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ABSTRACT
                This report describes a study of the training of
early childhood educators in the state of New Mexico, undertaken
during the summer of 1991. The study sought to: (1) determine the
scope and content of training used by a variety of early childhood
educators; (2) develop a profile of both agencies and individuals who
provide training; (3) identify gaps in the system; and (4) make
recommendations toward the development of a comprehensive training
plan for the state of New Mexico. Surveys were developed and
distributed to agencies and individuals that provide training to
personnel working in child care education, and to the personnel
themselves. Information was obtained on the types of training
available, the content of the training, the frequency and timing of
training, the types of personnel targeted, and the accessibility and
affordability of training. Profiles of trainers and of personnel
receiving training were also developed. The findings are contained in
this report, along with implications and recommendations for future
action. (AA)

EARLY CHILDHOOD TRAINING IN NEW MEXICO

1991 STATUS REPORT

OFFICE OF CHILD DEVELOPMENT

Alan D. Morgan
State Superintendent of Public Instruction
State Department of Education

FEBRUARY 1992

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education must challenge all students to reach their potential."

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CHILD DEVELOPMENT BOARD

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Recognizing that a good beginning has no end, the mission of the Child Development Board is to ensure that all New Mexico children (age birth to eight years) and their families have access to a quality, age appropriate child development system.

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EARLY CHILDHOOD TRAINING IN NEW MEXICO

FINAL REPORT

Introduction

The kindergarten movement, the preschool movement, and the child-care movement were spawned from different roots. The kindergarten movement was brought to this country from Germany, where Friedrich Froebel founded what were called at the time children's gardens, where children engaged in play and a variety of creative activities. Preschools emerged during the 1920's as a corollary to the scientific study of children at colleges and universities. Children were brought to the university site to be observed and studied as they played and interacted with other children and adults. Until the late 1960's kindergartens were private. Only the more affluent families could afford the luxury of enrolling their children. Gradually public school systems all over the country were mandated to provide free kindergarten to all children who desired to attend. Private preschools, primarily targeted toward three- and four-year-olds, were sought out by middle-class parents who wanted their children to gain important social skills prior to entering public school.

Child care, on the other hand, emerged as a social service to poor parents who could not afford to care for their own children, especially widows. The focus was on physical care and hygiene. During the 1960's, after the passage of the Civil Rights bill and amidst President Johnson's Great Society programs, attention was focused on children who were growing up in poverty and who seemed to fall farther and farther behind their peers academically in each year of school. The notion of giving them an enriching program so that they could get a head start on their more privileged peers resulted in Head Start, a program that is now nearly 30 years old, and the only Great Society program to survive.

Head Start was different from child care because it focused on early education as intervention, that is, children were provided enriching experiences that were presumed to be "educational." It was also different from the traditional preschool, because children in preschool programs were from privileged families who were not seen as requiring any type of intervention. However, throughout the 1960's and the 1970's, the federal government funded other preschool programs for children from lower socioeconomic families that were called "compensatory" programs because they were seen as compensating for some of the deprivation that poor children were assumed to experience. In addition to preschool programs, programs for infants and toddlers and their parents were also federally funded. The fifteen-year period from 1965 to 1980 was the real heyday of early childhood and parent education programs.

During the 1970's, females began to saturate the workforce. The need for non-parental child care became painfully evident. As more middle- and upper-class families began to seek child care programs, the issue of quality was brought to the forefront. Parents and professionals alike were unwilling to settle for mere custodial care. And during the 1980's, the National Association for the Education of Young Children began publishing position papers that urged professionals to reject the dichotomy between child care and early childhood education, which had existed for nearly a century. Today there is a consensus, at least among professionals, that child care and early education are inseparable, regardless of the setting in which it occurs. Programs occur in homes, in centers, in schools, in churches, and a variety of other locations. The quality we seek applies to each and every setting.

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The Need for Training

Both conventional wisdom and research data indicate that high quality care and education result in more positive outcomes for children, both in the short-term and the long-term. There are many components of quality, but the foundation rests with specialized, formal training, contrary to the traditional belief that a person who is an adult instinctively knows what is appropriate and healthy for children. Among early childhood experts, there is strong agreement about the basic core of knowledge needed by all who work with children and about the general content of that basic knowledge, as well as appropriate delivery methods. Therefore, people who work with children during the early childhood period of birth through age eight must have access to carefully conceived and efficiently delivered specialized training.

One of the earliest comprehensive studies on child care, the National Day Care Study (Ruopp, Travers, Glantz, & Coelen, 1979) clearly indicated that specialized training for teachers/caregivers that was relevant to children and to early care and education was a more potent predictor of good quality than total years of general education. More recently, the Bermuda study (Arnett, 1988) found that training which focused on communication and child development had the most significant effects. Teachers/ caregivers were classified on four different levels, ranging from little or no training to completion of a four-year degree program in early childhood education. While it was not surprising that both childrearing attitudes and interaction styles were more positive with increased levels of training, it was noted that the first year of training, which focused on child development and communication, had the greatest single effect.

The most recent data arise from the National Child Care Staffing Study, which found that the education of teaching staff and the arrangement of their work environment are essential determinants of the quality of services children receive. Specifically, these investigators found that staff provided more sensitive and appropriate care and education if they completed more years of formal education, received early childhood training at the college level, earned higher wages and better benefits, and worked in programs that devoted a higher percentage of their operating budget to the teaching personnel. They found that the quality of services provided by most child-care centers is barely adequate, but better quality centers had better educated and trained staff. They also found that specialized training appears to be even more important for caregivers of infants and toddlers than for teachers of preschool children. They emphasized the necessity of promoting public education about the importance of adequately trained and compensated teachers in order to secure support for the full cost of care and education (Whitebook, Howes, Phillips, & Pemberton, 1989).

There has been a popular assumption that experience in the child-care field or experience as a parent is an acceptable qualification for teaching in child care. Many states, however, including New Mexico, still permit experience to be substituted for pre-service training. Research does not support this equation. For example, in the National Day Care Study (Ruopp, et al., 1979) no effect from experience was found on children or staff behaviors. The National Child Care Staffing Study found child-care experience to be the poorest predictor of teacher behavior toward children. Another recent study (Snider & Fu, 1990) found that neither length of employment nor supervised practical experience without formal training had significant effects on teachers' knowledge of developmentally appropriate practice. However, practical experience in combination with specialized training was found to be helpful in assimilating knowledge.

There seems to be little question, then, that specialized training for all personnel who work with children contributes to the overall quality of care and education and thus leads to more positive outcomes for children. Most experts agree that all personnel need training that is focused on basic knowledge about children and about appropriate

practice. This basic training should be followed by specialized training for particular settings (e.g., family day care, center-based programs, public school programs), for particular age groups (e.g., infants, toddlers, preschool children, schoolage children), for particular responsibilities (e.g., teacher, director, teacher aide), and for special populations (e.g., developmentally disabled, protective services children).

There is also data to suggest that there is a strong positive correlation between training and opportunities for career advancement and retention. Studies have shown that if people remain in the field for more than three years and are involved in training and professional activities, retention rates improve despite the harsh realities of low pay and low recognition of value to society. However, in-service training for the purpose of compliance with licensing requirements may have the opposite effects (Delaware First...Again, 1990).

Purpose of the Study

As part of its mandated mission to develop a licensure system for early childhood educators in the state of New Mexico, the Office of Child Development, State Department of Education, commissioned a study of early childhood training in the state in the summer of 1991. The purposes of the study were to determine the scope and content of training currently provided, to ascertain the scope and content of training that is accessed by a variety of early childhood educators, to develop a profile of both agencies and individuals who provide training, to identify gaps in the system, and to make recommendations toward the development of a comprehensive training plan for the state of New Mexico. These data will then be integrated into the development of a career ladder that includes licensure for early childhood educators. The products to result from the study include a directory of training sources, a final report with recommendations, and a brief summary to be utilized for wide distribution.

Method

To obtain data three surveys were developed, reviewed by experts, pilot-tested with a small sample, and distributed. The first survey was sent to agencies that potentially provided training to personnel working in child care/early education. The second survey was distributed to individuals who potentially provided training to personnel working in child care/early education. The third survey was distributed to personnel working in child care/early education. (Copies of the three surveys may be found in Appendix A of this report.)

A variety of sources were utilized to develop mailing lists. Names of agencies were solicited through word of mouth, personal knowledge, and the telephone book. Each agency on the final mailing list was sent a survey (n=587). The list of trainers was obtained again by personal knowledge and word of mouth. Each trainer on the final mailing list was sent a survey. In addition, trainer profiles were sent to each agency on the list with the request that they be distributed to trainers who worked for them. Finally, a trainer profile was sent to each director of the sample of child-care centers and Head Start centers, and to other early childhood educators in the third sample who might conceivably provide training. In all, a total of 506 trainer profiles were distributed, but it is not possible to determine how many were actually distributed to individuals.

The following lists were obtained for the purpose of selecting a sample of early childhood personnel: lists of providers from the four Resource and Referral agencies in the state; providers registered with the Child and Adult Care Food Program; child-care

centers and family day-care homes licensed by the Department of Health; lists of providers reimbursed by the Department of Human Services; a list of Head Start centers; a list of public school preschool programs, including child development programs in high schools and teen-parent programs; lists of programs for developmentally disabled young children both in the community and in public schools; and lists of before- and after-school programs for schoolage children. A sample of approximately 10% of each type of program was randomly selected from the lists. In some cases (e.g., family day care, public school teachers--both early childhood and high school) the surveys were mailed to individuals. In cases where individual names of personnel were not available (e.g., in child-care and Head Start centers), the directors were asked to randomly distribute the surveys to their personnel. For this reason, it is difficult once again to determine the number of surveys that were actually distributed to individuals.

After the deadline for the return of the surveys had passed, a follow-up effort was undertaken. More than 100 local calls were made and 400 postcards were mailed to extend the deadline and to remind individuals to return the surveys. In some cases, a second survey was sent. Despite these efforts, the response was low, especially from the caregivers/teachers. Because of the method of distribution to both trainers and personnel, an exact response rate cannot be calculated. However, it is important to emphasize that the timing of the data collection was poor, as many programs were not operating during the summer. Nevertheless, a cursory analysis of the responses suggests that the respondent sample is fairly representative of the general population in that responses were received from all types of personnel in relative proportion to the total population. Further, the data obtained do not appear to be skewed and do not deviate much from expectations.

After the final deadline for the return of the surveys, the data from each of the three surveys were coded, entered separately into the computer, and verified. Using SPSS-X, descriptive statistics were obtained for each of the three sets of data. In addition, selected information from the agency data and the trainer data were typed into the directory format, a cover was designed, and the camera-ready directory completed.

Results

The results from the three sets of data will be utilized to address the following characteristics of early childhood training as it currently exists in the state of New Mexico: who is providing training; where the training is being provided; when the training is available; the cost of training; the types of training being provided; the content of the training; the personnel targeted; a profile of the trainers; and a profile of the personnel receiving the training. The discussion following will examine the gaps and provide recommendations to utilize in developing a comprehensive, long-range training plan for the state.

Who Provides Training

Of the 61 agencies responding to the survey, 90% indicated that they had provided early childhood training during the past twelve months. (A complete list of the responding agencies and information about the training they provide can be found in the Directory of Early Childhood Training in New Mexico.) Some agencies indicated that they contract with other agencies and with individuals to coordinate training. The most frequently cited number of individuals providing training for a particular agency was 10. Of the 131 trainers responding to the survey, 95% indicated that they had provided
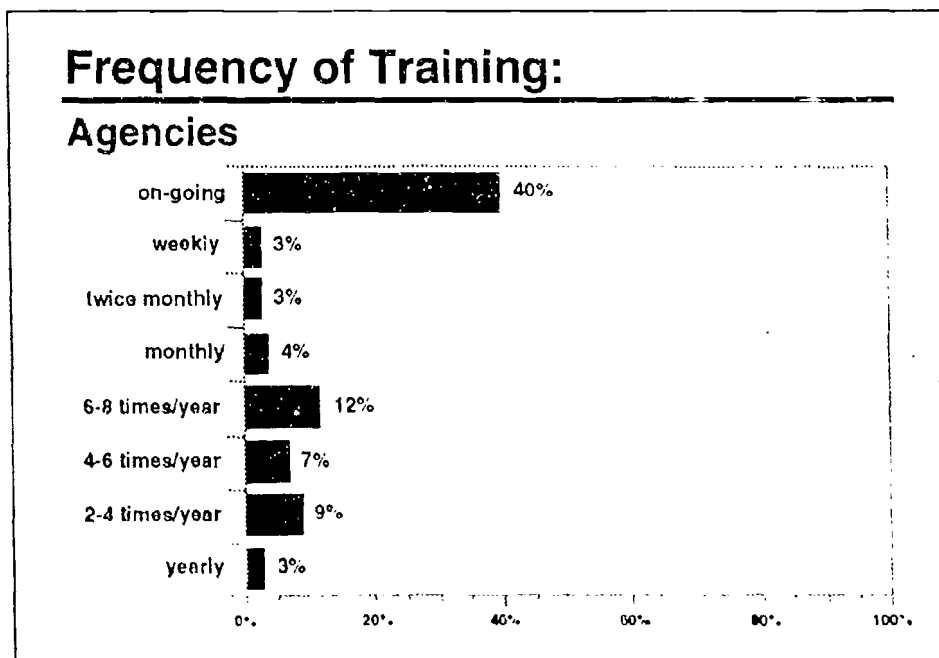
early childhood training during the past twelve months. (A complete listing of the responding trainers and information about the training they provide can be found in the Directory of Early Childhood Training in New Mexico.) A profile of trainers is described later in this report.

Where Training is Provided

As might be expected, Albuquerque was the most frequent site for training as reported both by trainers and agencies. Albuquerque was followed by, in descending order, Santa Fe, and Las Cruces. Other locations mentioned frequently were Farmington, Las Vegas, and the Clovis/Portales area. Training is most often offered in the Northwest quadrant of the state, with 56 agencies and 87 trainers indicating that quadrant as a location for training during the past year. The Southwest quadrant and the Southeast quadrant were similar, with 31 agencies and 35 trainers indicating that they had provided training in the Southwest, and 39 agencies and 32 trainers indicating the Southeast quadrant. The least amount of training was offered in the Northeast quadrant (23 agencies and 26 trainers). At least one training session was offered in 115 different locations around the state, including the pueblos. However, there is no way of evaluating the quality of these sessions. Trainers reported providing training at least once in 17 other states besides New Mexico, in Canada, and in three European countries.

Frequency and Timing of Training

Graphs 1 and 2 depict the responses from agencies and trainers regarding the frequency and timing of training. It can be seen in Graph 1 that agencies reported a range in frequency from "on-going" to less often than yearly or "upon request", with on-going training being clearly the most frequent response. As reported by trainers, the timing of training was somewhat surprising, with the highest frequency of training provided on weekday afternoons (naptime?). About half indicated that they provided training on weekday evenings, followed closely by Saturdays. Friday evenings are seldom utilized for training.

Graph 1

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Timing of Training:

Trainers

Time	Percentage
Weekday Mornings	60%
Weekday Afternoons	66%
Weekday Evenings	50%
Friday Evenings	9%
Saturdays	47%
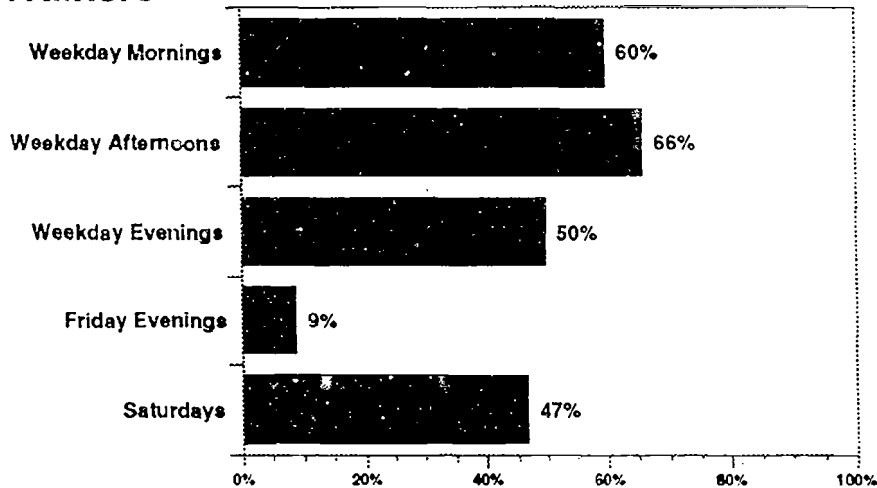
Graph 2

Cost of Training

Due to the diversity in the types of training offered, there was a broad range of reported cost of training, from free to $1200. Approximately half of the agencies and 44% of the trainers indicated that there was a fee for their training, at least part of the time. Thirty-six percent of the caregivers/teachers indicated that they, personally, paid a fee for their training, and nearly half indicated that their employer paid a fee for their training. Agencies charged an average of $12 per person for workshops or conferences. For those who provided on-site training, the fee averaged $175/day. The only nanny training in the state costs $450. For CDA training, if training and assessment/credentialing is done at Santa Fe Community College, total cost through June, 1992, is $545. This figure will double after June, 1992. If done through Community Development Institute (CDI), total cost is $1,000. As of January, 1992, CDA training and assessment/credentialing may be obtained through the National Council for a total of $1,500. Trainers charged an average of $17 per person for workshops or conferences and an average of $25/hour on a contractual basis. However, many trainers indicated that they provided a fair amount of free training, or they would accept whatever honorarium was offered. The most expensive training, of course, is tuition at post-secondary institutions.

