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A STUDY OF GRADUATES OF THE EARLY CHILDHOOD TRAINING PROJECTS AT TWO UNIVERSITIES

by
Betty Louise Sweeney Hutchison

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1976

Doctoral Committee:

Professor Jane Schwertfeger, Chairperson
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Associate Professor Laura Williams

DEDICATION

This dissertation is dedicated to my parents, Ella B. Sweeney and the late Ernest W. Sweeney.

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CHAPTER I

INTRODUCTION

Overview

Since the rediscovery of Early Childhood Education in the 1960's, innumerable studies have been made of the impact of educational programs upon young children and their families. The impact of this "renaissance" in Early Childhood Education upon the profession of education has not been so extensively researched. Encouraged by unprecedented amounts of federal funds, colleges initiated innovative programs for training educators of young children. Two examples of such programs on the graduate level are the Preschool Project at The University of Michigan (NIMH T21 MH 10388), in operation from 1966 to 1970, and the Early Childhood Project conducted in cooperation with the United States Office of Education under the Education Professions Development Act at Oakland University in Rochester, Michigan, in operation from 1970 to 1974. Little is known about the subsequent careers of graduates of such training programs. This study is concerned with a follow-up of the graduates of the projects at these two universities.

Primary goals of this study are the determination of the professional roles Early Childhood Education specialists assume and how successfully graduates of the training projects are fulfilling these roles. Two additional goals are ascertaining the graduates' perceptions of their preparatory training and their current preferences regarding post-Masters degree training. Also, this study investigates potentially influential

roles these graduates assume both on their jobs and in conjunction with outside activities on behalf of children.

Other related areas of interest include description of early childhood programs, in which graduate work and investigations of the graduates' opinion of their own and their peers' performances as students. Finally the relationship of the independent variables of age, job category, marital status, prior experience, race, sex, and university attended to selected aspects of the graduates' professional careers in investigated.

The Problem

Emergence of New Professional Roles

Follow-up studies of graduates from colleges of education have generally proceeded upon the assumption that the majority of these graduates would be actively engaged in classroom teaching. The feasibility of such an assumption about Masters level graduate of Early Childhood Education programs is questionable for several reasons.

One is the wide diversity of programs which currently purport to meet the educational needs of young children. Katz and Weir (1969) list over a dozen types of programs for children which include public and private nursery schools, public andprivate day care centers, parochial preschools, Montessori schools, parent cooperatives, Head Start programs, laboratory schools connected with senior high schools and universities, and recreation or community center preschools.

This list is not exhaustive. Not mentioned are Parent-Child Centers or programs for preschoolers with developmental exceptionalities. Also not included are programs which train mothers to provide intellectually

stimulating activities for their young children such as the Toy Demonstration Project (Levenstein, 1969), Florida Parent Education Model (Gordon, 1969), or the Ypsilanti Early Education Program (Weikert, 1970). Other programs not mentioned include those which train surrogate mothers (day care home proprietors or baby sitters) to provide activities which enhance the young child's cognitive development (Ebstein, 1971). Other programs provide home visitors who engage the young child in informal learning activities (Schaefer, 1969). Finally, there is the vast effort of Public Television to provide educational programming for young children (Cook, Appleton, Conner, Shaffer, Tamkin, and Weber, 1975). In short, this diversity of educational programs belies the assumption that the classroom-teacher model is necessarily the only one.

Another reason for questioning the probability that graduates will become primarily classroom teachers pertains to the staffing requirements of early childhood programs. Not only are the manpower needs tremendous, but they are highly differentiated. The instructional staff in a single preschool setting may include head teacher, assistant teacher, and teacher aides. The administrative personnel may include an owner-operator or a director and assistant director. Some programs have program directors or educational program coordinators whose duties are essentially supervisory rather than purely administrative. The pre-service training and requisite credentials for all of these positions are still developing. Thus, depending largely upon the supply and demand situation present in her[1] particular community, the positions open to an Early

[1]For convenience, throughout this paper, feminine pronouns will be used with apologies to the male graduates.

Childhood Education Masters degree holder range from assistant teacher in a child care program to director or supervisor.

Still another facet of early childhood program staffing is the possible presence on the staff of professionals from other fields such as psychologists, nurses, physicians, nutritionists, or social service workers. Optimal functioning of an interdisciplinary team requires constant coordination and consultation. Each professional must be skilled in interpreting her particular expertise to other staff. In this sense, each of them serves as an expert consultant. Therefore, even if the Early Childhood Masters degree holder becomes a classroom teacher in a comprehensively staffed program, the teaching role may be expanded into that of consultant. As Almy states:

> This person (the early childhood educator) would have not only the understanding and skills required for teaching young children, but also the knowledge and skills necessary to collaborate with others in the planning and implementation of programs for young children (1975, p. 3).

Another characteristic of staffs in Early Childhood programs is the inclusion of individuals with widely varying levels of training and experience. Head Start and other programs are directly responsible for the current supply of paraprofessional early childhood workers who have over a decade of experience. Some of these workers have acquired formal training, but many have not. The newly established Child Development Associate (CDA) program which will rely heavily upon demonstrated competencies rather than classroom credits has been developed to respond to the needs of experienced but untrained workers (Klein & Williams, 1973). However, low pay and minimal educational requirements for entry level positions in the field have contributed to a high rate of staff turnover and, hence, the continuing presence on staffs of both experienced

and inexperienced workers with little training. In an old but still relevant survey, Katz and Weir (1969) found in a head Start program that 92.8% of the non-professional staff had completed less than two years of college. Thus, a holder of the Masters degree may find herself as the most highly trained person on a team of child care workers and must, of necessity, assume training responsibilities.

Even if the graduate functions in a classroom with groups of children who are chronologically among the oldest children served, she may find changes in traditional classroom functioning. Early childhood is variously defined as from infancy to age 7 (Almy, 1975) or from 0 to 9 as stated by the United States Office of Education (Sponseller, 1973). The University of Michigan Project tended to define early childhood developmentally rather than chronologically with a developmental age of 7 or 8 considered the upper limit (Morse, Schwertfeger, & Goldin, 1973). The point is, children aged 5 and over are typically in elementary school settings where the single teacher in the classroom model becomes predominant. Yet, even at this level the classroom teacher's responsibilities and functions have changed.

Traditionally, the teacher of preschool children shared her classroom with an assistant teacher or an aide. In contrast, kindergarten and primary grade teachers were likely to have self-contained classrooms and no assistants. In this last decade the picture has changed and early childhood teachers at all levels have paid or volunteer assistants and work as team members. For those individuals who prefer working with children to working with adults, this change has necessitated considerable adjustment. Nevertheless, at all levels, the early childhood

graduate is likely to find herself working in teams which may be multi-disciplinary and will be of varying levels of experience and expertise; therefore, she may assume consulting or training roles.

Finally, programs are regulated by an array of agencies. The Board of Health, the Department of Building and Safety Engineering, the Board of Education on the city or county level; the Department of Public Instruction, the Board of Higher Education, the Department of Family Service on the state level; the Office of Child Development, the Department of Health, Education, and Welfare, the Department of Agriculture on the federal level are all examples of public agencies which may exercise some controls over programs which serve young children. United charity organizations or controlling boards of organized religious and voluntary groups, are examples of private agencies which may sponsor and supervise early childhood programs. All of these agencies have need of expertise in Early Childhood Education and are potential employers of Masters level graduates in the field.

The Masters degree in Early Childhood Education could, then, conceivably serve as an entree into a broad range of jobs which merely <u>includes</u> that of classroom teacher. Also, even the contemporary Early Childhood classroom teacher role may have within it important new dimensions. The graduate of a Masters Program in Early Childhood Education should have the training and the practical experiential background to become what Almy calls the "early childhood educator". Ideally such persons would be . . .

> Individuals who have both a wide range of practical skills and a deep understanding of child development and learning. . . . These are individuals described by Farnham-Diggory as "double specialists", able to translate theory into reality, and reality into theory. (Almy, 1975, p. 22)

One question under investigation is whether the two early childhood projects under study produced such individuals.

