. Applicants are well qualified? _____

    d. Are offered admission? _____

    e. Applicants are enrolled? _____

    f. Will complete the course of
       study? _____

50. What are the entrance requirements for your training program?

    a. None _____

    b. Prior work experience _____

       (specify) _____

    c. Age _____

       (specify) _____

    d. Income level _____

       (specify) _____

    e. Particular courses _____

       (specify) _____

    f. Geographic area _____

       (specify) _____

    g. Written test scores _____

       (specify) _____

    h. Degree or diploma _____

       (specify) _____

    i. Other _____

       (specify) _____

51. How do you go about selecting students/trainees for your program?

    a. Written application form _____

    b. Interview _____

    c. Try-out period _____

    d. Other _____

       Please describe. _____

       _____

       _____

       _____

52. What special characteristics, if any, do you look for in selecting students (e.g., attitudes, goals, skills, personal qualities)? _____

    _____

    _____

    _____

53. What other selection criteria do you use? Which circumstantial factors restrict the entrance of "qualified" students into the program (e.g., lack of training settings in day care, transportation)? _____

    _____

    _____

    _____

54. What is the profile of the students you typically enroll?

    a. Age and sex: _____

       _____

    b. Academic preparation:

       High school _____   Some college/jr. college transfers _____

       High school graduates _____   College graduates _____

       Other _____

    c. Work experience: _____

       _____

d. By economic level: _____

_____

e. Geographic area: _____

_____

f. Ethnic-racial background: _____

_____

g. Currently employed in child care: _____

_____

55. What factors do you think influence students to enroll in your child development program?

_____

_____

_____

_____

56. What kind of student evaluation procedures do you use?

    a. Written tests _____

    b. Performance tests _____

    c. Teacher observation of student _____

    d. Teacher daily log on student _____

    e. Student self-evaluation _____

    f. Other (specify) _____

57. In a laboratory setting does the employer/critic teacher:

    a. Plan student activities in program? _____

    b. Supervise student activities? _____

    c. Report to training staff? _____

    d. Grade or evaluate student? _____

58. Upon completion of the training program, how many students:

    a. Work in child care related occupations? _____

    b. Work in areas unrelated to training? _____

    c. Continue education full-time? _____

    d. Work and continue education part-time? _____

    e. Marry? _____

    f. Other (specify) _____

59. After students have completed course, what responsibility does the program take for job placement?

    None _____   Formal _____   Informal _____

60. What is the nature of the job placement activity/assistance?

_____

_____

_____

_____

_____

61. What opportunities do your students have for:

	Many	Few	None
a. On-the-job training	_____	_____	_____
b. Internship programs	_____	_____	_____
c. Receiving credit for work time	_____	_____	_____
d. Mixing with people at other career levels	_____	_____	_____
e. Participating in community activities	_____	_____	_____
f. Career counseling and guidance	_____	_____	_____
g. Follow-up training and specialization	_____	_____	_____

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62. What factors do you think cause students to drop out of your program? At what stages of their studies?

_____

_____

_____

_____

_____

63. What are the estimated student.expenses to continue in your program?

a.	Tuition	$ _____	$ _____
b.	Fees	_____	_____
c.	Books and supplies	_____	_____
d.	Room and board	_____	_____
e.	Travel or transportation	_____	_____
f.	Personal spending	_____	_____
g.	Other (specify)_____	_____	_____
	Totals	$	$

64. What financial assistance is available to students in your program?

		Many	Some	Few
a.	Full scholarships	_____	_____	_____
b.	Partial scholarships	_____	_____	_____
c.	Educational opportunity grants	_____	_____	_____
d.	Work-study program	_____	_____	_____
e.	National defense student loans	_____	_____	_____
f.	Other grants (specify) _____	_____	_____	_____
g.	Other loans (specify) _____	_____	_____	_____
h.	Part-time employment	_____	_____	_____
i.	None	_____	_____	_____

65. How would you rate the following characteristics in relation to your expectations for your program?

Make a rating for each characteristic using the scale from 1 to 5. The number (1) indicates "below expectations" and (5) indicates "exceeding expectations".

a.	Quality of learning experience provided	1 2 3 4 5
b.	Quality of full-time teaching staff	1 2 3 4 5
c.	Quality of part-time teaching staff	1 2 3 4 5
d.	Quality of consultants	1 2 3 4 5
e.	Quality of entering students	1 2 3 4 5
f.	Quality of facilities	1 2 3 4 5
g.	Rapport among students	1 2 3 4 5
h.	Administration-faculty-student rapport	1 2 3 4 5
i.	Quality of student performance in program	1 2 3 4 5
j.	Placement of students after completion of training	1 2 3 4 5
k.	Meeting student needs and interests	1 2 3 4 5

CHILD CARE TRAINING STUDY

STUDENT INTERVIEW

Introduction:

Before we begin, perhaps I should tell you more about the purpose of the
interview. We interested in finding out about different kinds of training
programs for people to work with children. We are visiting training programs
in high schools, junior colleges, and other kinds of programs.

We are talking with both students and training staff to find out about how
their program works. The information that we are asking students will be
confidential, so we won't be using your name. And the director or teacher
will not be seeing the responses you give to the questions.

Procedure:

During the interview I am going to be using a tape recorder. That is
simply because of the difficulty in accurately writing down what you say.
Later I will listen to the tape and record only what is relevant to the
questions. Also, there may be things that come up during our interview
that are not part of the questionnaire, but that would be important to
consider in our study.

Now I will ask you questions, and you merely tell me the information.
If you have any questions or comments as we go through, let me know.