Types of Training

Graphs 3 and 4 depict the responses of agencies and trainers with respect to the types of training being offered. These data reveal that the most common type of training is workshops, followed by conferences. Other types of training, in descending order of frequency, are on-going Head Start training, post-secondary training (at vocational-technical schools and colleges), Child Development Associate training, high school classes, and do-it-yourself training. The proportion of on-site training is not depicted because the data were difficult to interpret. Only two percent of the agencies, but 59% of the trainers, indicated that they had provided on-site training during the past year. Part of this discrepancy can be explained by directors of child-care or Head Start centers who identified themselves as trainers on the returned surveys and who provide in-

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house training to their own staff. Trainers most frequently presented at the NMAEYC conference, followed by the New Mexico Child Care Conference, and the Child and Adult Care Food Program Traveling Conferences. Early childhood personnel also indicated receiving the most training at these same three conferences. Presentations also

Types of Training:
Agencies

Type	Percentage
High School Classes	16%
Vocational/Technical Training	21%
College Classes	48%
C D A	21%
Head Start Inservice	35%
Conferences	50%
Workshops	57%
Do-It-Yourself Training	2%
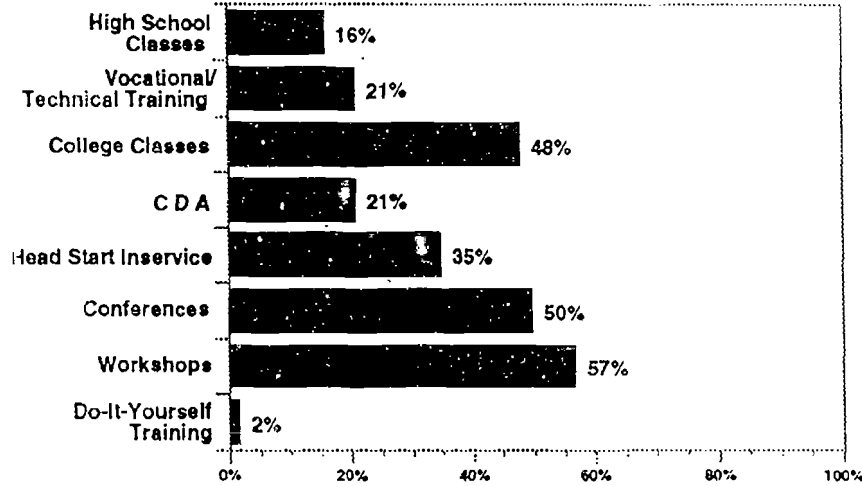
Graph 3

Types of Training:
Trainers

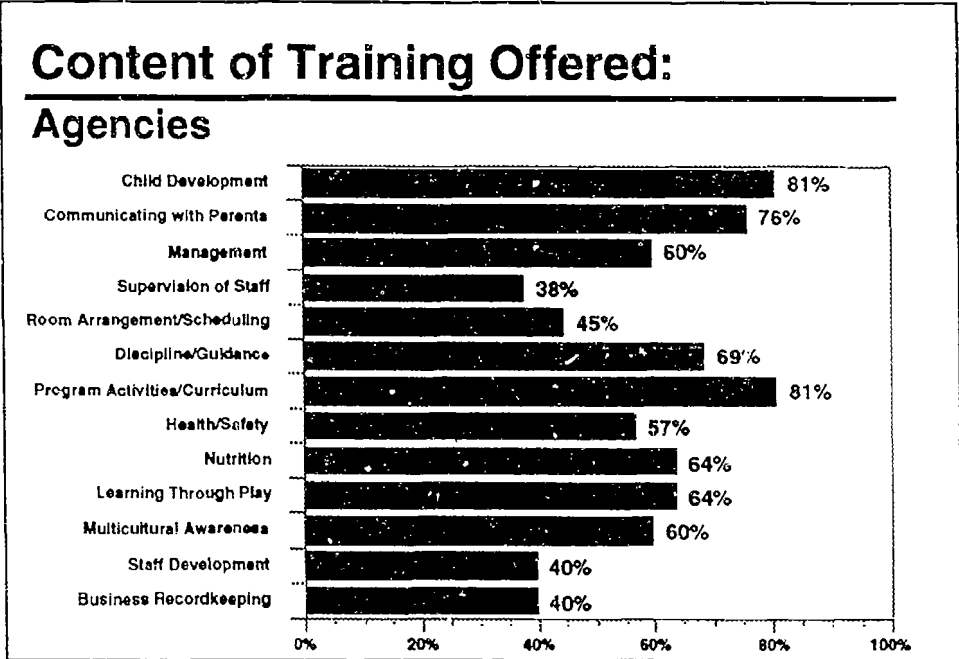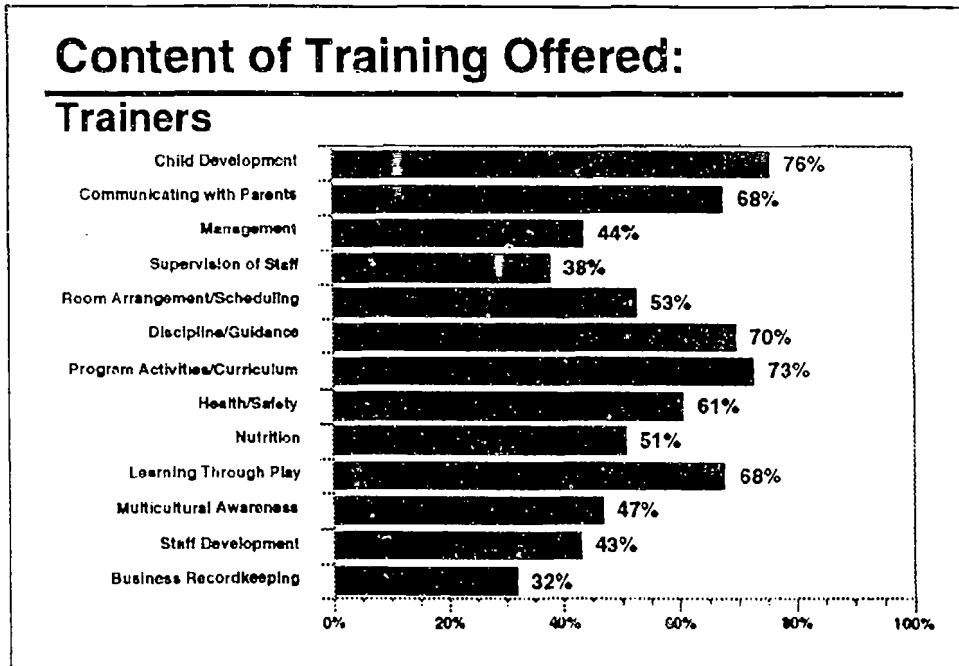| Type	Percentage
High School Classes	12%
Vocational/Technical Training	10%
College Classes	25%
C D A	28%
Head Start Inservice	30%
Conferences	48%
Workshops	55%
Do-It-Yourself Training	14%
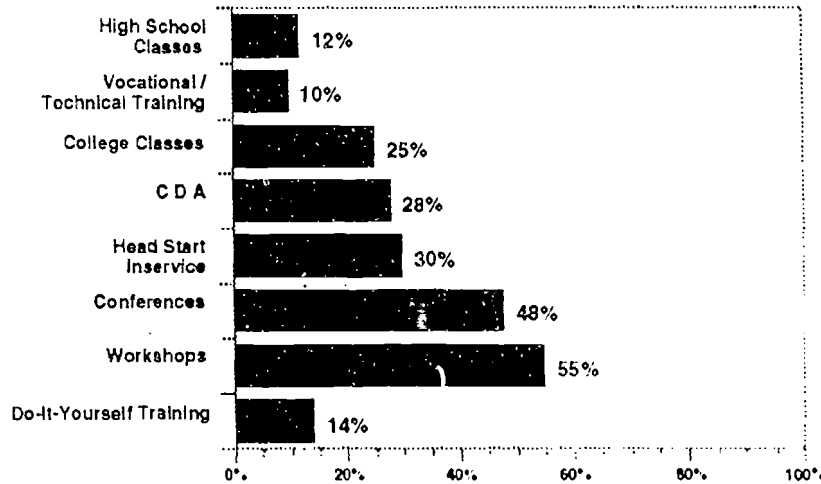
Graph 4

were made at a number of other conferences, such as Head Start conferences, local AEYC conferences, the Indian Child and Family Conference, and the Magic Years conference. Other types of training, mentioned less often, were Chapter I, Project Forward job training, serial monthly sessions, parent training, and provider orientations

Content of Training

Graphs 5 and 6 reveal the proportion of training content as reported by both agencies and trainers. The five or six most frequently identified content areas were similar for both agencies and trainers, except for nutrition, which was more frequently offered by agencies than by trainers. The following content areas are most frequently addressed, but in a slightly different order, by both groups: child development, program activities/ curriculum, communication with parents, discipline/guidance, and learning through play. Staff development, supervision of staff, and business record-keeping are the three

Content of Training Offered:
Agencies

Content Area	Percent
Child Development	81%
Communicating with Parents	76%
Management	60%
Supervision of Staff	38%
Room Arrangement/Scheduling	45%
Discipline/Guidance	69%
Program Activities/Curriculum	81%
Health/Safety	57%
Nutrition	64%
Learning Through Play	64%
Multicultural Awareness	60%
Staff Development	40%
Business Recordkeeping	40%

Graph 5

Content of Training Offered:
Trainers

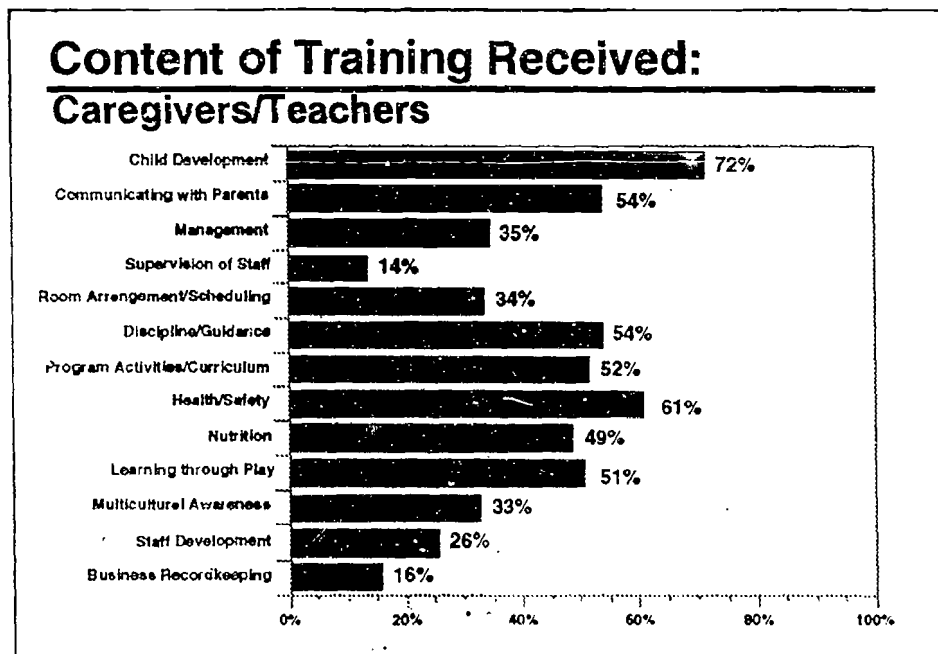| Content Area	Percent
Child Development	76%
Communicating with Parents	68%
Management	44%
Supervision of Staff	38%
Room Arrangement/Scheduling	53%
Discipline/Guidance	70%
Program Activities/Curriculum	73%
Health/Safety	61%
Nutrition	51%
Learning Through Play	68%
Multicultural Awareness	47%
Staff Development	43%
Business Recordkeeping	32%

Graph 6

8   13

content areas least addressed by both agencies and trainers. Management, multicultural awareness, health and safety, and room arrangement/scheduling received moderate amounts of attention by both agencies and trainers. Other content areas mentioned by both agencies and trainers included child abuse, special-needs children, early childhood assessment, self-concept, adult learning, agency regulations, developmentally appropriate practice, center accreditation, anti-bias curriculum, and professionalism.

Graph 7 depicts the responses of caregivers/teachers with regard to the content of the training they had received during the past year. These responses are consistent with those of agencies and trainers, with the exception of the high frequency of training received in health and safety, second only to training in child development. Training received in other content areas was roughly in proportion to the training provided by agencies and trainers. Personnel also mentioned receiving training in the following areas: stress management, single-parent issues, special-needs children, self-concept, and income tax workshops. These combined data suggest that training is focused on content areas that relate directly to children and the implementation of early childhood programs.
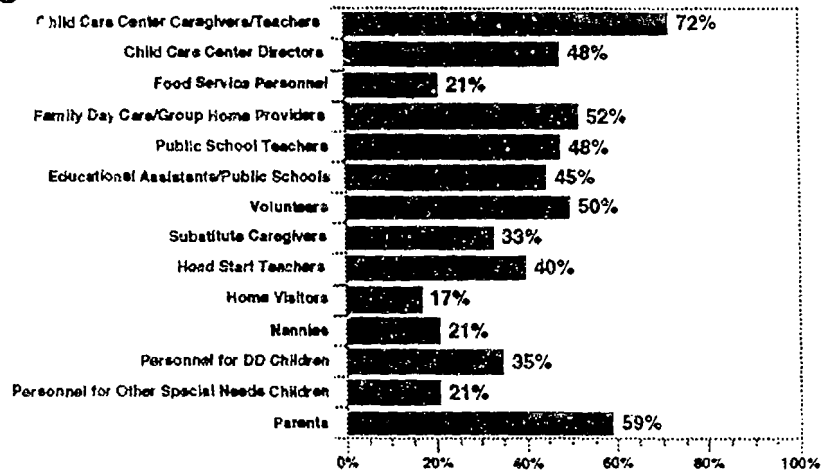
Content of Training Received:
Caregivers/Teachers

Content Area	Percentage
Child Development	72%
Communicating with Parents	54%
Management	35%
Supervision of Staff	14%
Room Arrangement/Scheduling	34%
Discipline/Guidance	54%
Program Activities/Curriculum	52%
Health/Safety	61%
Nutrition	49%
Learning through Play	51%
Multicultural Awareness	33%
Staff Development	26%
Business Recordkeeping	16%

0%   20%   40%   60%   80%   100%

Graph 7

Personnel Targeted

Early childhood personnel work in diverse settings (homes, centers, schools, special community programs, etc.), perform a variety of professional roles (teacher/caregiver, director, volunteer, parent, food service worker), and work with children at varying levels of development (infants, toddlers, preschool children, and schoolage children). Graphs 8 and 9 indicate the types of personnel targeted in terms of setting and role, and Graphs 10 and 11 illustrate the target population in terms of developmental level of children with whom these personnel work. As reported by both agencies and trainers, caregivers/teachers in child-care centers are most frequently targeted for training, followed by parents, and then family day-care providers. The next frequently targeted group includes directors, Head Start staff, and volunteers, with agencies focusing more on volunteers than trainers. Agencies provide more training to both public school teachers and personnel working with developmentally disabled children than individual trainers do. Little training is directed toward nannies, food service personnel, Migrant