The Early Childhood Training Projects

The University of Michigan Preschool Project

The primary objective of the Preschool Project at The University of Michigan was to train students at the graduate level to work as teachers of emotionally disturbed preschool children. During the early sixties, preschools for emotionally disturbed children were a relatively recent extension of education for the normal young child. The first schools were connected to psychiatric centers, but, soon, others were established in different settings. Staff for such programs were trained in preschool education for normal children or in special education for older emotionally disturbed children. The project staff felt both types of training were inadequate.

> The need is for teachers who can work as members of a highly trained professional team. They should also be able to help train others as well as to cooperate in research. Some should assume leadership in college teaching in this specialized area. (Morse, Schwertfeger, & Goldin, 1973, p. 10)

Over the four years of operation, 19 students were enrolled in the project. The training sessions were designed to last four academic semesters. Fifteen students completed the degree requirements; 12 students completed the full four semesters or two years of training; four students left after one year or less. Students who had previous work in education were appointed to replace some of the students who left prematurely.

Those accepted into the project met the academic entrance requirements

of the University. Trainees included persons both experienced and inexperienced in the field of education. The trainees without certification were able to earn teaching certificates as well as M.A. degrees.

The training consisted of regular university classes, seminars developed especially for the training groups, and individualized instruction for some students. Practical and field work constituted the core of the program. Students had a variety of experiences from work with a single child to placement in varied group settings serving both normal and disturbed children at the preschool and the early primary levels of education. Among the settings used were the University Laboratory School of The University of Michigan School of Education; preschool and kindergarten programs for disadvantaged children operated by the Ann Arbor Public Schools; a community funded day care center for one parent families; an intervention project for disadvantaged children in Ypsilanti, Michigan; two preschool programs for severely disturbed children, one in a hospital and the other in a day school; a nursery school in Childrens' Psychiatric Hospital of The University of Michigan Medical Center; and a class for children with learning problems in an Ann Arbor public school.

The trainees also organized and ran a short term group experience for preschool children with behavior problems. Two teams of students took responsibility for the daily program and acted as observers and program evaluators. Weekly seminars were held to discuss the enrolled children and evaluate their development, to make teaching plans and program recommendations in view of individual needs, and to acquaint representatives from each child's original placement with future advisory plans.

The project students were encouraged to attend local and national professional meetings and often had especially arranged meetings on campus with visiting experts. They also had a continuing, personalized relationship with the university personnel assigned to the project.

Since the project had an extensive research component, the trainees were subjected to data collection procedures. This data collection was guided by the philosophical stance of the project that good teachers cannot be defined by a set of competencies. They can only be defined by the unique aspects of their individual approaches to children which produce, for the children, successful and favorable outcomes. Therefore, "the essence of our [the Project's] position is that the teacher's professional role is evolved from the personal configuration of the individual trainee" (Morse, et al., p. 2).

The Oakland University Project

The primary objective of the Oakland University Early Childhood Project was to train students at the graduate level to work with young children, ages 0 to 9, of low income and/or minority background. Graduates earned a Master of Arts in Teaching with specialization in Early Childhood Education. Requirements for a teaching certificate could be fulfilled during the program year.

The first year of the grant, 1970, was a planning year during which no students were enrolled. During that period, final plans for the training program were formulated with the aid of a committee drawn from the community and composed of professionals and non-professionals. This committee aided in the establishment of an elaborate network of practicum and observation sites. Practicum sites were selected on the basis of

their location in an area serving a majority of low income or minority group children and on the basis of the qualifications of the teacher who worked in the site. Practicum site teachers had to be strongly recommended not only by their administrative supervisors but by representative members of the community in which they worked. Also, practicum site teachers had to be interested in working toward a Masters degree in education at Oakland on a part time basis which would enable them to complete degree requirements in two years. In effect, the teachers at the Practicum sites became adjunct Fellows of the Early Childhood Project and they shared some classes, seminars, and on site observations with the full time students.

The Oakland training program was designed to be completed in two seminars plus one half of a summer session and included regular University coursework, some classes and seminars developed especially for the training groups, extensive on site observations, and extended practicum experiences.

The designers of the Oakland project curriculum agreed with the conclusion of Bertz (1973) that experience with children in as many settings as time and resources permit is an essential training component. During their first semester, project Fellows were participatory observers in maternity wards, pediatricians' offices, infant care programs, Parent-Child Centers, and the Childrens' Hospital in Detroit. They also visited Montessori schools, proprietary day care centers, cooperative nurseries, and kindergartens. Primary classrooms using Bereiter-Engelmann materials and integrated primary classrooms modelled after the British Infant School were also visited. Alternative schools and

facilities for homeless and delinquent children were included as observation sites. The objective was to confront the students with the broad spectrum of child care programs.

During the second academic term, each Fellow had two all day practicum assignments at one of the pre-selected practicum sites. Ideally, each Fellow had a preschool and a primary classroom experience.

Preparation for the final practicum began early in the academic year. During the first semester, the Fellows divided themselves into four to five member teams. Each team selected as a terminal practicum site one of several proposed preschool projects that community groups wished to start. These projects came to the attention of the University staff through the community committee or simply by chance. They were investigated by the staff to determine if they merited consideration for selection. Generally, projects proposed to the Fellows were selected because they seemed workable, appeared to meet a need in the community, and were sponsored by community groups who would continue the project independently after the involvement of the Fellows was terminated. Preference was given to projects which would serve low income or minority group children.

Each team of Fellows was expected to work closely with its community group to develop realistic plans which reflected specific community needs. Each team developed a formal proposal which included a project rationale with a theoretical base, details of operation including a budget, observation and assessment techniques, and methods of evaluation. The teams were also expected to do all necessary site preparation. Each team received a small amount of money from the federal grant which could be used for consumable supplies and some special equipment.

During the May-June term, each team of Fellows under University supervision served as the instructional and administrative staff of the Project they had planned. Whenever possible they also integrated community members into the practicum staff.

During the process of developing this culminating project, the Fellows received actual experience with the political and financial realities of Early Childhood program development. They learned the hazards of licensing regulations and the politics of school boards. Also, as they developed final evaluations of their projects, they had the sobering experience of comparing their actual project operation to their idealistic plans. Above all, they learned either to depend upon and complement each other as a team or how to manage in spite of team dysfunction.

Among the projects undertaken by the Fellows were a bi-lingual preschool in a largely Spanish-speaking community in Pontiac, Michigan; a toddler center offering day care to very young children of University staff and students; and a co-operative preschool in a blue collar district of Hamtramck, Michigan. Also initiated by the Fellows were a preschool offering care to children of staff and students on the campus of a junior college; a toddler center which was an extension of a preschool center operated by an inner city Black church; a parent education project operated in a semi-rural area where the population was composed primarily of low-income Whites; and a preschool operated in the community recreation building of a low income housing development.

Fellows were encouraged to attend local, regional, and national professional conferences. They were required to prepare workshop

presentations to be included in the annual Early Childhood conference sponsored by the University each fall. Special seminars were arranged for the Fellows with visiting professionals. They participated in data collection procedures and were personally acquainted with University staff as were their counterparts on the University of Michigan campus. (See Table 1)

Comparison of Project Methods

The stated primary goal of the University of Michigan project was the preparation of teachers for emotionally disturbed preschool children. However, the project staff felt that only by paying careful attention to the training process as it was individually perceived by each student could program dynamics be adjusted to maximize the training experience for each student. The staff viewed the training procedure as a psychological adventure, a procedure which could not be measured solely by the acquisition of specific behaviors.

Inspired by the work of Combs (1965) and Biber (1959), the University of Michigan project staff felt teacher training could be characterized as increasing an individual's skills in making insightful observations into the behavior of children and acting upon these observations to facilitate the learning process. Self insight is a necessary precursor to making insightful observations of others. Therefore, project staff concurred in the description of the role of the counselor in teacher training as stated by Biber.