Now do you have any questions about what we are doing before we start?
O.K. First, what kind of job or occupation are you training for?

CHILD CARE TRAINING STUDY

STUDENT QUESTIONNAIRE

PROGRAM_____

NAME_____   AGE _____

GRADE LEVEL_____

1. What kind of job or specific field are you training for?

    a. Aide

    b. Assistant

    c. Teacher

    d. Other:

2. What type of jobs are other students training for?

3. How did you happen to find out about this program?

    a. From other students in the program _____

    b. From a counselor   _____

    c. Program Director   _____

    d. Teacher   _____

    e. Someone else   _____

    f. By requesting information   _____

    g. Other (Specify) _____   _____

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4. Did you know about other programs like this?

   If yes, which ones?

5. Why did you decide to start this program?

6. How long have you been or were you in the program?

7. Have any students left (dropped out) of the program?

   If so, why?

8. At what educational level did you enter?

9. At what educational level do other students enter?

STUDENT EXPENSES & SUPPORT:

10. What does it cost you to participate in the training program?

11. How much do you pay for:

    a. Transportation

    b. Books

    c. Materials

    d. Tuition

    e. Other

12. Is it hard to find the money for these?

13. Do you receive any salary for your work (participation) in the program?

Yes_____ No_____

14. Is financial aid available for people in the program?

BACKGROUND OF STUDENT

15a. Before you started in the program, What kind of experience did you
have with children?

15b. Any particular age/special group?

16. What kind of experience did other students have working with children?

COURSE WORK

Now I'd like to know about your course work and schedule.

17. Would you please describe your class schedule? If you have just
completed the training program, then briefly tell me about your last
schedule. How did it differ from earlier ones?

18. Do other students have the same kind of schedules? If not, how did
their schedules differ from yours?

METHOD AND ACTIVITIES

Now I'd like to find out the kind of different activities you were involved in.

19. About how much time do (did) you spend doing the following things:

Classroom instruction by teacher _____

Observation of children _____

Participation in child care setting _____

Independent study _____

Special activities _____

Other (specify) _____

PARTICIPATION & OBSERVATION EXPERIENCE:

Now I'd like to discuss more about your experience with children in observation and participation.

20. In the training program, what kind of experience do you have in observing children?

21. What kind of experience do you have participating in a child care/ educational setting?

22. What other opportunities were there for working with children? Any special activities?

S. Interview # _____

Date _____

OBSERVATION/PARTICIPATION SETTINGS:

23. Where did you observe or participate?

    a. Training Program Laboratory Center   _____

    b. Community Day Care   _____

    c. Public School   _____

24. How did/do the settings or situations for observation or participation
    differ?

    a. Staff

    b. Age or special characteristics of children

    c. Full-day operation vs. part-day

    d. Other:

25. What did you do during your participation in the child care setting?
    (What were your responsibilities?)

    a. Activities with children:

        1. Supervise play activities

        2. Present educational activities

        3. Other:

    b. Maintenance Tasks:

        1. Food Preparations

        2. Clerical

        3. Record Keeping

        4. Other

    c. Planning:

        1. Meals

        2. Play Activities

        3. Some Lessons

        4. Daily Program

        5. Other

26. Did your activity or responsibilities change in different settings? How?

27. How do your activities change as you worked in a particular program?

    a. More on your own   _____

    b. Do more difficult things _____

    c. More staff instruction _____

28. In the participation or observation part of your training, how much time do you spend with:

    a. Director or child program

    b. Head teacher

    c. Teacher(s)

    d. Consultant: Health, Social work

    e. Assistants

    f. Others (Specify)

29a. Is there a parent program in the child care setting?

    Yes _____ No_____

29b. What kind of involvement with parents?

29c. Is it required?

30a. Do you participate in staff meetings or in-service training for

program staff of the child care program?

30b. What kind?

30c. Is it required?

STUDENT EVALUATION:

31a. How are (were) students evaluated or graded in the program?

31b. In what areas?

Observation

Participation

Course work or content

Other:

32a. As part of the program, do students make suggestions for changes in

the program?

32b. What kinds of things?

WORK EXPERIENCE - EMPLOYMENT:

Now I'd like to find out about your work experience before you entered the

program.

33. What kind of work experience did you have before you began this

program? (Most recent to least).

34. What about other students; what kinds of work did they have?

35. During the training program, (did) are you working?

    Yes_____ No_____

    Full-time _____   Part-time _____   What field?

    Days/Week _____   Hours/Day _____   _____

36. Are you working now?

    Yes_____ No_____

    Full-time_____   Part-time_____   What field?

    Days/Week_____   Hours/Day_____   _____

37. Are other students working now?

    Yes_____ What field?_____

    NO _____ What are they doing? _____

    Full-time work _____ Part-time _____

38. If you were (are) looking for employment in a child care/development

    program,

    a. What would you consider a desirable situation? (Staff, Program

       characteristics, salary?)

    b. What kind of children would you like to work with? (Age, other

       characteristics?)

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39. When you finish(ed) the program what will/did you do?

    a. Education:

       Are you going to school? Where? Why? What?

    b. Employment:

       Are you going to work?

       Do you have a job?

40. Do you know what other students do?

    a. Education:

    b. Employment:

41a. What do you think you will be doing in the future?

41b. How do you think what you have learned in this program will help?

    1. Personal:

    2. Occupational:

    3. Education:

    4. Other than child care/development related:

42. What parts of the training program would you consider:

    a. Particularly useful?

    b. Least useful?

    c. Most interesting?

    d. Least interesting?

43.   What part of the training program do you think:

   a.   Could be better?

   b.   Was left out?

   c.   Would you change?