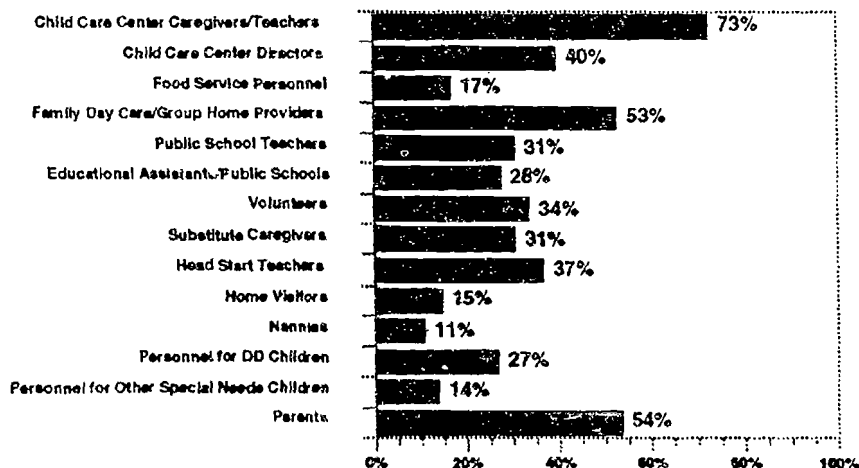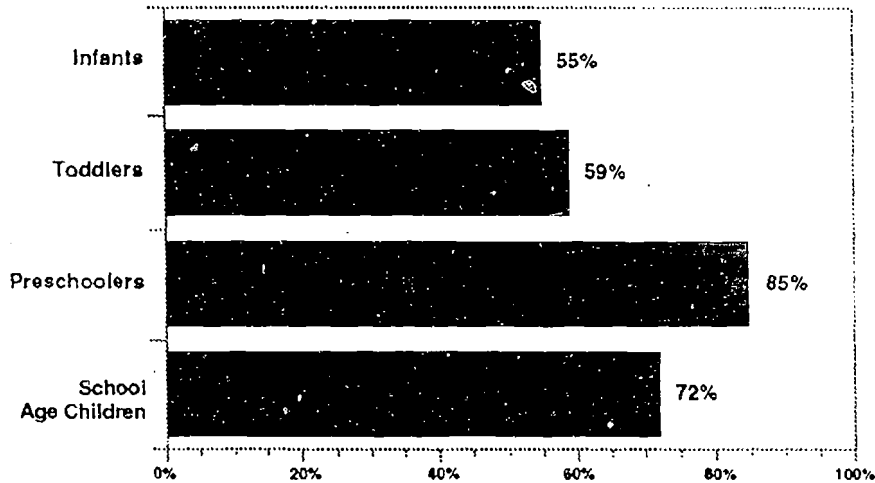9   14

Personnel Targeted (Role):
Agencies

Role	Percentage
Child Care Center Caregivers/Teachers	72%
Child Care Center Directors	48%
Food Service Personnel	21%
Family Day Care/Group Home Providers	52%
Public School Teachers	48%
Educational Assistants/Public Schools	45%
Volunteers	50%
Substitute Caregivers	33%
Head Start Teachers	40%
Home Visitors	17%
Nannies	21%
Personnel for DD Children	35%
Personnel for Other Special Needs Children	21%
Parents	59%

Graph 8

Personnel Targeted (Role):
Trainers

Role	Percentage
Child Care Center Caregivers/Teachers	73%
Child Care Center Directors	40%
Food Service Personnel	17%
Family Day Care/Group Home Providers	53%
Public School Teachers	31%
Educational Assistants/Public Schools	28%
Volunteers	34%
Substitute Caregivers	31%
Head Start Teachers	37%
Home Visitors	15%
Nannies	11%
Personnel for DD Children	27%
Personnel for Other Special Needs Children	14%
Parents	54%

Graph 9

Personnel Targeted (Age Group):
Agencies

Age Group	Percentage
Infants	55%
Toddlers	59%
Preschoolers	85%
School Age Children	72%

0% 20% 40% 60% 80% 100%

Graph 10

Personnel Targeted (Age Group):
Trainers

Age Group	Percentage
Infants	57%
Toddlers	67%
Preschoolers	92%
School Age Children	52%

0% 20% 40% 60% 80% 100%
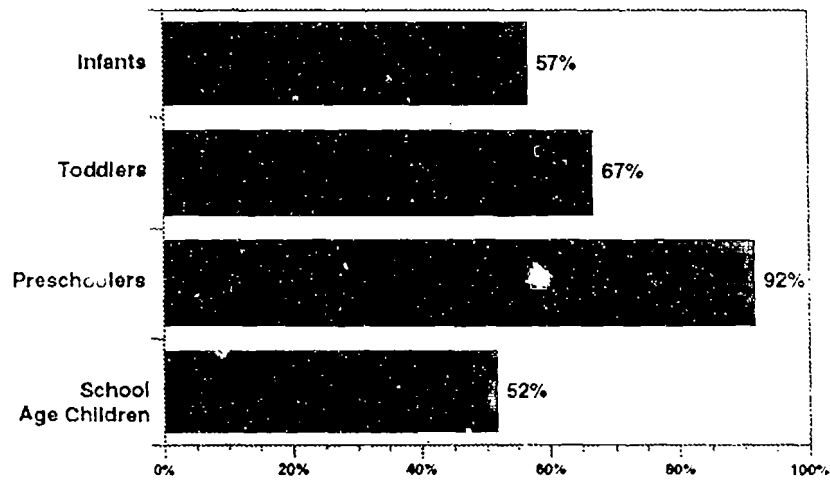
Graph 11

Head Start personnel, and personnel working with protective services children. Of course, high schools, vocational-technical schools, and colleges/universities target students. Other target groups mentioned by agencies and trainers, although infrequently, were social workers, licensing staff, nurses, babysitters, bus drivers, probation officers, administrators other than directors, and foster care, adoptive, and court-ordered parents One agency sponsors Super Saturday interactive workshops for parents, children, caregivers/teachers, and students. Trainers indicated that they had trained an average of 178 personnel over the past year, but it must be emphasized that there is probably considerable overlap in the population of personnel trained.

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In terms of developmental level, personnel working with preschool children were most often targeted by both agencies and trainers. For agencies, in second place were personnel working with schoolage children, followed by toddlers, and finally, infants. For trainers, personnel working with toddlers were in second place, followed by infants, and finally, schoolage children.

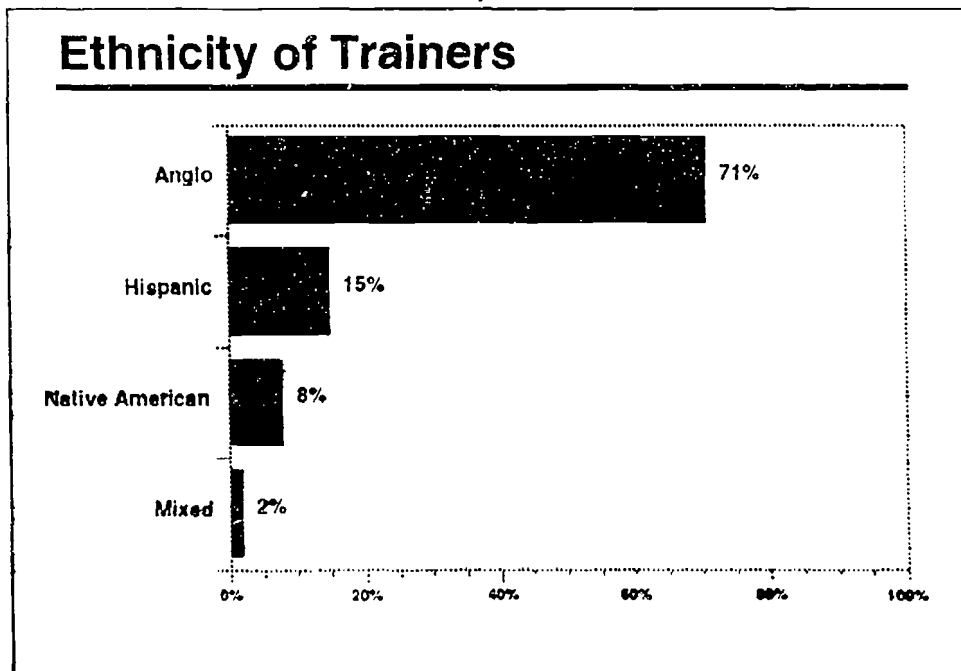### Miscellaneous Characteristics of Training

Because of the multicultural nature of the state, it seems important to make training available in languages other than English. More than one-quarter of the early childhood personnel surveyed indicated that they desired training in another language: 18% in Spanish, 4% in Navajo, and 4% in other languages. A full 48% of the agencies, but only 22% of the trainers, indicated that they did, indeed, provide training in languages other than English, primarily Spanish. Only 3% of the agencies provided training in more than one language other than English.

Both agencies and trainers were asked if their training met state or federal requirements for in-service training; 60% of the agencies and 72% of the agencies replied affirmatively. Fifty-three percent of the agencies and 46% of the trainers indicated that their training potentially led to some type of certificate or credential. However, upon close inspection of the data, these percentages appear to include certificates issued by the agency, not necessarily a CDA credential or a post-secondary certificate or credential.
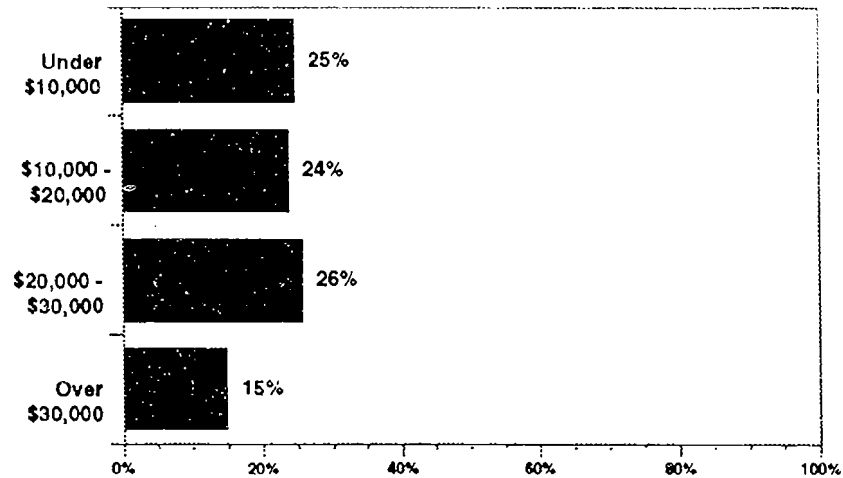
Profile of Trainers

While specialized training of personnel has been shown to be important in improving the quality of early childhood programs, it is equally important that the training itself be of high quality and that the trainers themselves are appropriately trained to deliver such training. It was beyond the scope of this study to evaluate the quality of the training that currently exists in New Mexico or the credentials of the trainers; rather, the focus of the study was descriptive. Individuals who returned the trainer survey were self-identified as trainers. It is important to note that 12% of the sample were directors of child-care programs, many of whom only provide in-house training to their own staff. This section will present a demographic profile of the trainers in this sample, from which some inferences can be drawn.
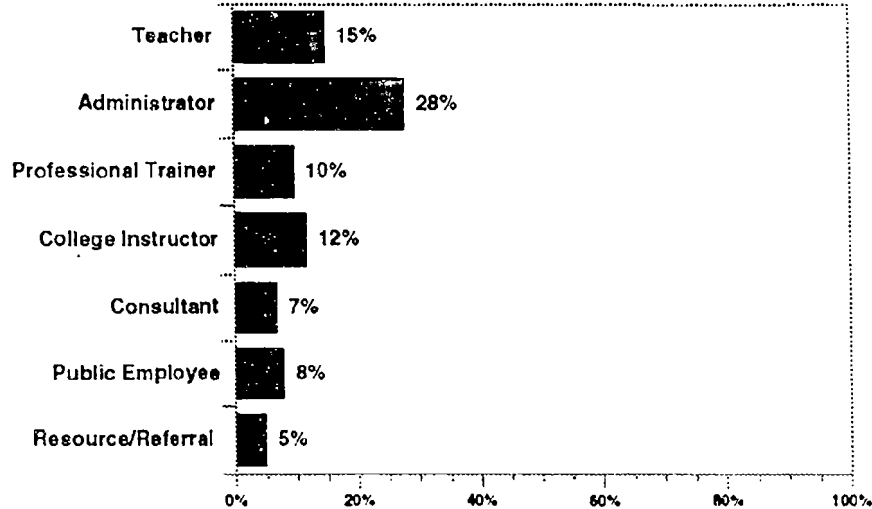
Graph 12

Ethnicity of Trainers

Anglo — 71%
Hispanic — 15%
Native American — 8%
Mixed — 2%

12

Income of Trainers

Under $10,000 — 25%
$10,000 - $20,000 — 24%
$20,000 - $30,000 — 26%
Over $30,000 — 15%

Graph 13

Role Identification:
Trainers

Teacher — 15%
Administrator — 28%
Professional Trainer — 10%
College Instructor — 12%
Consultant — 7%
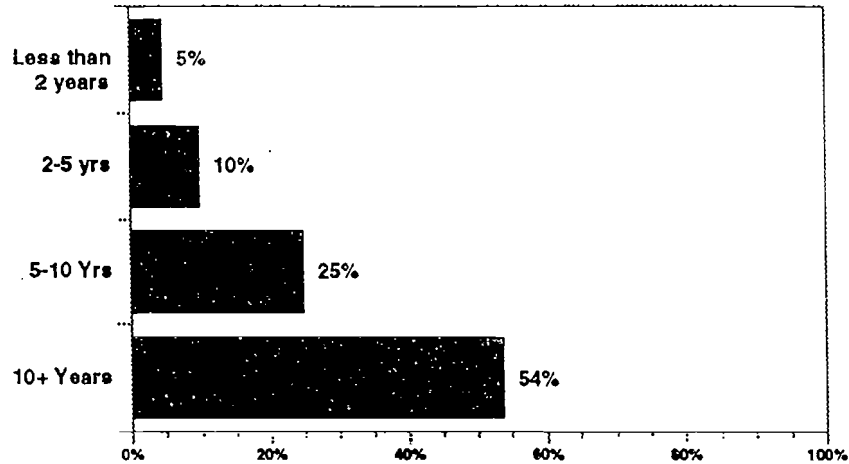Public Employee — 8%
Resource/Referral — 5%

Graph 14

As might be expected, the vast majority of trainers are females (92%). Graph 12 indicates the ethnic distribution; Graph 13 shows the range of income earned from work in early childhood; Graph 14 indicates the professional role in which trainers identify themselves; Graph 15 depicts total years of experience; Graph 16 shows the types of experience trainers have ever had; and Graph 17 indicates the level of formal education achieved by trainers. The picture that emerges is one of Anglo females who provide training parttime, nearly half of who identify themselves currently as either administrators or teachers, who earn less than $25,000 per year for providing early childhood training, who have a moderate to good amount of experience in child care/early education (mostly as caregivers/teachers and directors/administrators), and more than half of who have advanced degrees, but most often not in the areas of early childhood.
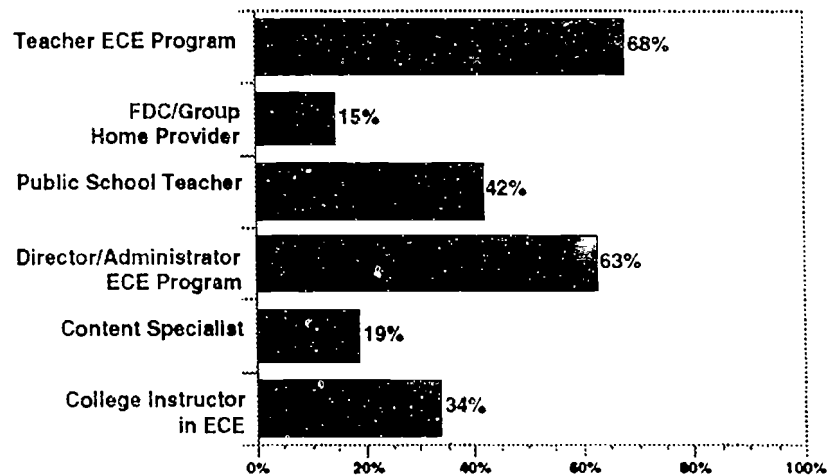
13   18

Years of Experience:
Trainers

Less than 2 years	5%
2-5 yrs	10%
5-10 Yrs	25%
10+ Years	54%

0%   20%   40%   60%   80%   100%

Graph 15

Types of Experience:
Trainers

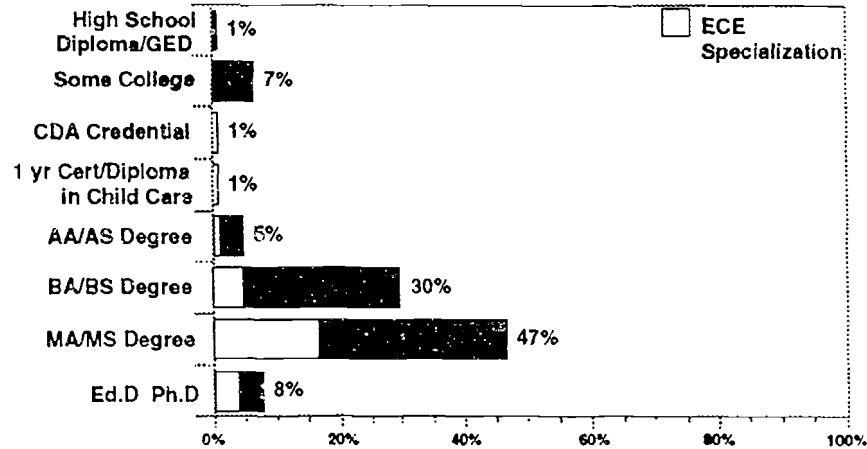|	
Teacher ECE Program	68%
FDC/Group Home Provider	15%
Public School Teacher	42%
Director/Administrator ECE Program	63%
Content Specialist	19%
College Instructor in ECE	34%

0%   20%   40%   60%   80%   100%

Graph 16

It should be noted that 30% of the self-identified trainers earn more than $30,000 per year; these consist primarily of post-secondary personnel, state employees, and public school teachers. In addition to these individuals and those who identified themselves as administrators, 17% identified themselves as either professional trainers or consultants. It is clear from these data that most people who provide early childhood training have related fulltime jobs, of which training is a part, or to which training is added as an additional activity. The combination of education and experience present an interesting picture. More than half the sample reported more than 10 years' experience in early childhood, and another quarter reported between five and ten years' experience. In addition to the types of experience described above, other experience included college

14
19

Highest Level of Education/ Specialization in Early Childhood: Trainer

High School Diploma/GED	1%	☐ ECE Specialization
Some College	7%	
CDA Credential	1%	
1 yr Cert/Diploma in Child Care	1%	
AA/AS Degree	5%	
BA/BS Degree	30%	
MA/MS Degree	47%	
Ed.D Ph.D	8%	

0%   20%   40%   60%   80%   100%

Graph 17

instructor, content specialist, family day-care provider, CDA advisor, health professional, advocate, outreach worker, nanny, social services worker, NAEYC validator, and curriculum specialist.