> The adviser plays a dual role of both counselor and supervisor; she facilitates integration of theoretical content learning and the functional experiences she encounters.
>
> In summary, Dr. Biber stresses an integration of the content and necessary teaching skills and development of self maturity by a continued supervised counseling relationship. (Morse, et al., p. 4)

This highly personalized approach to training led the project to

TABLE 1.--Comparison of Program Variables of The University of Michigan and Oakland University

Program Component	Oakland University	Univ. of Michigan
Primary Objective	Training educators for minority and/ or low income children.	Training educators for young emotionally disturbed children
Funding Agency	U.S. Office of Ed., EPDA	Nat. Institute of Mental Health
Dates of Operation	1970-1974	1966-1970
Academic Level	Graduate	Graduate
Degree Earned	MA in teaching	MA Specialist in Education
Certification	Yes	Yes
Length of Training Period	2-1/2 semesters	4 semesters
Number of Graduates	15 (1971-72)[a] 13 (1972-73) 7 (1973-74)	12 (completed two years) 3 (completed one year)
Sex of Graduates	27 females 8 males	15 females
Race of Graduates	26 White 9 Black	14 White 1 Black
Age Range in Training	21-41	20-37
Practicum	All day placements for two five week terms. 6 weeks all day for final project	18 hours per week for two terms. One term normal children, one term exceptional children

[a]One deceased

adopt the N of one as a strategem for statistical procedures. Since each trainee was assessed by a variety of techniques, the result was a large sample of observations about a single person. This information was used to make predictions about the trainee in the role of teacher. After the predictions were made, confirmation was sought in the behavior of the student. These data were also used in the manner of case study material for diagnostic and remediation purposes. In spite of the constraints imposed upon the training process by University and certification requirements, the staff felt these procedures resulted in individualization of training which sustained and even enhanced each trainee's unique strengths.

Though not overly stressed, the Project also clearly intended to produce superior teachers. The Project's final report listed its trainee goals:

> 1. To develop a graduate training program which combines understanding of young, emotionally disturbed children and the skills necessary for planning and operation of a psycho-educational program. Also, to give students skills for working as a member of an interdisciplinary team, preparing them for the complex demands of educating young exceptional children.
>
> 2. To enhance this mental health area by training inventive productive teachers and leaders. These students were trained to improve and develop curriculum and theory and aid in the development of new programs. (Morse, et al., p. 12)

Of interest in these statements is the augmented role of the teacher. Not only is she to be competent in the classroom, knowledgeable about educational programming and child psychology, but she is to work on a basis of equality with other highly trained professionals as a team. She is to take a leadership role, to be instrumental in the development of curricula and programs, and, presumably through research and

writings, to contribute to the body of knowledge about the field. This is descriptive of a high order of professionalism, transcending a narrow view of the technically competent classroom functionary.

Though not unmindful of the psychological aspects of teacher training, the Oakland project tended to focus upon its concept of Early Childhood programmatic excellence and the realities of working in the field. The staff was influenced by the work of Piaget (1952, Flavell, 1963), especially his emphasis upon the young child's interaction with his environment as the primary stimulus of cognitive development, was most influential in Oakland's model of programming for young children.

> . . . it may be said that our model is essentially Piagetian. Further, we believe that the nature of interaction between the child and his environment can greatly enhance his cognitive development. . . . Our model classroom would, therefore, strongly emphasize maximum exposure of the child to a wide variety of experience--hopefully matching the most stimulating circumstances with each child at the most appropriate time in his development. (Sponseller, 1973, p.1)

Oakland's ideal classroom for children would strongly resemble the British Infant School classroom (Plowden, 1967). In the United States, such classrooms are often designated as "open classrooms." They are marked by large quantities of materials available for primarily independent use by the children. These materials are a combination of commercial and teacher made items and are arranged into various learning centers such as mathematics concepts area or a creative activities area or a language development center. Some materials are self correcting; some have multiple uses; some stimulate creative or exploratory activity. Unlike the Montessori classroom where children also experience much interaction with materials, (Montessori, 1964) the open classroom materials are not so oriented to convergent thought.

There is an eclectic mix of materials designed to promote both convergent and divergent thought, to help fulfill fantasy needs and provide emotional release, and to provide direct experiential contact with the natural environment. The teacher's role in such a classroom is to arrange the environment and to interact as often as possible with each child to engage him in conversation about his activities. This teacher-child interaction provides the teacher with insight into the child's comprehension of his activities and provides the child with the appropriate language to accompany his experiences. This provision for the extension of language was regarded by the project staff as crucial to the disadvantaged child the Oakland Fellows worked with most frequently.

The emphasis upon self directed learning activities which require adult monitoring necessitated the classroom instructional team which the Oakland Project staff deemed indispensible in programs for disadvantaged children. The Oakland staff felt a well deployed instructional team could provide the child with personalized responses necessary to advance learning. The Oakland staff also took the pragmatic view that teams existed and were likely to continue to exist for numerous reasons. Among them were mandated adult-child ratios motivated by child welfare considerations or deliberate social policy such as provision of jobs or establishment of multidiscipline intervention teams to service certain target populations. Therefore, the training for early childhood professionals should include practical experience with team functioning. This was an important part of retraining experienced teachers, many of whom had worked alone all of their professional careers.

The Oakland Project focused upon team interaction from the first

weeks of the program. The Fellows usually worked with at least three separate teams; one to complete specific classroom assignments (i.e., workshop presentations), another for the supervised teaching experience, yet another for the final practicum experience. In most cases, each team included different members.

The training strategy was to take a collection of individuals and introduce them to a particular philosophy of education. Then, those individuals were required to group and regroup as various projects demanded and focus upon tasks which would require subordination of individual differences.

The Oakland staff was fully aware of the difficulties involved in this strategy. The personal strengths and weaknesses of the team's individual members had to be so accommodated as to produce unique entities, each different from the other. Fellows often required individual and collective counseling to produce operational teams.

The Oakland Project also envisioned broad roles for its graduates. Included in a statement of its goals are these:

> 1. To acquire knowledge and develop strategies for improving pre-school and school policies, resources, and instruction, especially concerning curriculum, principles, methods, and materials, which constitute a good program in early childhood education.
>
> 2. To gain confidence and skill in interacting with parents and community agencies. (Sponseller, 1973, p. 2)

Also the final practicum experiences of proposal writing, budgeting, working with regulatory and assistance agencies, administering, equipping, staffing, and supervising centers, training staff and educating parents provided Oakland graduates with practical knowledge of the total functioning of preschool programs.

While differing in details of operating procedures, both projects had many similarities. Both projects trained their students to work with particular types of children. Both projects included experienced and inexperienced persons among their trainees. Both projects utilized extensive practicum experiences in diverse settings. Both projects provided for experience with aspects of team functioning. Both projects featured continued and intimate interaction between university staff and trainees. Finally, both projects felt their training prepared their graduates to assume influential roles within the profession of Early Childhood Education.

Rationale and Justification for Present Study

The Projects at both universities were pioneering efforts to train personnel in a recently revitalized field. This revitalization had been accompanied by a great diversification of job categories, many not involving direct work with children. Both projects made work with children the focal point of their training. However, they tried to extend their training into other aspects of Early Childhood Education. Both projects used non-traditional training procedures. Much of the present study is directed to three questions:

1. What professional roles in what types of settings in the the field of Early Childhood Education have graduates of the training projects assumed?
2. How successful have the graduates been in these roles?
3. Has the training these graduates received at the universities adequately prepared them for their present professional roles?

Success is defined by two measures in the present study. First, the graduate is asked to evaluate her present job performance using a rating

scale. Then, with her permission, her immediate supervisor is asked to complete the same rating scale. The combined ratings provide information about the graduates' current on the job performance. Adequacy of preparation is defined by the two measures above plus the graduate is asked to evaluate the academic training she received as a project participant.

A third area of inquiry in the present study is an extension of question two above in that it attempts to discover the types of post-degree training graduates feel most in need of receiving. This part of the questionnaire is based upon Katz's (1972) formulation of the developmental stages of early childhood teachers.