Fifteen percent of the trainers have less than a bachelor's degree, and less than one percent have obtained a CDA credential. However, of the 85% who have a bachelor's degree or more, only slightly more than a quarter have their degree in early childhood or a related area. In fact, nearly 22% of all the self-identified trainers have had NO FORMALIZED TRAINING RELATED TO CHILD CARE/EARLY EDUCATION. These data give cause for concern.
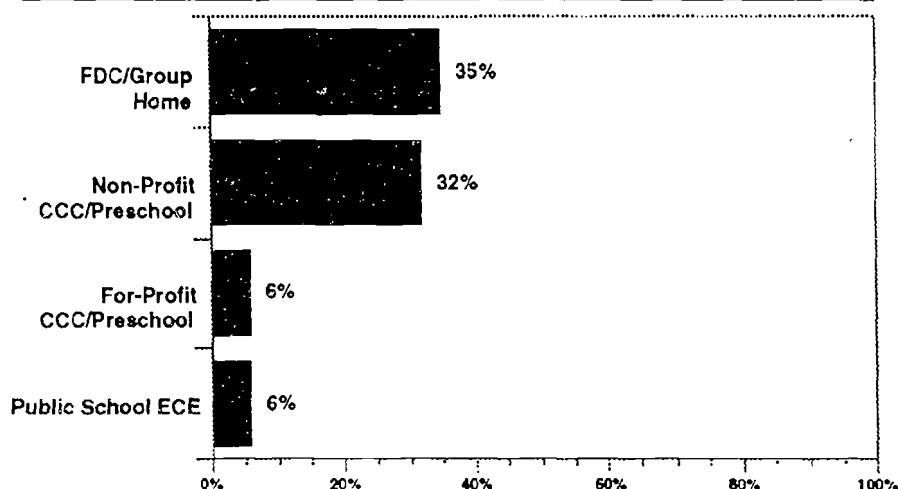
Caregiver/Teacher Profile

This section will provide a descriptive profile of the sample of early childhood personnel who responded to the survey (n=127), first in terms of demographic characteristics, and finally, in terms of the training in which they participated during the past year.

Demographics. Graph 18 depicts the types of programs in which the respondents worked. Forty percent worked in some type of early childhood center, with most of these in either a non-profit preschool, child-care or Head Start center. Thirty percent worked in family day-care settings, primarily unlicensed. The remainder worked in group homes, programs for developmentally disabled or other special-needs children, public school early childhood programs (including high school child development laboratories), and programs for schoolage children.
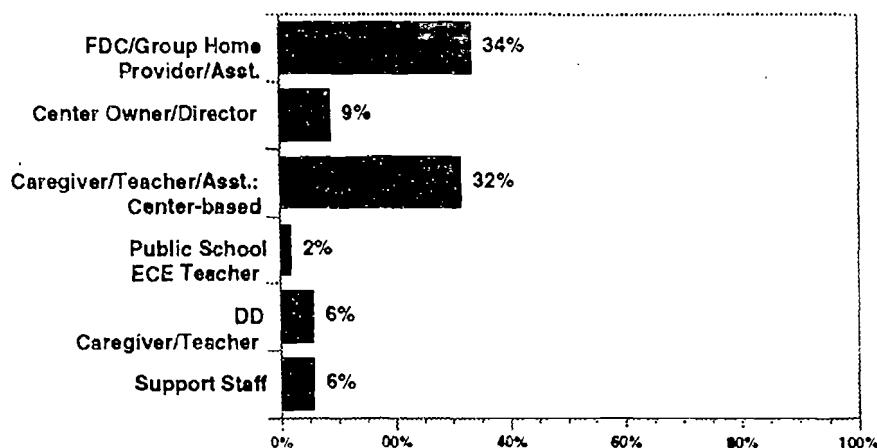
Graph 19 illustrates the range of job titles as identified by the respondents. The majority were either teachers in center-based child care or family day-care providers. However, also included were center owners or directors; assistants in family day care, Head Start, and child care; support staff or specialists; public school teachers; and teachers in programs for developmentally disabled children. Caregivers/teachers in centers or schools reported that the average number of children in the program in which they worked was 55, with 20 being the average group size; six was the average number in family day care. The average number of hours worked per week was 30, except for

15   20

Distribution of Personnel by Program Type

FDC/Group Home	35%
Non-Profit CCC/Preschool	32%
For-Profit CCC/Preschool	6%
Public School ECE	6%

0%   20%   40%   60%   80%   100%

Graph 18

Job Titles of Personnel

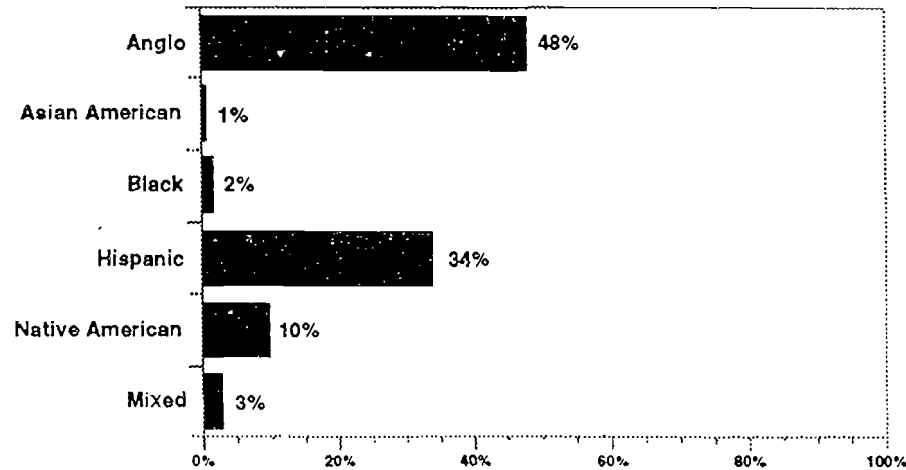|	
FDC/Group Home Provider/Asst.	34%
Center Owner/Director	9%
Caregiver/Teacher/Asst.: Center-based	32%
Public School ECE Teacher	2%
DD Caregiver/Teacher	6%
Support Staff	6%

0%   00%   40%   60%   80%   100%

Graph 19

family day care, which was 50. Twelve percent of the caregivers worked only with children under three years of age; 21% worked with children between the ages of three and five; 5% worked with schoolage children; and 29% worked with mixed-age groups.
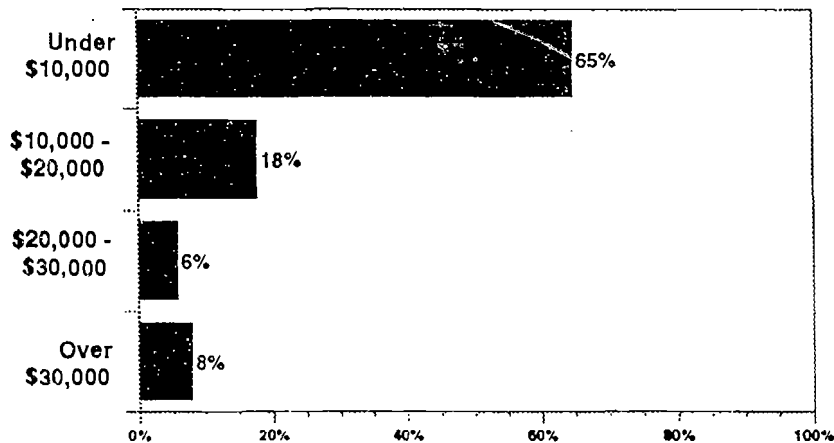
Like trainers, the majority of early childhood personnel are females (96%). If a higher return rate had been received from public school personnel, this figure may have been only slightly higher. Nearly a quarter were younger than 30; more than half were between 30 and 50; and 21% were older than 50. Graph 20 provides the ethnic distribution of the sample. It should be noted that this population of early childhood personnel is more representative of the state's ethnic distribution than is the trainer population.

Ethnicity of Personnel

Anglo — 48%
Asian American — 1%
Black — 2%
Hispanic — 34%
Native American — 10%
Mixed — 3%

0%   20%   40%   60%   80%   100%

Graph 20

Income of Personnel

Under $10,000 — 65%
$10,000 - $20,000 — 18%
$20,000 - $30,000 — 6%
Over $30,000 — 8%

0%   20%   40%   60%   80%   100%

Graph 21

Graph 21 illustrates the reported earnings from child care/ early education for 1990 as reported by this sample. An astounding 65% indicated that they earned less than $10,000, and only 14% earned more than $20,000. When these figures are compared with their level of experience, they are even more astonishing (see Graph 22). Nearly one-third have worked in child care/early education for more than ten years, and another 29% have between five and ten years' of experience. Only 11% have worked in the field for less than two years. In addition, this sample represents a significantly stable workforce. More than three-fourths of those responding are still in their first job.
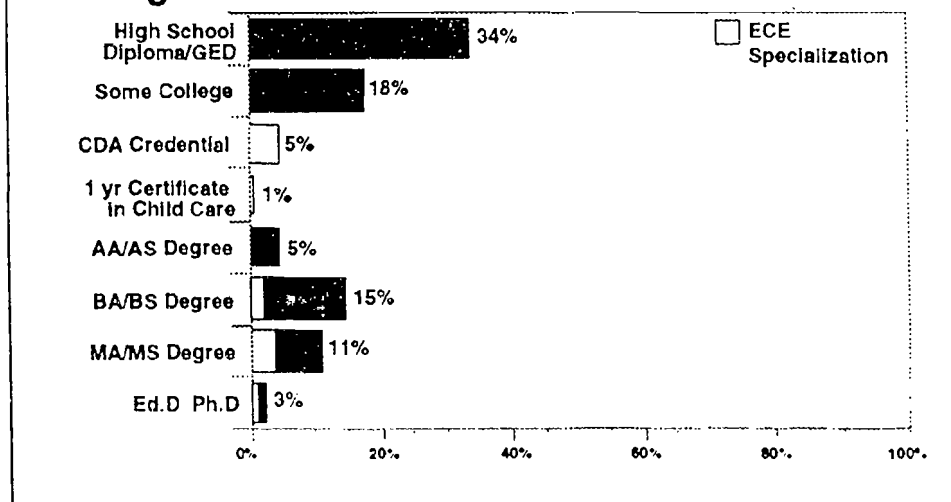
22

Years of Experience:
Caregivers/Teachers

Less than 2 yrs	11%
2-5 yrs	28%
5-10 yrs	29%
More than 10 yrs	30%

0% 20% 40% 60% 80% 100%
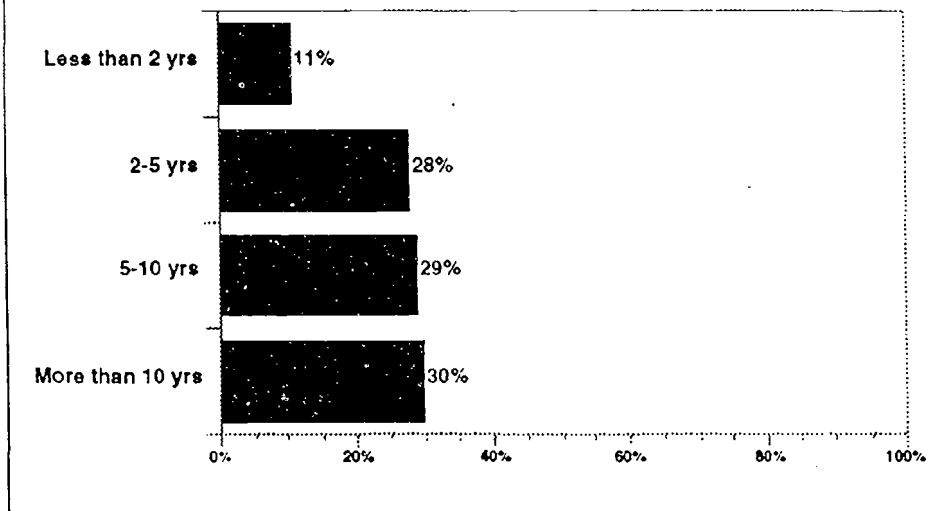
Graph 22

However, the level of formal education reported is relatively low (see Graph 23). About 14% have an advanced degree, and another 15% have a bachelor's degree. Only 8% have earned a CDA credential, and another 5% have either a one-year certificate or an AA degree. A full one-third of the sample listed their highest level of education as a high school diploma or a GED. Six percent of those with advanced degrees have their degrees in early childhood or a related area, but only slightly more than two percent of the bachelor's degrees are in early childhood. However, most caregivers/teachers with degrees in unrelated fields or with some formal education past high school indicated that they had taken at least one course in early childhood.
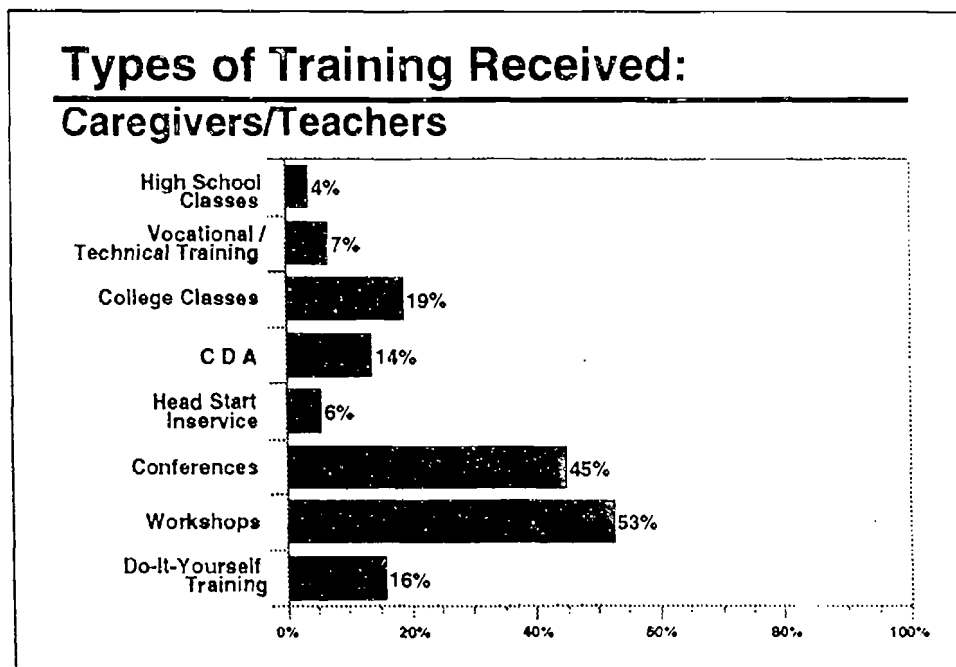
Highest Level of Education/ Specialization in Early Childhood:
Caregivers/Teachers

☐ ECE Specialization

High School Diploma/GED	34%
Some College	18%
CDA Credential	5%
1 yr Certificate in Child Care	1%
AA/AS Degree	5%
BA/BS Degree	15%
MA/MS Degree	11%
Ed.D Ph.D	3%

0% 20% 40% 60% 80% 100%

Graph 23

18 23

Training. Even though state regulations require on-going in-service training, 15% of those responding to the survey indicated that they had recei ved no training during the past twelve months. (A cursory examination of the data suggests that most of these are family day-care providers, who, perhaps, are not subject to licensing regulations because they have fewer than five children. However, since the average number of children served in family day care was six, there could not be many of these in the sample.)

Graph 24 depicts the types of training accessed during the past twelve months by those personnel in the sample. Not surprisingly, the most common type of training in which personnel participated was workshops, followed by conferences More than one-quarter had taken either vocational-technical or college courses. The 16% who had participated in do-it-yourself training had done so through public libraries, the

Types of Training Received:
Caregivers/Teachers

High School Classes 4%
Vocational / Technical Training 7%
College Classes 19%
C D A 14%
Head Start Inservice 6%
Conferences 45%
Workshops 53%
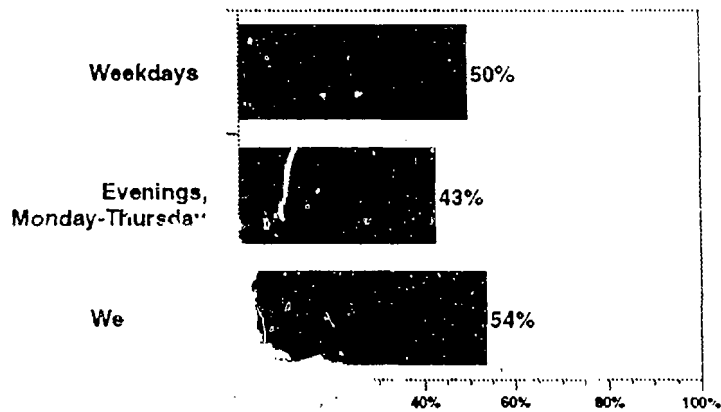Do-It-Yourself Training 16%

Graph 24

Department of Human Services, the Santa Fe Children's Museum, or the military. Another 15% were participating in CDA training, but only two percent indicated that they had done reading or viewed training videos on their own. The more than half who indicated that they had participated in on-site training are not shown in the graph because the data are misleading. This high proportion might be accounted for by the in-house training that some received from their directors, but possibly includes the 16% who participated in do-it-yourself training. The modal number of hours of training received during the past year was 24; the mean number was 33. Nearly three-fourths indicated that the training they received counted as required in-service, and 35% said that it led to a certificate or credential, possibly including certificates provided by the Department of Human Services or other agencies.

Personnel were asked to identify the times of the training in which they had participated, and also to indicate the preferred times for future training. The results are shown in Graphs 25 and 26 It should be noted that in Graph 26 there is not great difference between the proportion of those who named weekends, weekdays, and evenings. However, when asked their preferred times, the most preferred was Saturdays, followed by weekday evenings. Both weekday mornings and afternoons were the least preferred times.
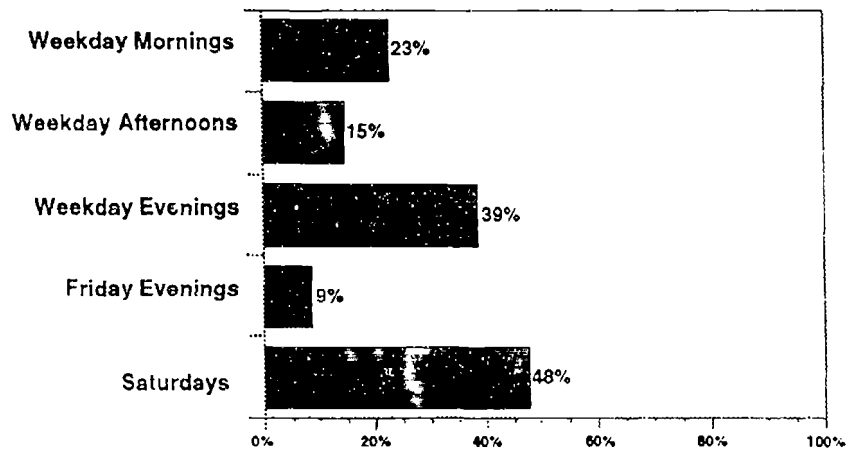
19   24

Times of Participation in Training

Weekdays	50%
Evenings, Monday-Thursday	43%
We	54%

40% 60% 80% 100%

Graph 25

Desired Times of Future Participation

Weekday Mornings	23%
Weekday Afternoons	15%
Weekday Evenings	39%
Friday Evenings	9%
Saturdays	48%

0% 20% 40% 60% 80% 100%

Graph 26

Overwhelmingly, personnel viewed their previous training as helpful or very helpful.
Only two percent indicated that it was not helpful. Respondents were asked to identify
all of the content areas in which they had received training during the past year (Graph
7) and to preferentially indicate content areas for future training (Table 1). The content
areas previously participated in (Graph 7) are the same six content areas identified by
trainers, which suggests validity of the data: child development, health and safety,
communication with parents, discipline/guidance, program activities/curriculum, and
learning through play. Similarly, the three content areas to which they were least
exposed were the same three named by trainers: staff development, record-keeping, and
supervision of staff.

25

Table 1

Content Areas Preferred
for Future Training: Rank Order

Child Development
Discipline/Guidance
Communicating with Parents
Program Activities/Curriculum
Health/Safety
Learning through Play
Management
Nutrition
Room arrangement/scheduling
Multicultural Awareness
Supervision of staff
Business Recordkeeping
Staff Development

Ironically, when asked to preferentially identify content areas for future training, the same six emerged, but in a slightly differ.nt order: health and safety was in fifth, as opposed to second, place. Other content areas identified included administration, FAS babies, working with state licensing, and setting up family day-care programs.

Table 2 indicates the age groups that personnel would like to see targeted in future training. Even though preschool is already the most targeted group, personnel ranked it first for future training, and they ranked infants last. However, it should be noted that only 12% of the respondents currently work solely with infants, and that would account for the low ranking. This does not mean that training in infant care for those who provide it is not important.
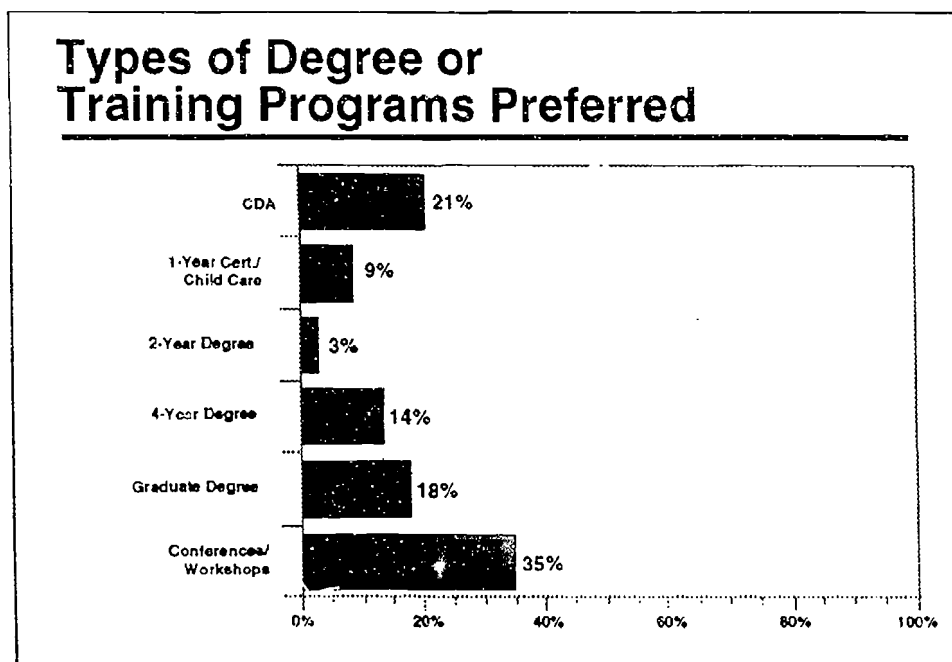
Table 2

Age Groups Targeted for
Future Training: Rank Order

Preschool Children
Toddlers
Schoolage Children
Infants

26

A fu'' ..5% of the respondents indicated that they intended to continue working in child care/early education, and the majority indicated an interest in future training, some strongly. Only a few caregivers indicated no interest in future training, stating that their experience, primarily with their own children and grandchildren, was sufficient. Graph 27 shows the types of degree or training programs most preferred. It is interesting that most types of training are named by a fairly large proportion of the respondents, with workshops and conferences being preferred by more than one-third, a CDA credential by more than one-fifth, and a degree (bachelor's or higher) by another third. One-year certificates and AA degrees are preferred by the fewest.

Types of Degree or
Training Programs Preferred

CDA	21%
1-Year Cert./Child Care	9%
2-Year Degree	3%
4-Year Degree	14%
Graduate Degree	18%
Conferences/Workshops	35%

0%   20%   40%   60%   80%   100%

Graph 27

Discussion and Implications

The following implications can be inferred from the data in this study:

1. Training is available in all parts of the state, with the Albuquerque area providing the most. It is most available in the large cities and least available in towns and rural areas. Even though the Northeast quadrant was reported as the area in which the least training is available, when Santa Fe (included in the Northwest quadrant, but located almost on the line) is considered, the distribution looks considerably better.

2. A variety of types of training is available, at least in some locations. Workshops and conferences appear to be the most accessible types and vocational-technical and do-it-yourself, the least accessible types.

3. The cost of training varies considerably, depending on the type. Many trainers do not charge a fee, especially for workshops and conferences, but there is often a minimal registration fee charged by the agency sponsoring the event However, when trainers are under contract to provide training for an agency or a program, there is either an hourly or a daily fee In some cases, fees are paid by individuals receiving the training, and in other cases, employers pay for the training.

22

27

4. Available training covers a broad range of content. How the content is determined is unclear, however. One could infer that agencies who sponsor workshops and conferences themselves determine the content to be included. Perhaps program directors determine the content of training they seek for their own staff.

5. Despite the first four implications, it is clear that training is provided in a fragmented, haphazard way. No comprehensive plan--identifying priorities for content, seeking qualified trainers with expertise in these content areas, determining the personnel who need such training in specific locales, and developing an inexpensive effective delivery system--has ever existed in this state. Personnel take what they can get.

6. Training is available to all types of personnel, but clearly the major focus has been on personnel working in early childhood centers who work with children three to five. Insufficient training appears to have been directed toward personnel who work with infants/toddlers and schoolage children, toward those who work with protective services children of all ages, food service personnel, home visitors, and nannies.

7. Insufficient attention to multicultural issues has been given in training efforts. Self-identified trainers are heavily Anglo who mostly provide training in English and who provide insufficient training to personnel in multicultural issues in early childhood programs. The number of qualified minority trainers who provide training in Spanish, Navajo, and other Native American languages needs to be increased.

8. Males are appallingly absent in both the early childhood personnel population and the early childhood trainer population.

9. Trainers appear to be moderately well experienced but lack sufficient formal training in early childhood. This is particularly disturbing in light of the high percentage who indicated that they provided training in child development, program activities/curriculum, learning through play, and discipline/guidance.

10. Similarly, the majority of early childhood personnel are poorly trained, both in terms of level of formal education and specialized training in early childhood.

11. It follows that the vast majority of early childhood personnel are grossly underpaid. A training plan that feeds into a career ladder that is tied to salary increments seems to be a high priority.

12. New Mexico has a significantly stable early childhood workforce, the vast majority of who plan to continue in the profession. Most of these individuals desire more training, and a variety of types of training is indicated.

In comparison to national profiles, early childhood educators in New Mexico are less well educated, especially in early childhood. Similar to national trends, public school teachers are substantially more likely to have a college degree. Overall, personnel also earn less money. On the other hand, they have more experience and demonstrate less turnover. (Nationally, the turnover rate is 25% per year.) (See A Profile of Child Care Settings: Early Education and Care in 1990, Mathematica Policy Research Institute.) These data are not really surprising since New Mexico continually tends to hover around 48th place in per capita income. However, they do suggest, especially with the influx of federal dollars for child care, that substantial improvement needs to be made in both the

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quantity and the quality of training for the workforce in early childhood. The data from this study also suggest the urgency of developing a comprehensive training plan that includes addressing the expertise of those who provide training

Recommendations

The foregoing implications provide the basis for recommendations. Clearly, it is beyond the mandated responsibility or the capacity of the Office of Child Development to implement all of them. However, it is hoped that once the new agency on Children, Youth, and Families is in place, with the Office of Child Development as part of its Bureau on Child Care and Early Education, it will be possible to achieve these goals over a specified period of time. Unless programs and services, including training, are located under one agency, with joint powers agreements with other relevant agencies (e.g., the State Department of Education), these recommendations are unlikely to be realized.

1. The development of a career ladder for early childhood personnel must be accomplished in concert with a plan for licensure for personnel working with children birth through age eight, regardless of setting or type of program. This philosophy is in keeping with that of the National Association for the Education of Young Children. The career ladder should be competency-based.

2. The development of a comprehensive training plan must be a parallel task to Item 1. The plan should include the following: an identification of the minimal core content that all personnel need to meet minimal competencies; a system of assessing competencies; a system of identifying personnel who do not meet minimal competencies; a plan for articulating all types of training with the career ladder; a system for the approval of training; a system for assessing the expertise of trainers and for developing a roster of state-approved trainers (this might include training for trainers); and a delivery system that is coordinated, accessible, and affordable.

3. The training plan must include a variety of types of training, and the amount and accessibility of free or low-cost training should be increased, especially for those personnel who do not meet minimal competencies. Initial training efforts should target these individuals.

4. Innovative ideas for the delivery of training to rural areas should receive special attention in the training plan. They might include traveling videos and/or interactive television.

5. Pilot programs of on-site training should be developed and implemented as part of the training plan.

6. Efforts to develop a salary and compensation plan that is consistent with levels of the career ladder should be initiated. Clearly, a state-wide compensation system could be implemented with those non-profit programs that receive state and/or federal funds. Worthy wages for worthy work should become a priority in the state.

7. The opportunities for CDA training to count toward baccalaureate degrees should be expanded. In addition, a plan for transitioning pre-professional training (e.g., workshops, conferences, etc.) in a professional training (e.g., certificates, AA degrees, etc.) should be developed. This will probably require a higher education committee.

24   29

8. An effort should be made to recruit more males and more minorities into the field of early childhood, both as program personnel and as trainers.

9. Special efforts should be made to provide training to personnel working with infants/toddlers, schoolage children, protective services children of all ages, home visitors, food service personnel, and, if their is demand, for nannies.

   NOTE: The Delaware state plan, **Delaware First...Again,** can be reviewed for ideas about implementing these recommendations.

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Summary

The present study surveyed agencies and trainers who provide early childhood training and a sample of a variety of types of early childhood personnel in an attempt to describe the state of early childhood training in New Mexico. Information was obtained on the types of training available, the content of the training, the frequency and timing of training, the types of personnel targeted, the accessibility and affordability of training, as well as a profile of trainers and a profile of personnel receiving training. The results of the research are contained in this report, along with implications and recommendations for future action. In addition, a directory of Early Childhood Training in New Mexico constitutes an additional product of the investigation. The directory includes information about both agencies and trainers, as well as questions to ask when seeking out agencies or trainers and a simple evaluation form.

This is the first study of this kind to be conducted in the state. Clearly, it has its limitations. One of these is the low return rate, especially among particular types of personnel--such as Head Start, public school, and some schoolage programs--because they were not in operation when the survey was conducted. Further, there is no way of knowing how complete the directory is because there is no master list of agencies and trainers available. Finally, there is no mechanism for evaluating the quality of the training provided. Hopefully, the directory represents a document that can continue to grow as other trainers and agencies are identified. If the above recommendations are implemented, a mechanism for assessing the quality of training and approving trainers will be developed. Perhaps this study could be replicated, with appropriate modifications, in five years.

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APPENDICES

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APPENDIX A: COPIES OF SURVEYS

CHILD CAREGIVER PROFILE

1. **Have you participated in job-related training during the past 12 months?**

   _____ Yes   _____ No

   a. If yes, please mark all of the following types of training in which you have participated.