Katz theorized that teachers pass through four stages of professional development and each stage calls for a particular type of in-service training. The first stage is simply Survival and the teacher needs specific on-site supportive and technical assistance from colleagues. The second stage is that of Consolidation when the teacher is beyond concerns of day to day operation and is searching for ways to focus and sharpen her competencies. At this stage, the teacher still needs on-site assistance, but from specialists or consultants in addition to colleagues. The third stage is that of Renewal when the teacher needs to revitalize her professionalism by engaging in activities which provide contact with a broader range of colleagues and exposure to a variety of viewpoints. The fourth stage is that of Maturity when the skilled, knowledgeable, and confident teacher needs to engage in the professional dialogue engendered by seminars or advanced degree programs or to read provocative books and scholarly journals. These stages may not be peculiar to teachers, but may be true of professionals in many fields. The present study includes

representative training methods from each one of the developmental stages above in the section of the questionnaire eliciting information about preferred post-degree training methods.

Another area of inquiry attempts to assess indirectly whether project graduates are influential within and outside of their regular jobs. For example, a series of questions asks about types of recognition the graduate may have received; another series asks about supervisory functions; another asks about outside activities on behalf of children. Since both projects felt they had trained graduates to exercise leadership, the present study seeks to discover through these questions whether, in fact, the graduates have been able to assume potentially influential roles.

Another area of inquiry involves questions about the clientele and staff of the programs in which the graduates work. Both projects directed their training efforts toward service to exceptional preschool children. The University of Michigan specialized in preschool education for the emotionally disturbed and Oakland specialized in preschool education for the low income and/or minority group children. By gathering information about the ages, developmental status, socio-economic, and educational background of program clients and/or their parents, this study seeks to ascertain whether graduates are serving the types of children they were trained to serve. Also graduates of both projects functioned as part of instructional teams while they were in training. The present study inquires into the nature of any teams graduates are members of as part of their professional responsibilities.

A common technique in follow-up studies has been to isolate aspects of student performance and attempt to determine if they are predictive

certain characteristics which manifest themselves in the later careers of these former students. Grade point average or standardized test scores have been commonly used in this manner.

During both projects, trainers and trainees felt ambivalent toward grading and evaluation procedures. There was active resistance against assignment of letter grades to some aspects of the practicum experience. Written evaluation and performance rating scales were also areas of controversy. Many students felt opposed to expressions of any judgment about the quality of work or performance of others. They took the position that it was philosophically inconsistent to be accepting and non-judgmental of children, while subjecting adults to ratings and evaluations. Not all trainees or instructors took this position. However, there was enough confusion about standards to make project letter grades somewhat unclear as to meaning and doubtful indicators of the graduates' performances as students.

The present study uses a peer rating as an assessment of the graduates' student performances. Assuming that students who had worked together closely on teams would know each other very well, graduates were asked to rate each other and themselves retrospectively on five variables with a sixth overall rating reflective of the other five. The variables include effectiveness with children, maintenance of positive interpersonal relationships, academic performance, assumption of leadership, thoroughness and consistency of planning, and overall effectiveness.

Finally, since these University projects included Black and White, male and female, young and mature, married and unmarried, inexperienced and experienced individuals as trainees, this study investi-

gates the relationship of race, sex, age, prior experience, and marital status to selected aspects of the graduates' current careers. Also, university attended and job category are investigated for any relationship to career variables.

Definition of Terms

The terms listed appear in the present study and are defined as follows:

1. Activity score--a cumulative score derived from the number of positive responses to questions about outside activities related to children.

2. Disadvantaged children--children who have at least two of the following characteristics: minority background, low income, non-English speaking, parents with less than high school education.

3. Early childhood--period in human development which occurs between 0 and 9 years of age either on a chronological or developmental basis.

4. Early Childhood Programs--any organized effort to provide physical care, education, and/or therapy to children aged 0 to 9.

5. Fellow--graduate student in the Early Childhood Project at Oakland University.

6. Peer rating--a rating by graduates of the Early Childhood Projects at the University of Michigan and Oakland University of their classmates on six variables associated with their performances as students.

7. Self-rating--a rating by graduates of their own performances on their current jobs.

8. Supervisor rating--a rating of a graduate's current job performance by her immediate supervisor.

Research Objectives

The research objectives of this study are two-fold. First, a series of basic questions are asked to generate data about the present career circumstances of the graduates of the training projects. Second, related questions were developed to test the relationships between selected variables.

The seven basic questions asked are:

1. What are the graduates' current professional roles and what clientele do they serve with what staff?

2. If graduates have had more than one job, what were the circumstances of their first jobs?

3. What activities do graduates engage in on the behalf of children outside of job responsibilities?

4. How do graduates and their immediate supervisors assess their current job performances?

5. How do graduates evaluate their university training?

6. What are the graduates' perceptions of their current training needs?

7. How do graduates rate their own and their peers' performances as students?

Ancillary questions were asked which are related to the seven basic questions. These questions listed below concern the relationship certain independent variables have to selected aspects of the graduates' current and past professional roles.

1. Is there a relationship between certain demographic characteristics and employment history?

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By employment history is meant:

a. ever employed in the field of Early Childhood Education
b. currently employed in the field of Early Childhood Education

2. Is there a relationship between certain demographic characteristics and selected employment variables?

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By selected employment variables is meant:

a. job category
b. job locale
c. working with untrained staff
d. working under close supervision
e. supervising other employees
f. serving disadvantaged clientele
g. serving excpetional clientele
h. salary

3. Is there a relationship between certain demographic characteristics of multiple job holders and selected aspects of their first jobs?

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By selected aspects of first jobs is meant:

a. job category
b. job locale
c. working with untrained staff
d. working under close supervision
e. supervising other employees
f. salary
g. reasons for leaving first job

4. Are there differences between the mean activity scores of early childhood graduates grouped by selected demographic characteristics?

By activity scores is meant the number of positive responses to questions regarding outside activities on behalf of children.

By demographic characteristics is meant:

a. age
b. sex
c. race
d. marital status
e. parental status

5. Are there differences between the self ratings of graduates and their supervisors' ratings of their job performance?

6. Are there correlations between overall self ratings of job performances and ratings related to current professional roles and past academic experiences?

By ratings related to current professional role is meant:

a. supervisors' overall rating of job performance
b. overall activity score

By ratings related to past academic experience is meant:

a. graduates' overall rating of academic training
b. ratings by their peers of the graduates' overall performances as students

7. Are there differences between self ratings and peer ratings of graduates' performances as students?

8. Are there correlations between overall peer ratings and variables related to current professional roles?

By variables related to current professional roles is meant:

a. activity score
b. levels of job satisfaction
c. salary

9. Is there a relationship between university attended and the types of children served by the graduates?

By types of children is meant:

a. exceptional children
b. disadvantaged children

10. Are there differences in the number of program related goals and activities reported by graduates grouped by job category?

By job categories is meant:

a. teachers of young children
b. non-teachers of young children

11. Is there a relationship between job category and receipt of community recognition?

By job category is meant:

a. teachers of young children
b. non-teachers of young children

By receipt of community recognition is meant:

a. visits by outside observers
b. receipt of citations from community groups
c. favorable coverage by the popular media

12. Are there differences in the ratings of academic experiences or post degree training methods related to job category?

By job category is meant:

a. teachers of young children
b. teachers or high school or college students
c. administrators
d. all others

13. Is there a relationship between job category and job satisfaction?

By job category is meant:

a. teachers of young children
b. non-teachers of young children

By job satisfaction is meant:

a. not satisfied to somewhat satisfied
b. satisfied to very satisfied

CHAPTER II

REVIEW OF THE LITERATURE

Overview

The literature which relates specifically to follow-up studies of graduates of Masters degree programs in Early Childhood Education is virtually non-existent. A comprehensive search of dissertation literature, a review of educational journal indices, and a search of ERIC references produced only references which related tangentially to the topic. A written inquiry to the Research Division of Bank Street College of Education resulted in the receipt of a useful, unpublished study by Rosen and Wallace (1973) of a follow-up of Bank Street Alumnae conducted in 1972.