   _____   High school classes
   _____   Technical/Vocational
   _____   College classes
   _____   On-going training
                  _____ Child Development Associate
                  _____ Head Start Inservice
                  _____ Other, explain _____
                  _____
                  _____

   _____   Conferences; describe and include numbers _____
               _____
               _____

   _____   One-shot workshops; describe and include numbers
               _____
               _____

   _____   On-site one-on-one or small group training; describe
               and include numbers _____
               _____
               _____

   _____   "Do it yourself" training (e.g., Department of Human
               Services, Santa Fe Museum) Name the agency that
               provided this training _____
               _____
               _____

   _____   Other, specify _____

   b. What is the total number of clock hours of training you have participated in during the past 12 months? _____

   c. Doe_ the training yo have participated in count as part of the hours of inservice training required by state or federal regulations?
       _____ Yes   _____ No   _____ Don't Know

   d. Will the training in which you have participated lead t. any type of credential or certificate?
       _____ Yes   _____ No   _____ Don't Know

e.   When was the training you received offered? Mark all that
     apply.

     _____   Weekdays
     _____   Evenings, Monday through Thursday
     _____   Weekends
     _____   Other, specify _____

f.   What is the best time for you to receive future training?

     _____   Weekday mornings
     _____   Weekday afternoons
     _____   Weekday evenings
     _____   Friday evenings
     _____   Saturdays
     _____   Other, specify _____

2.   Mark all of the specialty areas in which you have received
     training during the past 12 months. Mark all that apply.

     _____   Child development
     _____   Communicating with parents
     __ __   Management
     _____   Supervision of staff
     _____   Room arrangement and scheduling
     _____   Discipline and guidance
     _____   Planning program activities for children
     _____   Health and safety in child care
     _____   Nutrition
     _____   Learning through play
     _____   Multicultural awareness
     _____   Staff development
     _____   Business record keeping
     _____   Other, describe _____

            _____
            _____
            _____
     __   _____

3.   List the city(ies) or town(s) in which you received training
     during the past 12 months.

     _____   _____
     _____   _____
     _____   _____
     _____   _____

4.   Name the agencies or entities that sponsored the training you
     received during the past 12 months.

     _____
     _____
     _____

5.   a.   Did you pay a fee for the training you received during the past 12 months? _____ Yes _____ No   **If yes, how much?**
_____

    b.   Did an agency or your employer pay a fee for the training you received?
_____ Yes   _____ No   _____ Don't Know
If yes, name it _____

6.   Overall, how would you rate the training you received?

    _____   Not helpful
    _____   Helpful
    _____   Extremely helpful

7.   a.   Which topics listed below are most interesting to you for receiving future training? Place a '1' beside your first choice, a '2' beside your second choice, a '3' beside your third choice, etc., until all items are marked.

    _____   Child development
    _____   Communicating with parents
    _____   Management
    _____   Supervision of staff
    _____   Room arrangement and scheduling
    _____   Discipline and guidance
    _____   Planning program activities for children
    _____   Health and safety in child care
    _____   Nutrition
    _____   Learning through play
    _____   Multicultural awareness
    _____   Staff development
    _____   Business record keeping
    _____   Other, describe _____
_____
_____
_____
_____

    b.   For which age group of children would you like or need further training? Place a '1' beside your first choice, a '2' beside your second choice, a '3' beside your third choice, and a '4' beside your last choice.

    _____   Infants
    _____   Toddlers
    _____   Preschool children
    _____   School-age children

8.   Do you need/prefer training in a language other than English?

    _____ Yes   _____ No
If yes, what language(s) _____

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9. Do you plan to continue working in child care/early education?

_____ Yes _____ No _____ Don't Know

If yes, check any type of degree or training program you may be interested in pursuing:

_____ Child Development Associate
_____ 1 year certificate in child care
_____ 2 year degree
_____ 4 year degree
_____ Graduate degree
_____ Training that does not lead to a credential, such as conferences and workshops
_____ Other, explain _____

_____
_____
_____
_____

10. Is there anything else you would like to tell us about your past or future training needs? _____

_____
_____
_____
_____
_____
_____
_____

11. Describe the type of child-care/education arrangement in which you work by checking the term below that best describes WHERE you work. Check only one.

_____ Licensed family day-care home (providing care for 5 or 6 children in your own home)
_____ Family day-care home (providing care for 4 or fewer children in your own home)
_____ Group day-care home (providing care for 7 to 12 children in your home or someone else's home)
_____ Full-day child-care center (where care is provided all day for more than 12 children)
　　　_____ Non-profit child-care center
　　　_____ For profit child-care center
　　　_____ Head Start center
　　　_____ Other
_____ Part-day program (where care is provided part day for more than 12 children)
　　　_____ Head Start center
　　　_____ Non-profit preschool
　　　_____ For profit preschool
　　　_____ Public elementary school (early education program)
　　　_____ High school program

_____ Program for developmentally disabled children 0-5
_____ Program for school-age children
_____ None of the above. Please tell where you work:

_____

_____

12. **What is the zip code at the center, school, or child-care home where you work?** _____

13. **Tell us what you do by checking the term below that best describes your current job. Check only one.**

_____ Family day-care home provider (working alone in your own home caring for 6 or fewer children)

_____ Family day-care assistant (working with someone else in her home caring for 6 or fewer children)

_____ Group day-care home provider (in charge of providing care for 7 to 12 children)

_____ Caregiver/teacher in group day-care home (assistant to the provider in a group day-care home)

_____ Center owner (owner of a child-care center providing care for more than 12 children who has hired a director to be responsible for planning the program and supervising staff)

_____ Center program director (in full charge of center operation but not its owner)

_____ Teacher/caregiver in preschool or child-care/Head Start program (responsible for planning activities and providing care for a group of children)

_____ Teaching assistant in a preschool or child-care/Head Start program (working as an assistant but sometimes responsible for the group)

_____ Teacher's aide in preschool or child-care/Head Start program (working as an assistant in a group but not expected to assume responsibility for the group in the teacher's absence)

_____ Teacher in public school regular early childhood program

_____ Teacher in public school early childhood program for developmentally delayed children

_____ Teacher's aide in public school regular or developmentally delayed early childhood program

_____ Teacher/caregiver in community early childhood program for developmentally delayed children

_____ Support staff or specialist in community early childhood/child-care program

_____ Other, specify _____ _____

_____

_____

14. If you are a teacher/caregiver, teaching assistant, teacher's aid, or support staff/specialist in any child-care/early education program, answer the following questions. If you work in a family day-care home or group day-care home, please skip to question 15. If you are a director or owner, skip to question 16.

   a. Approximately how many children are currently enrolled in the program in which you work? _____
   b. How many children are in your group? _____
   c. Tell the ages of the children in your group as follows:
      _____ under 12 months
      _____ one-year-olds
      _____ two-year-olds
      _____ three- or four-year-olds
      _____ five-year-olds
      _____ school-age children
      _____ mixed ages
   d. How many hours does the program operate each day? _____
   e. How many hours do you work each week? _____ (If your work schedule varies, tell the average number of hours you work each week.)

15. If you are a family day-care home provider or work in a group care home, please answer the following questions. If you answered question 14 skip to question 17. If you are a director or owner, skip to question 16.

   a. How many children receive care in your home? _____
   b. Tell how many children are in each age group as follows:
      _____ under 12 months
      _____ one-year-olds
      _____ two-year-olds
      _____ three- and four-year-olds
      _____ five-year-olds
      _____ school-age children
      _____ mixed ages
   c. How many hours do you work each day? _____
   d. How many hours per day does your home provide care to children? _____
   e. How many days do you work each week? _____

16. If you are a director or owner, please answer the following questions. Otherwise skip to question 17.

   a. Approximately how many children are currently enrolled in your program? _____
   b. How many staff are employed in your program? _____
   c. Do you work with a group of children on a regular basis?
      _____ Yes _____ No
   d. How many hours per week does the program operate? _____
   e. How many hours per week do you work? _____

ALL PLEASE ANSWER THE REMAINING QUESTIONS

17. Please provide the following information about yourself:

    a.   What is your sex?   _____ Female   _____ Male

    b.   What is your age?   _____ 18-24   _____ 41-50
                                               _____ 25-30   _____ 51-60
                                             _____ 31-40   _____ over 60

    c.   What was your personal annual income before taxes in 1990 that was earned from your work in child care? (Do NOT include income from other sources.) Check only one.

        _____ under $3,000   _____ $12,501 to $15,000
        _____ $3,001 to $5,000   _____ $15,001 to $20,000
        _____ $5,001 to $7,500   _____ $20,001 to $25,000
        _____ $7,501 to $10,000   _____ $25,001 to $30,000
        _____ $10,001 to $12,500 _____ over $30,000

    d.   Which of the following best describes you?
        _____ Anglo   _____ Native American
        _____ Asian American   _____ Mixed
        _____ Black   _____ Other
        _____ Hispanic

18. How long have you worked in your current job in child care/early education?

    _____ less than 6 months   _____ 2 to 3 years
    _____ 6 to 12 months   _____ 3 to 5 years
    _____ 12 to 18 months   _____ 5 to 10 years
    _____ 18 to 24 months   _____ more than 10 years

19. Did you work in another child-care/early education job before this one?   _____ Yes   _____ No

    a.   Have you changed jobs more than once while continuing to work in child care/early education? _____ Yes _____ No
    b.   If you answered Yes, how many times? _____
    c.   What was the reason(s) you changed jobs? _____
    _____ _____ _____

20. What is your total experience in child care/early education, including all jobs?

    _____ less than 6 months   _____ 2 to 3 years
    _____ 6 to 12 months   _____ 3 to 5 years
    _____ 12 to 18 months   _____ 5 to 10 years
    _____ 18 to 24 months   _____ more than 10 years

21. Please tell us about your education and training by checking one
    of the spaces below to identify the highest grade or level of
    education you have completed.

    _____   High School diploma or GED
                Child development/child-care classes? ____ Y ____ N

    _____   Some college -- Describe and include the number of
                courses in child development/early childhood
                education/child care. _____

                _____
                _____
                _____ _____
                _____

    _____   Child Development Associate (CDA) credential

    _____   One year certificate or diploma in child care

    _____   AA or AS Degree - When and Where? (If your degree is
                not in child development/early childhood, describe and
                include the number of courses in child development/
                early childhood education/child care you have taken.)

                _____
                _____
                _____
                _____

    _____   BA or BS Degree
                Major _____
                When and Where?   (If your degree is not in child
                development/early childhood, describe and include the
                number of courses in child development/early childhood
                education/child care you have taken.) _____

                _____
                _____
                _____
                __ _____ _____

    _____   Master's Degree
                Major _____
                When and Where?   (If your degree is not in child
                development/early childhood, describe and include the
                number of courses in child development/early childhood
                education/child care you have taken.) _____

                _____
                _____
                __ _____

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_____ Ed.D. or Ph.D.
Major _____
When and Where?   (If your degree is not in child
development/early childhood, describe and include the
number of courses in child development/early childhood
education/child care you have taken.) _____

_____
_____
_____
_____

22. Describe any other type of inservice training specifically
related to child care/early education you have EVER had. Include
content and approximate number of hours.

_____
_____
_____

Total number of hours _____ ___

CHILD-CARE TRAINER PROFILE

1. a. Have you provided training to child-care/early education personnel or potential personnel within the last 12 months?

    _____ Yes
    _____ No

    b. If yes, please mark all of the following types of training provided:

    _____   High school classes
    _____   Vocational/technical training
    _____   College classes
            _____   On-going training
            _____   CDA
            _____   Head Start Inservice
            _____   Other, explain _____
    _____   Conferences; describe and include numbers

    _____
    _____
    _____
    _____

    _____   One-shot workshops; describe and include numbers

    _____
    _____
    _____

    _____   On-site one-on-one or small group training; describe and include numbers

    _____
    _____
    _____

    _____   "Do it yourself" training; describe _____

    _____
    _____

    c. When did you provide your training? Mark all that apply.

    _____   Weekday mornings
    _____   Weekday afternoons
    _____   Weekday evenings
    _____   Friday evenings
    _____   Saturdays
    _____   Other, specify _____

2.   a.   Mark the specialty areas in which you provide training.
             Mark all that apply.

             _____   Child development
             _____   Communicating with parents
             _____   Management
             _____   Supervision of staff
             _____   Room arrangement and scheduling
             _____   Discipline and guidance
             _____   Planning program activities for children
             _____   Health and safety in child care
             _____   Nutrition
             _____   Learning through play
             _____   Multicultural awareness
             _____   Staff development
             _____   Business record keeping
             _____   Other, describe_____

                        _____
                        _____
                        _____
                        _____

      b.   To what age group is the training you provide targeted?
            Mark all that apply.

            _____   Infants
            _____   Toddlers
            _____   Preschoolers
            _____   School-age children

      c.   Do you provide training in any language other than
            English?

            Yes _____   No _____   If yes name the language _____

3.   If you offer training for child caregivers/teachers that
      differs from questions 1 and 2, please explain the nature of
      that training.

            _____
            _____
            _____
            _____
            _____
            _____
            _____
            _____
            _____

4.   Is there a fee for the training you provide?

            _____   Yes; How much? _____ _____
            _____   No

5. a. Does the training you provide count as part of the hours of inservice training required by state or federal regulations?

_____ Yes
_____ No
_____ Don't know
_____ Other, explain _____

_____
_____
_____

    b. Does the training you provide lead to a credential or certificate?

_____ Yes
_____ No
_____ Don't know
_____ Other, explain _____

_____
_____
_____

6. Please name the city(ies) or town(s) in which you have provided training during the past 12 months.

_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

7. Mark the types of personnel to which your training is targeted. Mark all that apply.

_____ Child-care center caregivers/teachers
_____ Child-care center directors
_____ Food service personnel
_____ Family day-care/group home providers
_____ Public school teachers
_____ Educational assistants in public schools
_____ Volunteers
_____ Substitute caregivers
_____ Head Start teachers
        _____ Regional
        _____ Indian
        _____ Migrant
_____ Home visitors
_____ Nannies
_____ Teachers/caregivers for developmentally disabled children

_____ Caregivers of other types of special needs children
(Protective services, etc.)
_____ Parents
_____ Other, specify _____
_____
_____

8. **Approximately how many child-care/early education personnel have you trained during the past twelve months?** _____

9. **Please comment on any other aspect of training you provide that has been omitted from this survey.**

_____
_____
_____
_____
_____

10. **Please provide the following information about yourself:**

   a. What is your name? _____
      Your address? _____ City _____
      Your phone number? _____ Zip code _____

   b. What is your sex?   _____ Female   _____ Male

   c. What is your age?   _____ 18-24   _____ 41-50
                          _____ 25-30   _____ 51-60
                          _____ 31-40   _____ Over 60

   d. Which of the following best describes you?
      _____ Anglo   _____ Native American
      _____ Asian American   _____ Mixed
      _____ Black   _____ Other
      _____ Hispanic

   e. What was your annual income before taxes in 1990 that was earned from your work in child care? (Include income earned providing training as earned in child care, but do not include income from other sources.) Check only one.

      _____ under $3,000   _____ $12,501 to $15,000
      _____ $3,001 to $5,000   _____ $15,001 to $20,000
      _____ $5,001 to $7,500   _____ $20,001 to $25,000
      _____ $7,501 to $10,000   _____ $25,001 to $30,000
      _____ $10,001 to $12,500 _____ Over $30,000

11. **With regard to your current position,**

   a. Which of the following **best** describes your current job? Mark only one.

_____ Teacher (child care/early education
       through high school)
_____ Administrator
_____ Professional trainer
_____ College instructor
_____ Consultant
_____ Public employee - State agency
_____ Resource and Referral
_____ Other, specify _____

b.   Do you provide training:
     Full time _____   Part time _____

c.   Name and give the address and phone of the entities
     that employ you to provide training, if applicable:
     (Use the back of this page if necessary.)

     _____
     _____ Phone__ _____

12. **Please describe your work experience in child care/early education.**

     a.   How long have you been working in child care, including
          all jobs? Check one of the following:

          _____ less than 6 months   _____ 2 to 3 years
          _____ 7 to 12 months   _____ 3 to 5 years
          _____ 13 to 18 months   _____ 5 to 10 years
          _____ 19 to 24 months   _____ more than 10 years

     b.   Please mark the types of experience you have ever had in
          child care/early education. Mark all that apply.