Bank Street Alumnae Follow-Up

A Career Patterns Questionnaire, designed to gather information about influences on educational career development, was sent to 109 graduates of the Bank Street Graduate Division. These graduates had been out of school for varying lengths of time since their dates of graduation extended from 1940 to the early 1960's. Replies were received from 64 persons, for a response rate of 62%.

Among the findings were that 89% of the respondents were employed, with 38% of them employed as classroom teachers; 25% employed as college teachers (mostly in teacher training); 9% were preschool directors; 3% were public school principals or assistant principals; 13% were educational consultants; 5% were researchers, writers, or editors; 2% were employed out

of the field. The majority of those employed reported spending most of their time supervising, training, consulting, or working with adults. Teaching children was the second most time consuming activity. In terms of enjoyment, working with children was preferred to working with adults and administrative functions were least enjoyed. Contact with children was considered a positive job aspect by teachers and non-teachers. Only 28% of the respondents would consider a job which precluded contact with children.

Seventy-two percent had post-degree training with 31% having received or were candidates for the doctoral degree. "Knowledge of the field" (70%) was mentioned most frequently as the professional competency considered desirable, and "experience and training" (35%) was a distant second. When asked to consider their Bank Street training, 25% were completely satisfied. Of those who mentioned improvements, 34% suggested more emphasis on the practicum and 23% believed more preparation for work with adults was necessary. More specific preparation for the classroom and exposure to the needs of minorities were also mentioned.

Other Related Studies

The literature concerning follow-up studies of teachers is difficult to relate to a follow-up study of early childhood graduates which, in part, seeks to define professional roles. As discussed in Chapter I, the role of teacher is only one of many the early childhood graduate may assume. Therefore, studies focusing only upon teachers restricts their applicability to the population under study.

Studies of holders of advanced degrees in education were investigated on the assumption that they probably assume diversified roles. However, Bates (1973) in a study of 84 recipients of Masters of Education

degrees found that the great majority of them, 64.3% were employed as classroom teachers (one at the kindergarten level). Ten percent were counselors, 1.2% were administrators and 19% were simply unclassified or unemployed. Weishohn (1972) studied 52 Masters degree holders in the education of the visually impaired and found 77% were teachers, 18% were administrators, and 5% were consultants. However, these graduates taught in a variety of settings: 50% were in public day schools, 30% were in residential schools, 20% were in rehabilitation agencies or state departments of education or universities. Thirty-six percent were itinerant teachers and nearly all of the teachers functioned as part of teams. Weishohn also found that the role of teachers of the visually impaired was becoming more and more that of the specialist-consultant.

Since a significant percentage of early childhood graduates will become classroom teachers, research in the area of preschool classrooms is relevant to the present study. Sears and Dowley (1963) authored a comprehensive review of research on teaching in the nursery school which presented a pre-Head Start point of view. The authors emphasized "nursery schools" with little mention of other types of child care programs. Just before the advent of Head Start, the majority of early childhood programs were of two distinct types, the nursery school with its privileged clientele where emphasis was placed upon socialization and informal learning and the day care center with its working class clientele where emphasis was placed upon the safety and health of the children. The kindergarten occupied a tenuous position somewhere between nursery school and the elementary grades and was considered a hybrid, combining features of both (Weber, 1969).

While day care had an established history since early childhood programs had been established under the WPA during the Depression and under the Lanham Act during World War II to provide care for the children of working mothers, the nursery school was the more prestigious program and the setting where most research was conducted. As Sears and Dowley (1963) pointed out, nursery school teachers of the nineteen thirties through sixties tended to be highly trained with backgrounds in home economics, psychology, or child development. Almy concurred:

> Nursery education, for example, as it originated in this country, based its knowledge in child development research. Those who taught in nursery schools initially held graduate degrees at a time when the elementary school teacher less often had a baccalaureate. (1975, pp. 30-31)

Further evidence of the status of nursery schools is presented by Handler (1970), who cited a study made in 1946 that found that nursery teachers had a greater sense of self esteem and professionalism than public elementary school teachers.

The research presented in the Sears and Dowley article is related to styles of teaching and the authors recited the familiar conclusion that there is no reliable predictor of teacher competence. The cooperative nursery featuring the active partnership of parents and professionals is cited as the most innovative program of the period.

With the establishment of intervention programs to improve the achievement levels of disadvantaged children, the preschool classroom became a focal point for research. The research emphasis was not upon the individual teacher, but upon types of programs or program materials and their effects upon childrens' intellectual ability. The "gain scores" for disadvantaged children became the increased level of IQ scores which many intervention programs claimed to have effected.

Katz (1969) noted the lack of interest in the preschool teacher's role. She reported that only 20 observational studies of teachers in the classroom had been performed since 1960. Katz felt the complex role of the early childhood teacher deserved greater attention. She described the three basic components of the preschool teacher's role as maternal, therapeutic, and instructional. She further elaborated that the instructional role could be approached in the manner of an academician by helping children to adjust to school and to acquire testable skills. In contrast, it could also be approached in a manner to foster intellectual growth.

Gordon and Jester (1973) have detailed classroom observation techniques on the early childhood level which attempt to record behavior and interactions of teacher and pupils in an effort to make research in the preschool more consistent with early childhood values. They noted that, although conclusive evidence is lacking, personality does seem to be a factor in the success of teachers of young children.

Both University projects in this study involved their students with low income or minority children. Faunce (1968) studied the attitudes of Minneapolis public school teachers who taught disadvantaged children. Those who were rated most effective by their fellow teachers were significantly different from ineffective teachers in (1) acceptance versus denial of physical deprivation, (2) equality versus discrimination, (3) restraint in labelling as opposed to stereotyping, (4) non-punitive acceptance in contrast to punitive denial, (5) acceptance of culture rather than denial of culture. Johnson (1972) found significant differences in the attitudes of 15 traditionally prepared teachers compared

with the attitudes of 15 Teacher Corps trained teachers. The traditionally prepared teachers were more subject matter oriented, tended to restrict student input, and viewed school as preparation for life. The Teacher Corps teachers felt content should be flexible and reflect the abilities and interests of the students, and that the school itself was life. Since no pretest evidence was presented, it cannot be concluded that these differences resulted from the training experience. The results may measure traits which were already present in the people who selected themselves for the Teacher Corps as opposed to enrollment in a traditional program.

Both the University of Michigan and Oakland University training projects involved their students in teams. Marram, Dornbush and Scott (1972) studied the impact of teaming on elementary teachers as it related to their sense of professionalism. A salient feature of professionalism is peer evaluation. The teaching profession has not developed any self regulating system and teachers generally have resisted efforts to promote colleagial review. The research team found that compared with teachers who taught alone in classrooms where they could not be seen, teachers who worked cooperatively with other teachers to provide instruction, to make plans, to evaluate activities, and could see and hear each other as they performed their teaching tasks preferred to be evaluated by a member of their teaching team. There was a strong correlation between visibility of teaching to others and willingness to be evaluated by peers. The present study has a section devoted to peer evaluation.

Since early childhood program staffs are likely to be multi-

level, combining professionals and non-professionals, a study of role perceptions of classroom aides and teachers in a Head Start program is relevant (Jacobsen and Drije, 1972). Though the teachers and aides both reported that they functioned flexibly and essentially as equals, there were areas of conflict. Teachers tended to respect social-emotional goals and tried to help children achieve them. Aides were primarily interested in academic goals. Jacobson and Drije recommended that both teacher and aide roles be defined in terms of differential backgrounds, training, and formal responsibility in the classroom.

Both preschool projects under study were attempts at improvement in teacher training practices. The present study reports the graduates' evaluation of their training. Some recent articles have addressed the issue of what constitutes optimal preparation for early childhood personnel. Brottman (1971) called for assessment of community needs followed by preparation of students to meet those needs. Spodek (1975) argued that student preparation should be governed by the kind of programs they are going to enter.

Two studies investigated assessments of training programs by the students involved. Lindauer (1974) found teacher interns were more positive about their training experience than regular student teachers. In his follow-up survey, 41 of 83 regularly trained students were not teaching while only 25 of 82 interns were not teaching. Field (1974) found four variables related to student satisfaction with their graduate training: quality of instruction, intellectual stimulus, opportunity for independent thought, opportunities for professor-student discussions. Peck and Tucker reported that

> There is ample and impressive testimony that student teaching tends to be the most practical and useful part of pre-service education in the minds of most prospective students. (1973, p. 967)

This stance is corroborated by Weishohn's graduate respondents (1972) and Sanders (1972) teacher education graduates. Both groups advocated early and direct experience with children.

The recent book by Almy (1975) is a detailed analysis of the changing role of graduates of early childhood programs. In her opinion, the appropriate title for the preschool specialist is that of "educator" rather than teacher in recognition of the multiple roles she or he must assume.

CHAPTER III

RESEARCH DESIGN

Sample

This study has used as its sample the 40 respondents from the 49 graduates of the two Early Childhood Training Projects at the University of Michigan and Oakland University.

The 19 University of Michigan students were all female; 18 were White and one was Black, and the majority ranged from 20 to 22 years of age at the beginning of training. Only four were over 30 years of age. Fourteen were unmarried, three were married, and two were divorced. Only two had children. Half had previous training and experience in the field of education and half came from a Liberal Arts background. Fifteen students completed the program.

Thirty-eight students were enrolled in the Oakland University program over its three year period. There were nine males and 29 females among the enrollees. Ten were Black and 28 were White. Eighteen were married, one was divorced, and one was widowed. At least two of the married women had four dependent children living at home. Of the nine males, four were married and three were fathers. The majority of the Fellows had experience in education, but often at a different level or for a very short term. Thirty-five Fellows completed their training. Table 2 contains information about respondents in this study.

TABLE 2.--Personal data about respondents

Variable	Number of Graduates	Percent of Total (N=40)
Age at Graduation		
20-25	14	35.0
26-30	9	22.5
31-35	9	22.5
36-40	4	10.0
41-45	4	10.0
Total	40	100.0
Prior Academic Training		
Education (Elem., Sec., Spec.)	13	32.5
Liberal Arts	12	30.0
Other (Home Econ., Child Develop.)	15	37.5
Total	40	100.0
Prior Teaching Experience		
0-2 years	19	47.5
3-4 years	10	25.0
5-6 years	5	12.5
7-8 years	2	5.0
9-10 years	2	5.0
11 + years	2	5.0
Total	40	100.0
Sex		
Female	33	82.5
Male	7	17.5
Total	40	100.0
Race		
Black	7	17.5
White	33	82.5
Total	40	100.0

TABLE 2.--Continued

Variable	Number of Graduates	Percent of Total (N=40)
Marital Status		
Single	14	35.0
Married	26	65.0
Total	40	100.0
Number of Children		
None	20	50.0
1-2	12	30.0
3-4	6	15.0
5-6	2	5.0
Total	40	100.0

Instrument

The instrument used in this study, The Early Childhood Education Graduate Follow-up Questionnaire (ECEGF) is an adaptation of one used in 1972 by the School of Social Work at The University of Michigan in a follow-up study of all their graduates from May, 1968 through August, 1972. The primary purpose of the School of Social Work Study was to obtain a measure of the competence of its graduates by use of two assessments of the graduates' current job performance, one completed by the graduate himself, and the other by his current job supervisor (Radin, 1974). The instrument was designed to obtain other information, including the number of students actually practicing social work and using the method of social work for which they were trained, current salary levels, job locale and settings, auspices, career histories in terms of first and current jobs, staff composition, and an evaluation of University training (University of Michigan School of Social Work, Alumni Survey, 1972).

This instrument was selected for adaptation because its essential configuration matched very closely the areas of inquiry of the present study. The adaptation is designed to reflect the training offered by both training projects in the section dealing with academic experiences. Other sections of the ECEGF are applicable to both groups and could be used with any population of professionals in Early Childhood Education. The instrument is neither designed nor intended to discriminate differences between the two University training projects. It is designed to accommodate a variety of career possibilities so, while it is very lengthy, it provides broad, survey type rather than focused in-depth information (see Appendix A).

The ECEGF is divided into four sections. The first section, Jobs--Present and First, contains questions about current employment status; goals of the program in which the job is located; locality, setting, and auspices of the present job; size, composition, and training of staff; major job activities and a judgment of which is most time consuming and for which ones the graduate feels best and least prepared to perform; and supervisory data. The graduates were asked to report their major program goals and job activities as a means of determining the complexity of the jobs the graduates held. On one level, job complexity may be equated with its intellectual demands. On another level, job complexity may be equated with multiplicity of roles. For example, a teacher charged with the instruction of epistemological theory to graduate students may have a complex task because of the nature of the subject. On the other hand, an early childhood teacher who must plan and execute educational experiences for young children; acquire and/or make necessary materials; train assistants; interpret the educational program to colleagues and parents; assess the effectiveness of the experiences differentially according to the varying developmental levels of her students; and/or justify the program to funding and regulatory agencies also has a complex task.

This first section also contains detailed questions about the clients of the program. If the program serves children, questions are asked about the number of children served, their ages, their developmental status (normal or type of exceptionality), their race, whether they are Spanish speaking, and the educational and income levels of their parents. The questions about developmental status, race, language, and

parents require responses in terms of percentages using four categories: 1 = none, 2 = 10% or less, 3 = 11-50%, 4 = 51% or more. If the program serves secondary or college level students or non-student adults (parents, foster parents, or volunteers), questions are asked about program size, educational level of program participants, their race, whether they are Spanish speaking, and their income level. Again, the last four questions ask for responses in terms of percentages.

The questions about race, income, language, and educational level, are designed to provide enough information to make the inference that the graduate is or is not working with a low income or minority group population.

If two or more of the following conditions are present in a program, a majority of non-white, a majority of Spanish-speaking persons, a majority of parents who are non-high school graduates, or a majority of persons with low incomes, the client population is considered disadvantaged. The specific question about Spanish speaking clients was included to explore the graduates' need for bi-lingual skills. The final questions about graduates' current employment ask about recognition of the programs by the community. One optional question about salary is included.

All of the foregoing questions are repeated for the first jobs the graduates in this study held after graduation from the University. Since the graduates have been out of school from one to seven years, information about job progression is considered essential. Reasons for leaving the first job are also included in this section.

At the end of this section dealing with past and present jobs, there is a job performance scale containing 11 variables. The graduates were asked to rate themselves in each category using a 1 to 5 scale, with

5 meaning superior performance. Then, with the graduates' permission, this scale was sent to their immediate supervisors who were asked to give independent ratings of the graduates' job performance. The supervisors were also asked to supply some background information about themselves.

The second section of the instrument contains questions about the graduates' activities related to children apart from their professional duties. Depending upon the number of positive responses to questions in this section, each graduate was assigned an "activity score." The maximum score is 44 points.

The third section asks for the graduates' evaluation of their University training experience. Sixteen aspects of the training programs are included which the graduate could rate from 1 (least helpful) to 5 (most helpful) in terms of the particular program feature's helpfulness to her. Since both training projects tried to respond to individual student needs and it is possible that some students did not experience all of the training variables, provision is made in this section for the graduate to indicate not applicable experience.

The graduates were also asked to indicate the types of post degree training they would prefer. As discussed in Chapter II, this section is based upon Katz's (1972) construct of the developmental stages of preschool teachers. In brief, this section contains training alternatives which range from very specific one-to-one on the job assistance to broadly based issues seminars and the graduate is asked to rate these alternatives in terms of personal preferences. This third section also contains the peer rating form. This form asks for ratings on five variables associated with the graduates' performance while in training. A

sixth rating, Overall Effectiveness, is a combination of the ratings assigned to the other five. The graduates were asked to rate themselves and the members of their particular graduating class on these variables. The variables include work with children, academic performance, consistency of planning, and two traits which are related to their team participation, maintenance of positive interpersonal relationships and assumption of leadership.