          _____ Caregiver/teacher in child-care or early
                childhood program
          _____ Family day-care/group home provider
          _____ Public school teacher
          _____ Director/administrator of child-care or early
                childhood program
          _____ Content specialist (e.g., art, music,
                multicultural, etc.)
          _____ College instructor in child care/development
          _____ Other, specify _____

13. **Please tell us about your own education and/or training by
     checking one of the spaces below to identify the highest grade
     and/or level of education/training you have completed.**

          _____ High School diploma or GED
                Child development/child-care classes? _____Y _____N

_____ Some college
Describe and include the number of courses in child development/early childhood education/child care you have taken.)

_____
_____
_____
_____
_____
_____

_____ CDA credential

_____ One year certificate or diploma in child care

_____ AA or AS Degree
When and Where? (If your degree is not in child development/early childhood, describe and include the number of courses in child development/early childhood education/child care you have taken.)

_____
_____
_____
_____
_____

_____ BA or BS Degree
Major_____
When and Where? (If your degree is not in child development/early childhood, describe and include the number of courses in child development/early childhood education/child care you have taken.)

_____
_____
_____
_____
_____

_____ Master's Degree
Major_____
When and Where? (If your degree is not in child development/early childhood, describe and include the number of courses in child development/early childhood education/child care you have taken.)

_____
_____
_____
_____
_____

_____ Ed.D. or Ph.D.
Major_____
When and Where? (If your degree is not in child
development/early childhood, describe and include
the number of courses in child development/early
childhood education/child care you have taken.)

_____
_____
_____
_____
_____
_____

14. Describe any other type of inservice training specifically
    related to childcare/early education you have EVER had.
    Include content and approximate number of hours.

_____
_____
_____
_____

Total number of hours _____

Agency Profile

1. Agency name _____
   Address _____
   _____
   _____zip_____
   Phone _____

2. Your position _____

3. How long have you worked in your present position?

   _____ less than 6 months   _____ 2 to 3 years
   _____ 7 to 12 months   _____ 3 to 5 years
   _____ 13 to 18 months   _____ 5 to 10 years
   _____ 19 to 24 months   _____ more than 10 years

4. Have individuals in your agency provided training to child-
   care/early childhood personnel within the past 12 months?

   Yes_____ No_____ If yes, approximately how many personnel
   were trained during this time? _____

5. Approximately how many individuals in your agency provide
   training to child-care/early childhood personnel? _____

6. How often is training provided by your agency?

   _____   a. On-going
   _____   b. Weekly
   _____   c. Twice monthly
   _____   d. Monthly
   _____   e. 6 to 8 times a year
   _____   f. 4 to 6 times a year
   _____   g. More than once a year, but less than 4 times a
                 year
   _____   h. Yearly
   _____   i. Other, explain_____
              _____

7. Is there a participant fee for the training you provide?

   Yes_____ If yes, how much? _____
   No _____

8. Mark all of the following types of training that your agency
   provides:

   _____   High school classes
   _____   Vocational/technical training
   _____   College classes
   _____   On-going training
              _____ CDA
              _____ Head Start Inservice
              _____ Other, explain_____

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_____ . Conferences; describe and include numbers

_____
_____
_____
_____

_____ One-shot workshops; describe and include numbers

_____
_____
_____

_____ On-site one-on-one or small group training; describe and include numbers

_____
_____
_____

_____ "Do it yourself" training; describe _____

_____ Other, specify_____

9. a. **Mark the specialty areas in which your agency provides training:**

_____ Child development
_____ Communicating with parents
_____ Management
_____ Supervision of staff
_____ Room arrangement and scheduling
_____ Discipline and guidance
_____ Planning program activities for children
_____ Health and safety in child care
_____ Nutrition
_____ Learning through play
_____ Multicultural awareness
_____ Staff development
_____ Business record keeping
_____ Other, describe_____

_____
_____
_____
_____

b. **Is your agency's training targeted to specific ages of children? Mark all that apply.**

_____ Infants
_____ Toddlers
_____ Preschoolers
_____ School-age children

c. Does your agency provide training in any language other than English?

Yes _____ No _____ If yes, name the language _____

10. If your agency offers training for child caregivers/teachers that differs from questions 8 and 9, please explain the nature of that training.

_____
_____
_____
_____
_____
_____
_____
_____
_____

11. a. Does the training provided by your agency count as part of the hours of inservice training required by state or federal regulations?

_____ Yes
_____ No
_____ Don't know
_____ Other, explain _____
_____
_____
_____

b. Does the training provided by your agency lead to a credential or certificate?

_____ Yes
_____ No
_____ Don't know
_____ Other, explain _____
_____
_____
_____

12. Please name the city(ies) or town(s) in which your agency has provided training during the past 12 months.

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13. Mark the types of personnel to whom your agency's training is targeted. Mark ALL that apply.

_____   Child-care center caregivers/teachers
_____   Child-care center directors
_____   Food service personnel
_____   Family day-care/group home providers
_____   Public school teachers
_____   Educational assistants in public schools
_____   Volunteers
_____   Substitute caregivers
_____   Head Start teachers
           _____   Regional
           _____   Indian
           _____   Migrant
_____   Home visitors
_____   Nannies
_____   Teachers/caregivers for developmentally disabled
           children
_____   Caregivers of other types of special needs children
           (Protective services, etc.)
_____   Parents
_____   Other, specify _____
           _____
           _____

14. Please comment on any other aspect of training your agency provides that has been omitted from this survey.

_____
_____
_____
_____
_____
_____

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APPENDIX B: EXECUTIVE SUMMARY

EARLY CHILDHOOD TRAINING IN NEW MEXICO

EXECUTIVE SUMMARY

In the summer of 1991, a study of early childhood training in the state of New Mexico was undertaken. Three surveys were developed, reviewed by experts, pilot-tested, and distributed. The first survey was sent to agencies that potentially provided training to personnel working in child care/early education. The second survey was distributed to individuals who potentially provided training to personnel working in child care/early education. The third survey was distributed to personnel working in child care/early education. Mailing lists were obtained from a variety of sources (telephone book, resource and referrals, the Child and Adult Care Food Program, the licensing division of the Health Department, the Department of Human Services, Head Start, the State Department of Education, Albuquerque Public Schools Early Childhood Division, the UAP program at the University of New Mexico, and word of mouth). Surveys were mailed to every agency and every individual trainer whose name appeared on a list. Personnel to receive surveys were selected by a stratified random sample of a variety of types of personnel: family day care providers, child-care center workers, Head Start personnel, public school early childhood personnel, high school teachers with child-care programs, personnel working in programs for schoolage children, personnel working in programs for special needs children (community and public school), and parttime preschool teachers. While the response rate was low, especially for the caregiver (personnel) sample, the sample of respondents is fairly representative of the general population in that responses were received for all types of personnel in relative proportion to the total population.

WHO IS PROVIDING TRAINING? Of 61 agencies responding, 90% indicated that they had provided early childhood training during the past twelve months. Of 131 individuals responding, 95% indicated that they had provided training during the past twelve months.

WHERE IS TRAINING BEING PROVIDED? Training is most often offered in the Northwest quadrant of the state, with 56 agencies and 87 trainers indicating that quadrant as a location for training during the past year. The Southwest quadrant and the Southeast quadrant were similar, with 31 agencies and 35 trainers indicating that they had provided training in the Southwest, and 39 agencies and 32 trainers indicating the Southeast quadrant. The least amount of training was offered in the Northeast quadrant (23 agencies and 26 trainers). In terms of towns or cities where training was offered, Albuquerque led the list for both agencies and trainers, followed by Santa Fe, and then Las Cruces. At least one training session was offered in 115 different locations around the state, including the pueblos.

WHAT TYPE OF TRAINING IS BEING PROVIDED? The most common type of training is workshops (57% of the agencies and 55% of the

trainers), followed by conferences (50% of the agencies and 48%) of the trainers. The other types of training, in descending order of frequency, are on-going Head Start training, post-secondary training (at Vo-Tech schools and colleges), CDA training, high school classes, and do-it-yourself training. The proport n of on-site training is difficult to interpret from the data. Only 2% of the agencies, but 59% of the trainers, indicated that they had provided on-site training during the past year. Part of this discrepancy can be explained by directors of child-care centers who identified themselves as trainers on the returned survey and who provide in-house training to their own staff. Trainers most frequently presented at the NMAEYC conference, followed by the New Mexico Child Care Conference, and the CACFP Traveling conferences. Presentations also were made at a number of other conferences, such as Head Start conferences, local AEYC conferences, the Indian Child and Family Conference, and Magic Years. Five trainers had presented at out-of-state conferences. Caregivers most often received training at NMAEYC, NM Child Care, and CACFP Traveling conferences.

WHEN IS TRAINING OFFERED? Forty-one percent of the agencies indicated that they were providing some type of on-going training; 6% were providing training weekly or every other week; 5%, monthly; 12%, six to eight times per year; 9%, two to three times per year; and the remainder were providing training less frequently or upon request. Sixty-six percent of the trainers had offered training on weekday afternoons; 60%, on weekday mornings (these percentages reflect directors who offer on-site training during naptime); 50% on weekday evenings; and 47% on Saturdays. Only 9% of trainers indicated that they had offered training on Friday evenings.

WHAT DOES THE TRAINING COST? Due to the diversity in the types of training offered, there was a large range of cost for training, from free to $1200. About half of the agencies and 44% of the trainers indicated that there was a fee for their training, at least part of the time. Thirty-six percent of the caregivers indicated that they, personally, paid a fee for their training and 47% indicated that their agency paid a fee for their training. Agencies charged an average of $12 per person for workshops or conferences. For those who provided on-site training, the fee averaged $175/day. Nanny training costs $450. For CDA training, if training and assessment/credentialing is done at Santa Fe Community College, total cost through June, 1992, is $545. This figure will double after June, 1992. If done through Community Development Institute (CDI), total cost is $1,000. As of January, 1992, CDA training and assessment/credentialing may be obtained through the National Council for a total of $1,500. Trainers charged an average of $17 per person for workshops or conferences and an average of $25/hour on a contractual basis. However, many trainers indicated that they provided a fair amount of free training, or they would accept whatever honorarium was offered. The most expensive training, of course, is tuition at post-secondary institutions.

WHAT IS THE CONTENT OF THE TRAINING OFFERED? The most frequent content of training provided by agencies, in descending order, is as follows: child development, program activities/curriculum, communication with parents, discipline/guidance, nutrition, learning through play, management, multicultural awareness, health and safety, room arrangement/scheduling, staff development, business record keeping, and supervision of staff. As reported by trainers, the most frequent content of training, in descending order, is as follows: child development, program activities, discipline/guidance, learning through play, communicating with parents, health and safety, room arrangement/scheduling, nutrition, multicultural awareness, management, staff development, supervision of staff, and business record keeping. The first five or six topics reported by both agencies and trainers are the same but in slightly different order. Other topics mentioned by agencies and trainers include child abuse, special needs children, early childhood assessment, self-concept, adult learning, developmentally appropriate practice, center accreditation, agency regulations, advocacy, anti-bias curriculum, and professionalism.

The content of the training offered and that received by caregivers who responded are consistent, with the exception of the high frequency of training received in health and safety. Caregivers indicated that they had received training during the past twelve months in the following content areas, in descending order: child development, health and safety, communication with parents, discipline/guidance, program activities, learning through play, nutrition, management, room arrangement/scheduling, multicultural awareness, staff development, business record keeping, supervision of staff. Other areas mentioned by caregivers included stress management, single-parent issues, special needs children, income tax workshops, and self-esteem.

WHAT TYPES OF PERSONNEL ARE TARGETED FOR TRAINING? The most training provided by both agencies and trainers is targeted to caregivers in child-care centers (including preschool programs), followed, in descending order, by parents, family day-care providers, and center directors. More agencies than trainers targeted volunteers and public school personnel, and more trainers than agencies targeted Head Start personnel. The least targeted personnel are nannies, home visitors, and food service personnel, all of these categories falling just below personnel working with special needs children. Of course, both high schools and post-secondary institutions have students as their primary target population. Other types of staff trained, although infrequently, are social workers, licensing personnel, teenaged babysitters, probation officers, community members, health-care personnel, bus drivers, Project Forward participants, and foster care/adoptive/ and court-ordered parents. One agency sponsors Super Saturday interactive workshops for parents, children, caregivers, and students. Trainers indicated that they had trained an average of 178 personnel each over the past year, but it must be emphasized that there is probably considerable overlap in the population of personnel trained.

MISCELLANEOUS CHARACTERISTICS OF TRAINING: Most of the training provided is directed toward personnel working with preschool children; the least training is directed toward personnel working with infants, with toddlers falling in the middle. Seventy-two percent of the agencies, but only 52% of the trainers, indicated that they provided training to personnel working with schoolage children. Forty-eight of the agencies, but only 22% of the trainers, provide training in a language other than English, primarily Spanish. More than one-quarter of the caregivers responding indicated they wanted or needed training in another language: 18% in Spanish, 4% in Navajo, and 4% in other languages. Sixty percent of the agencies and 72% of the trainers said that their training met state or federal requirements for in-service training. Fifty-three percent of the agencies and 46% of the trainers indicated that their training potentially led to some type of certificate or credential. However, upon close inspection of the data, these percentages include certificates issued by the agency, not necessarily a CDA credential, or a post-secondary certificate or credential.

PROFILE OF TRAINERS: Individuals who returned the trainer survey identified themselves as trainers. It is important to point out that 12% of the sample were directors of child-care programs, many of whom only provide in-house training to their own staff. It was beyond the scope of this study to evaluate the qualifications of the self-identified trainers who participated in the study. Ninety-two percent of the trainers are female; 71% are Anglo, 15%, Hispanic, 8%, Native American, and 3%, other ethnicity. (Please note that these and other percentages may not add up to 100 because respondents often left items blank.) One-quarter indicated an income received from early childhood work of under $10,000/year; 36% earned between $10,000 and $25,000, and 30% earned more than $30,000 (primarily post-secondary personnel, state employees, and public school teachers).

Twenty-eight percent of the trainers identified themselves currently as administrators; 15%, teachers; 12%, post-secondary personnel; 10%, professional trainers; 8% as public employees; 7%, consultants; an 5% R & R personnel. Seventy-three percent provide training parttime. Fifty-four percent of the trainers have more than 10 years of experience in child care/early education; another quarter have between five and ten years' experience; 10%, two to five years' experience; and only 5% with less than two years' experience. The most common type of experience is as an early childhood caregiver/teacher (68%); director/administrator of an early childhood program (63%); public school teacher (42%); college instructor (34%); content specialist (19%); and family day-care provider (15%). Other types of experience included CDA advisor, health professional, advocate, outreach worker, nanny, social services, worker, NAEYC validator, and curriculum development specialist.

The highest level of formal education received by trainers was as follows: Ph.D/Ed.D, 8% (half in early childhood or related field);

MA degree, 46% (18% in early childhood or related area and 28% in other area); BA degree, 29% (5% in early childhood and 24% in other area); AA degree, 6% (less than 1% in early childhood and 5% in other area); CDA credential, less than 1%; one-year certificate, less than 1%; some college, 7%; and high school/GED, less than 1%.

Trainers with degrees in areas unrelated to early childhood indicated that they had taken some early childhood courses as follows: Ph.D, 2%; MA, 22%; BA, 20%, AA, 2.4%. Overall, 21.5% of all self-identified trainers have had no formalized training related to child care/early education.

PROFILE OF CAREGIVER PERSONNEL: DEMOGRAPHICS

Forty percent of the respondents worked in some type of early childhood center (22%, non-profit, 6% for-profit, 2% Head Start, 10% parttime non-profit preschool); thirty percent worked in famly day care (8% licensed and 22% unlicensed); six percent worked in group homes; 9% in programs for developmentally delayed or other special needs children; 3% in public school early childhood programs; 3% in high schools with early childhood programs; and slightly more than 1% in programs for schoolage children. Respondents identified their current jobs as family day care provider or assistant (30%), group home provider or assistant (6%), center owner or director (10%), child care or Head Start teacher (24%), assistant in child care or Head Start (8%), support staff or specialist (7%), public school teacher, regular education (2.4%), public school teacher, developmentally delayed (2%), and teacher in community program for developmentally delayed or other special needs children (4%).

Caregivers in centers or schools reported that the average number of children in the program in which they worked was 55, with 20 being the average group size; six was the average number in family day care. The average number of hours worked per week was 30, except for family day care, which was 50. Twelve percent of the caregivers worked only with children under three; 21% worked with children between three and five; 5% worked with schoolaged children; and 29% worked with mixed-age groups.

Ninety-six percent of the respondents were female. Nearly a quarter were under 30 years of age; More than half were between 30 and 50; and 21% were older than 50. Forty-eight percent were Anglo; 34% Hispanic; 10% Native American; 2% Black; 1% Asian-American; and 6% other.