The fourth and final section of the instrument asks for personal data from the respondent. Unemployed or out of field graduates are asked their future intentions. Also, graduates are asked their current perceptions of the importance of the field and their personal job satisfaction. The final page of the ECEGF contains space for any spontaneous comments the graduates wished to make. The majority of them reported in detail about their current activities complete with brochures, reprints of press releases, and copies of original writings. Others shared personal life circumstances or made additional comments about their training experiences. This material was not used, for the most part, in the data analysis, but it provided added insight into the standardized responses of the graduates.

Radin (1974) reports indications of the internal consistency of the instrument, the Alumni Survey, of the School of Social Work, on which the ECEGF is based. There is no information about its validity.

Data Collection

The instrument and an accompanying explanatory letter were mailed to each graduate in June, 1975. Preceding the mailing of the instrument, principal University project personnel had either written or contacted

personally as many graduates as possible, soliciting their cooperation. A self addressed stamped envelope was included for ease of return. The principal investigator's phone number was furnished to the graduates to use if they felt in need of clarification.

The instrument had been field tested with 20 Masters degree personnel at a community college to insure the comprehensibility of the questions previous to its circulation. One major change which was made as a result of the field test was to use the term "early childhood" rather than "Early Childhood Education" as much as possible. This was done to accommodate professionals in the field whose training is in Home Economics or who have degrees in Human Growth and Development, but not in education.

In mid-August, 1975, 25 responses had been received and only two instruments had been returned to the sender as undeliverable. A follow-up letter and a second instrument were sent to non-respondents in August. Also long distance telephone calls were made to non-respondents. By mid-October, 40 instruments had been returned for a response rate of 82%. Twenty, or 50%, of the respondents (all of whom were supervised) gave permission to contact their job supervisors. Sixteen supervisors, or 80% of those contacted, completed job performance rating sheets and a personal information sheet. All data collection was completed in December, 1975.

This compares with a 62% return rate for graduates of The University of Michigan School of Social Work. Ninety percent of School of Social Work respondents who had supervisors who were familiar with their work gave permission to contact their supervisors and 81% of the supervisors contacted returned rating forms (Radin, 1974).

Data Analysis

Data analyses were run on the IBM 370/168 System at the Computation Center of the University of Chicago using programs from the *Statistical Package for the Social Sciences* [SPSS] (Nie, Hall, Jenkins, Steinbrenner, and Bent, 1975).

A major goal of the data analysis was to provide detailed descriptive data in answer to the seven questions listed under "Research Objectives" at the end of Chapter I (p. 24). For this purpose, the *Frequencies* program of SPSS was used which provides frequency counts and percentages. Means and standard deviations were computed when the question involved data which occurred as continuous measures such as ratings of job performance. On the basis of jobs reported and their descriptions, current jobs were placed into seven categories: early childhood teacher, high school teacher, college teacher, supervisor, consultant, administrator, and psychologist-therapist. First jobs of graduates comprised two additional categories, curriculum specialist and doctoral fellow.

Another goal of the data anlaysis was to test the ancillary questions specified in Chapter I. Statistical procedures used included the chi square and Fisher Exact tests, Student's *t*, and the Correlated *t*, analysis of variance, and Pearsons product moment correlations. The .05 level of probability was used.

Since much of the data were discrete, chi square and Fisher tests were used frequently. The *Crosstabs* program of SPSS includes chi square with the Yates correction and the Fisher Exact test. Because of small sample size (N = 40), the chi square test was used in some instances when

the expected frequency in one cell was less than five. Snedecor and Cochran report that χ^2 can be used with expected frequencies as low as 1 provided the majority of expected frequencies are larger (1972, p. 241).

Small sample size also necessitated the combining of categories to increase frequencies occurring within cells. Thus, the category of age was divided into 30 and below and over 30. The category of prior experience was divided into two years or less and over two years. Job categories became early childhood teacher and non-early childhood teacher. Job locale became urban and non-urban. Whenever combinations of categories were necessary, they are indicated in the text and the accompanying table.

The sample was tested for bias by using chi square to compare respondents with non-respondents as to University attended, sex, and race. Differences between respondents and non-respondents as to year of graduation were tested by the Fisher Exact Test. No significant differences were found. Identical procedures were used to test differences between graduates who granted permission to contact their job supervisors and those who did not. See Tables 3, 4, 5, and 6.

TABLE 3.--Comparison of respondents and non-respondents (N = 49)

Variable	Respondents (N=40)	Non-Respondents (N=9)	χ^2	p
School				
U. of Mich.	11	4		
Oakland	29	5	.35	.55
Sex				
Female	33	9		
Male	7	0	.68	.41
Race				
White	33	6		
Black	7	3	.37	.67

TABLE 4.--Comparison of respondents and non-respondents as to year of graduation

Variable	Respondents (N=40)	Non-Respondents (N=9)	Fisher p
Year Graduated			
1968	3	2	
1969	4	1	NS
1970	4	1	
1972	11	3	NS
1973	11	2	
1974	7	0	NS

TABLE 5.--Comparison of graduates who did and did not permit supervisor contact (N = 30)[a]

Variable	Permission Yes (N=30)	Permission No (N=30)	χ^2	P
Years of Experience				
0-2	4	5		
Over 2	17	4	2.45	.12
Sex				
Female	18	6		
Male	3	3	2.95	.63
Race				
White	18	6		
Black	3	3	.49	.49

[a]Five employed graduates did not respond to this section of the questionnaire.

TABLE 6.--Comparison of graduates who did and did not permit supervisor contact by age

Ages	Permission Yes (N=30)	Permission No (N=30)	Fisher P
30 and under	9	6	
Over 30	12	3	NS

CHAPTER IV

RESULTS

Introduction

The data reported in this chapter are organized to correspond with the two major purposes of this dissertation. The first section reports in detail about the actual work situations of graduates, their outside activities on behalf of children, their evaluation of their university experience, and their present training preferences. In this section, the frequencies in all pertinent categories are reported fully. The second section reports the results of statistical procedures performed in connection with the ancillary question in Chapter I. Only tables containing significant results related to the questions are included in the text. Others are contained in the appendix.

Description of Professional Roles of Graduates

Current Employment Status

Table 7 reports the current job status of the graduates and their perception of the field. Figure 1 contains information about graduates who are out of the field. All graduates except one have been or are active in the field. Also, the graduates, in all employment categories, are unanimous in their affirmation ofthe importance of the field.

Unemployment, which is prevalent, currently, in the field of education, is not a major concern for these Early Childhood graduates. One

TABLE 7.--Graduates' current employment status and perception of the field

Category	Number of Graduates	Percent of Total (N=40)
Ever in the field	39	97.5
Never in the field	1	2.5
Total	40	100.0
Currently in the field	35	87.5
Currently out of field	5	12.5
Total	40	100.0
Field is important	40	100.0
Field is not important	0	0.0
Total	40	100.0