An astounding 64% reported their earnings from child care/early education as under $10,000 per year; 18% reported earning between $10,000 and $20,000; and 14% earned more than $20,000 per year. On the other hand, 30% had more than 10 years' total experience in child care/early education; another 29% had five to ten years' total experience; 28%, two through five years; and only 11% had less than two years' experience. Nearly one-quarter had more than

five years' experience working in their current job; 33% had from two through five years' experience in their current job; and 39% had less than two years' experience. Seventy-five percent of the respondents were in their first job, with only one-quarter having changed jobs once or more. These data suggest a much more : able workforce than the national trend.

Highest level of education of caregiver respondents was as follows: Ph.D/Ed.D, 3.2% (1.6% in early childhood or related area and 1.6% in other); MA, 11% (4.7% in early childhood or related area and 6.3% in other area); BA, 15.4% (2.4% in early childhood and 13% in other); AA degree, 4.7% (none in early childhood); one-year certificate, less than 1%; CDA, 8%; some college, 18%; and high school/GED, 34%. Most caregivers with degrees in other fields or some formal education indicated that they had taken at least one course in early childhood.

PROFILE OF CAREGIVERS: TRAINING

Fifteen percent of the caregivers responding to the survey indicated that they had received no training during the past twelve months. (A cursory examination of the data suggests that a major percentage of these are family day-care providers.) With the exception on on-site training (addressed below), workshops were the most common type of training received (54%), followed by conferences (45%). Nineteen percent had taken post-secondary classes, 7%, vocational-technical classes, and 4%, high school classes. Sixteen percent had participated in Do-it-Yourself training provided by libraries, the Department of Human Services, the Santa Fe Children's Museum, or the military. Fifteen percent participated in CDA training and only 2% indicated that they had done reading on their own or viewed training videos. The 57% who indicated that they had participated in on-site training is difficult to interpret. It can partly be accounted for by the in-house training that some received from their directors but possibly also includes the 16% who participated in Do-it-Yourself training. The most frequently mentioned number of hours of training during the past twelve months was 24; the mean number of hours was 33. Seventy-three percent indicated that the training they received counted as required in-service, and 35% said that it led to a certificate or credential, possibly including certificates provided by agencies.

Fifty-three percent of the caregivers participated in training on the weekends; 50% on weekdays; and 43% in the evenings. When asked when they would most prefer to have training, 48% responded Saturdays; 37%, evenings; 23%, weekday mornnings; and 15%, weekday evenings. As previously noted, the top six content areas for training received were child development, health and safety, communication with parents, discipline/guidance, program activities/curriculum, and learning through play. Twenty-eight percent of the caregivers rated the training they had received as extremely helpful, 59% as helpful, and only 2% as not helpful. The six areas that they had received the most training in were the same six they identified as being most in need of for the future, with

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health and safety being in fifth place as opposed to second place. Other content areas desired included administration, FAS babies, how to deal with state licensing, and how to set up a family day-care program.

Preschool was the age group about which most caregivers wanted future training, and infants was the least named age group. It should be noted, however, that only 12% of the respondents primarily worked with infants currently. A full 85% of the respondents indicated that they planned to continue working in child care/early education, and most indicated that they wanted more training. Thirty-five percent wanted more workshops and conferences, 21% wanted to obtain a CDA credential, 18% aspired to a post-baccalaureate degree, 14% want to obtain a bachelor's degree, 9% want a one-year certificate, and 3% want a two-year degree. A few caregivers indicated no interest in future training, stating that their experience, primarily with their own children and grandchildren, was sufficient.

RECOMMENDATIONS

1. Develop criteria for trainers (More than 1/5 of current trainers themselves have no training in early childhood.) Trainer qualifications should be commensurate with the level of training they are providing, and the content of their training should be consistent with their expertise in that area.

2. Develop a state system of approval for training.

3. Increase the amount of free or low-cost training.

4. Make more training available in rural areas of the state.

5. Develop a pilot program of on-site training.

6. Develop a credentialing system that consists of a three- or four-tiered career ladder, beginning at entry level and continuing through mastery level. Tie specific types of training to each level of the career ladder. Combine pre-service and in-service training opportunities to assist personnel in moving up the career ladder. Plug in workshops and conferences (possibly providing CEUs for completion), one-year certificate training, CDA training, and all levels of degrees. The system should be a single system for all personnel working with children from birth through eight regardless of program type or location.

7. Begin efforts to tie salaries to levels of training.

8. Develop a state-wide, long-range training plan that begins with identifying and describing the minimal level of training that all caregivers should have (both content and quantity). Utilize models from other states, e.g, Delaware, Alabama.

Develop assessment strategies/tools to determine current level
of competency of all caregivers. Concentrate earliest efforts
on getting the minimal identified level to all caregivers who
do not currently meet standards. This will require non-
traditional methods of delivery and considerable expansion of
accessible training to all areas of the state. All training
required to bring personnel up to minimal level should be free.

9. Expand the opportunities for CDA training to count toward
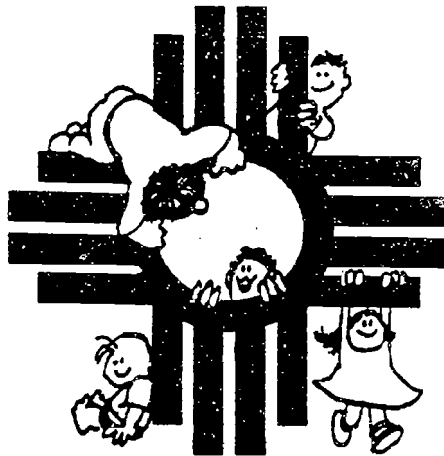post-secondary degrees.

APPENDIX C: BRIEF SUMMARY OF DATA
AND RECOMMENDATIONS

EARLY CHILDHOOD TRAINING IN NEW MEXICO

1991 STATUS REPORT
Brief Summary of Data and Recommendations

OFFICE OF CHILD DEVELOPMENT

Alan D. Morgan
State Superintendent of Public Instruction
State Department of Education

FEBRUARY 1992

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**The New Mexico State Department of Education's
VISION STATEMENT**

"The New Mexico State Department of Education believes the education of
all students must become the mission for all New Mexicans. We believe
education must challenge all students to reach their potential."

* * * * * * *

"The New Mexico State Board of Education and the State Department of
Education do not discriminate with regard to race, culture, ancestry,
color, national origin, sex, age, religion, or handicap in their program
or hiring practices."

CHILD DEVELOPMENT BOARD

Judith Paiz, Director
Office of Child Development

CHILD DEVELOPMENT BOARD MISSION STATEMENT

Recognizing that a good beginning has no end, the mission of the Child Development Board is to ensure that all New Mexico children (age birth to eight years) and their families have access to a quality, age appropriate child development system.

* * * * * * *

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OFFICE OF CHILD DEVELOPMENT
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EARLY CHILDHOOD TRAINING IN NEW MEXICO

INTRODUCTION

Among early childhood experts there is strong agreement about the importance of a basic core of knowledge needed by all who work with young children, and about the general content of that basic knowledge, as well as appropriate delivery methods. Therefore, individuals who work with children must have access to carefully conceived and efficiently delivered specialized training.

The National Day Care Study (1979), one of the earliest comprehensive studies on child care, clearly indicated that specialized training for caregivers/teachers that was relevant to children and to child care was a more potent predictor of good quality care than total years of general education. More recently, the Bermuda Study (1989) found that training which focused on communication and child development had the most significant effects on caregiving/teaching. Finally, the preliminary results of the National Child Care Staffing Study, currently underway, suggests that specialized training combined with more years of college results in higher quality early care and education.

A survey of early childhood training in New Mexico, funded by the Office of Child Development, State Department of Education, was undertaken during the summer and fall of 1991. Surveys were mailed to the following groups throughout the state: agencies that provide training, individual trainers, and early childhood personnel in a variety of types of programs. A brief summary of the major findings, implications, and recommendations for training are provided in this report.
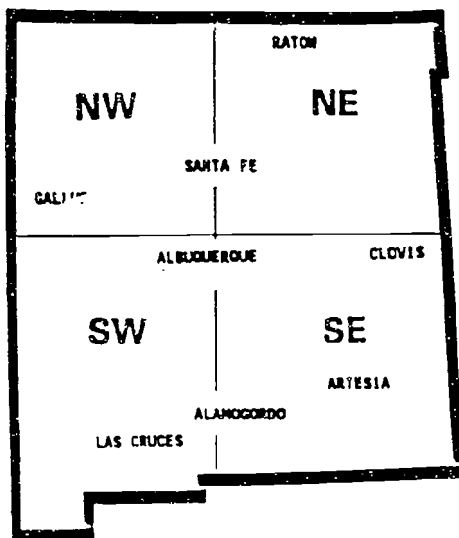

by Molly age 4

EARLY CHILDHOOD TRAINING IN NEW MEXICO

WHERE IS TRAINING AVAILABLE?

From <u>most</u> available to <u>least</u> available:

-- Northwest Quadrant
-- Southeast Quadrant
-- Southwest Quadrant
-- Northeast Quadrant

In descending order, training was <u>most</u> available in the following locations:

-- Albuquerque
-- Santa Fe
-- Las Cruces

TYPES OF TRAINING AVAILABLE

In descending order:

-- Workshops
-- Conferences
-- Head Start
-- Post-secondary classes
-- CDA
-- High school classes
-- Do-it-yourself

NOTE: Data regarding on-site training not interpretable.

HOW EXPENSIVE IS TRAINING?

- Free (nearly half of the time)

- Workshops/conferences - $12-17 average

-- CDA - $225-$1,000 (depending on agency/individual and type of contract

-- Nanny - $450

-- On-site consultant - $175/day average

-- Trainer contract - $25/hour average

-- College classes - $60/credit hour average

WHAT IS THE CONTENT OF THE TRAINING?

The content areas most often cited by agencies and trainers in descending order are:

-- Child development

-- Program activities/curriculum

-- Communicating with parents

-- Learning through play

-- Discipline/guidance

-- Health, safety and nutrition

> NOTE: Personnel also reported receiving the most training in these same areas.

The content areas least offered by agencies and trainers were:

-- Staff development

-- Business recordkeeping

-- Supervision of staff

> NOTE: Caregivers also reported receiving the least training in these same areas.

WHO IS BEING TRAINED?

The types of personnel most often targeted for training by agencies and trainers, in descending order are:

-- Caregivers/teachers in child-care centers

-- Parents

-- Family day-care providers

-- Center directors

-- Students

-- Personnel working with developmentally delayed children

More agencies than trainers targeted volunteers and public school personnel, and more trainers than agencies targeted Head Start personnel. Least targeted personnel are nannies, home visitors, and food service personnel.

OTHER CHARACTERISTICS OF TRAINING

-- Most training targeted to personnel working with preschool children (3-5 years), and the least toward personnel working with infants (birth to 18 months)

-- Training is available in Spanish from nearly one-half of the agencies and less than one-fourth of the trainers; more than one-fourth of the early childhood personnel indicated a need or desire for training in a language other than English, primarily Spanish

by Jeremiah age 4

the Kids!

the boat

ocean
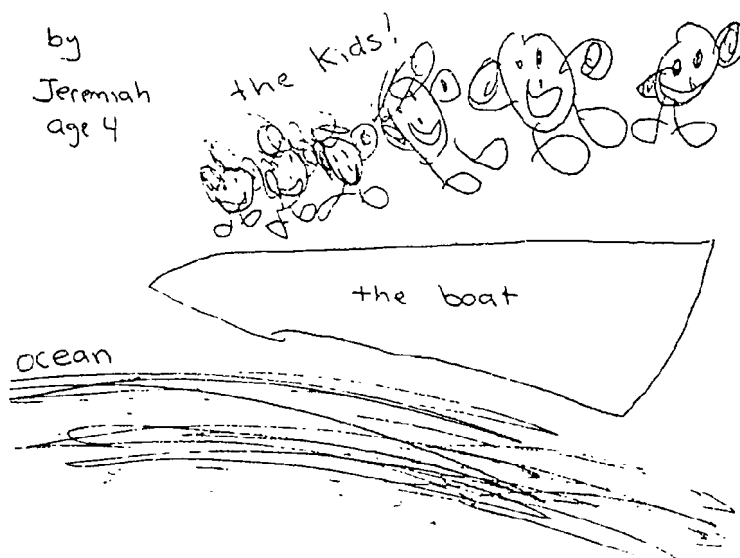
WHAT ARE THE CHARACTERISTICS AND QUALIFICATIONS OF INDIVIDUALS PROVIDING TRAINING?

-- Most are female and Anglo

- Annual income from training ranges from below $10,000/year to more than $30,000/year

-- Most conduct training on a part-time basis

-- More than half have more than 10 years total experience in child care and early education, and only 5% have less than two years' experience

   NOTE: The most common types of experience are as caregiver/teacher and director/administrator of early childhood programs.

-- Nearly three-fourths have at least a bachelor's degree in some area and more than half have a post-baccalaureate degree--however,

-- More than one-fifth of all trainers have never had any formalized training related to child care and early education

WHAT ARE THE CHARACTERISTICS AND QUALIFICATIONS OF EARLY CHILDHOOD PERSONNEL RECEIVING TRAINING?

-- Personnel are employed in a variety of early childhood settings: early childhood/child care/Head Start centers, family day-care homes; group day-care homes; programs for developmentally delayed children, birth to five; public schools; community programs for school-age children

-- Personnel hold a variety of positions: center owner, center director, teacher/caregiver, assistant in group day-care home or early childhood center, support staff/specialist

-- Most are female between 30 and 50 years of age

-- Nearly one-half are Anglo; more than one-third are Hispanic, and 10% are Native American. Nearly 10% are from other ethnic groups

-- Nearly two-thirds of personnel earn less than $10,000 per year for their work in child care/early education

-- Nearly one-third have more than 10 years' total experience in child care/early education, and only 11% have less than 2 years' experience

-- 75% are in their first job in child care/early education

-- Less than one-third have at least a bachelor's degree in child development or early childhood education. A full one-third reported their highest level of education as high school or GED

WHAT ARE THE CHARACTERISTICS OF THE TRAINING IN WHICH PERSONNEL PARTICIPATE?

-- 15% have had no in-service training during the past year

-- Personnel are <u>most</u> likely to participate in the following types of training, in descending order:

- Workshops
- Conferences
- Post-secondary classes
- Do-it-yourself training (specifically offered by agencies)
- CDA training

NOTE: Only 2% indicated that they had done reading or viewed videos on their own

NOTE: Data regarding on-site training not interpretable

- Twenty-four hours of training during the past year is most common quantity

- More than one-half of the personnel participated in training on the weekends; 43% participated in training in the evenings (These two times most preferred for future training)

-- Almost all of personnel rated their training as helpful or extremely helpful

-- 85% of the personnel plan to remain in child care/early education

-- The types of future training most desired, in descending order, are:

Workshops/conferences
CDA training
Post-bachelor's degree
- Bachelor's degree
- One-year certificate
- Two-year degree

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IMPLICATIONS

-- Training is more available in the large cities of the state and less available in towns and rural areas

-- A variety of types of training is available, at least in some locations

-- Trainers often provide training free of charge; cost of training varies by type

-- Available training covers a broad range of content

-- Training is available to all types of personnel, but the major focus is on personnel in child care centers who work with children three through five years of age

-- More training needs to be targeted toward personnel working with infants and those working with school-age children

-- More training needs to be available in languages other than English, especially Spanish; the state needs more trainers from minority populations and more male trainers

-- Trainers are experienced but lack sufficient formal education in early childhood

-- The majority of early childhood personnel are poorly trained, especially in early childhood

-- The vast majority of early childhood personnel are grossly underpaid

-- New Mexico has a stable and relatively experienced work force in early childhood programs

-- Most early childhood personnel desire more training

Jess Martinez

"a little boy walking to the library to get books."

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RECOMMENDATIONS

1. Develop criteria for state-approved trainers.

2. Develop a long-range training plan for the state; include training for trainers.

3. Develop a state-wide system of approval for training.

4. Increase the amount and accessibility of free or low-cost training, especially for those personnel who are most poorly trained.

5. Concentrate new training efforts in all rural areas of the state.

6. Develop a credentialing system (career-ladder) for all early childhood personnel, regardless of program type; tie specific types of training to each level of the career ladder.

7. Begin efforts to develop a plan to link salaries to levels of training.

8. Concentrate initial training efforts on brining all personnel up to some minimal level of competency (first level of the career ladder).

9. Develop and expand pilot programs of on-site training.

10. Expand the opportunities for CDA training to count toward post-baccalaureate degrees.

11. Recruit males and minorities as state-approved trainers.