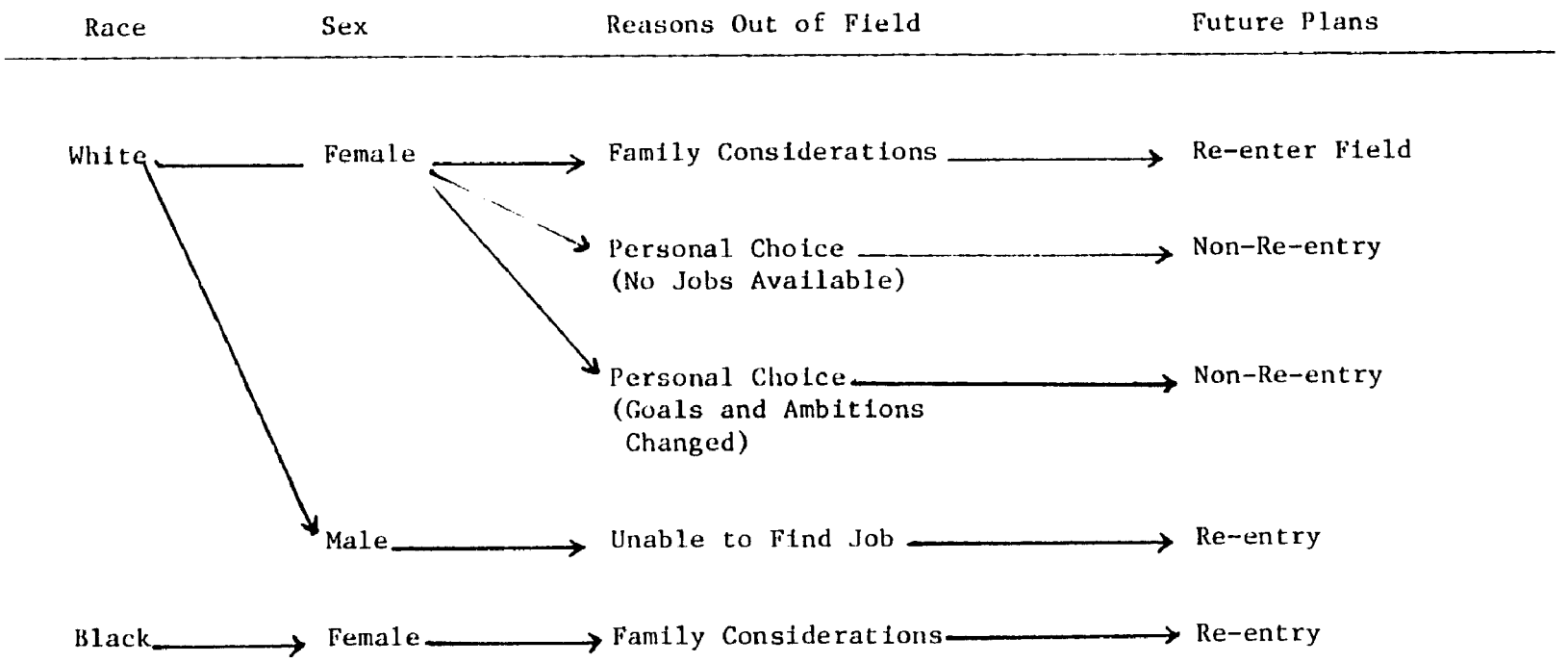


FIGURE 1. Paradigm of unemployment patterns for "out of field" graduates (N=5)

is currently unemployed because of a grant termination. The other unemployed graduates are raising young children.

Job Categories

For purposes of the statistical analyses, the jobs reported were placed into seven categories (Table 8). This results in artificially reducing the variety of positions held. The category, early childhood teacher, includes all graduates who teach in public school kindergartens or primary grades, as well as all who teach in half day preschools, all day nursery schools, or Head Start Programs. It also includes those who teach in diagnostic preschool programs attached to mental health facilities or in programs serving children whose emotional or mental development, rather than their chronological age, places them at the preschool level.

The graduates, who are categorized as teachers at the high school level, combine instructing classes of teenaged students with the directorship of a part time preschool program maintained in the high school for demonstration purposes. These graduates have dual program responsibilities since they must plan for the school experience of very young children in a manner to contribute to the learning experience of high school students.

Most college or university teachers also combine their classroom instructional duties with practicum responsibilities involving the supervision of students in teaching internships. One college instructor is involved in an infant program where mothers bring their babies to seminar-play groups in order to gain insight into developmental processes and skillful parenting. At least two graduates are directors of laboratory nursery schools located on college campuses which serve many children on a

TABLE 8.--Categories, locale, auspices, settings, and salary level of jobs held by graduates

Variable	Number of Graduates	Percent of Total (N=35)
Job Category		
Early childhood teacher	14	40.0
Administrator	9	25.7
College teacher	5	14.3
High school teacher	3	8.6
Consultant	2	5.7
Supervisor/coordinator	1	2.9
Psychologist/therapist	1	2.9
Total	35	100.0
Job Locale		
Urban, inner city	12	34.3
Suburban	8	22.9
Urban, non-inner city	5	14.3
Small city	5	14.3
Semi-rural area	3	8.6
Rural	2	5.7
Total	35	100.0
Auspices of Employment		
Public	28	80.0
Private	7	20.0
Total	35	100.0
Percent of Disadvantaged in Programs		
51% or more	13	37.2
11 to 50%	4	11.4
10% or less	18	51.4
Total	35	100.0

TABLE 8.--Continued

Variable	Number of Graduates	Percent of Total (N=35)
Job Settings		
Elementary schools	9	25.7
College/University	8	22.9
Social service agency	4	11.4
Head Start	3	8.6
Secondary schools	3	8.6
Governmental unit (county, OEO, Model Cities)	2	5.7
Parent child centers	2	5.7
Clinic	1	2.9
Day care centers	1	2.9
Nursery Schools	1	2.9
Other (parochial, early childhood center)	1	2.9
Total	35	100.0
Salary (N=34)[a]		
$5,999 or less	2	5.7
6,000-8,999	2	5.7
9,000-11,999	6	17.2
12,000-14,999	17	48.6
15,000-17,999	4	11.4
18,000-20,999	1	2.9
21,000 or more	2	5.7
Total	34	97.2

[a]One respondent did not answer this optional question.

full time basis. In one case, the laboratory school has 60 student interns working in the school during the course of a semester. These graduates have been classified as administrators rather than college instructors because their administrative responsibilities predominate as recorded in their report of program activities.

The category of administrators combines college based preschool program directors, the director of a conventional nursery school, the administrative head of a day care center sponsored by a private charitable organization, the director of a branch of an experimental preschool program sponsored by a large urban school district, the director of a county-wide preschool program serving over 700 disadvantaged children, two directors of school district wide preschool programs, and an assistant principal of an elementary school.

Job Locations

The urban, inner city is the single most commonly reported job location and the elementary school is the most commonly reported setting. While the inner city location is outnumbered 2 to 1 by other job locations, other locations share urban inner city characteristics. Some of the suburban settings and one of the rural settings contain sizable percentages of clients who have low income and educational levels or are of minority background.

Almost half of the respondents (17) work in programs where disadvantaged clients are 51% or more or from 10-50% of the client population. Six students work in programs enrolling a majority or a significant minority of exceptional children.

Salaries

With the exception of one, all graduates reported their salary

levels. All of the salaries reported are on a full time basis. The median salary range is $12,000 to $14,999.

Program Goals and Job Activities

Table 9 contains the major program goals reported by the graduates. Also contained in Table 9 is a designation of goals as being related principally to children or adults. While all the listed goals are directed ultimately toward conferring benefits to children, their immediate effect may relate more directly to adults. An obvious example is the goal of providing actual practice teaching experience with children to aspiring teachers. There are differing opinions about the benefit to children from being part of a training program, but there is no controversy surrounding the benefits to the aspiring teacher. Therefore, the practicum goal is one clearly pursued to serve, in the short term, the needs of adult trainees and, in the long term, the needs of children by providing trained personnel to work with them. In Table 9 and in all similar tables a goal is designated as relating principally to adults or children in terms of its short range effects.

Five of the goals in Table 9 have a dual designation. Provision of a model program implies skilled direct work with children, but it also implies participation in such activities as providing for observations and tours by trainees or professionals or dissemination of information directed toward an adult clientele. Recruitment and selection of children may involve contacts with directors of community agencies, organized referral sources, or specialists in the assessment of children. However, in certain organized school aged programs, recruitment of children could involve direct appeals to children to convince their parents to allow them to participate in after school, Saturday, or

TABLE 9.--Major program goals listed according to frequency of selection by graduates and if they relate principally to children or adults

Program Goals	Number of Graduates	Percent of Total (N=35)	Related to Children	Related to Adults
Provide practicum experience	18	51.4		x
Improve parenting skills	18	51.4		x
Provide traditional preschool program	17	48.6	x	
Provide inservice training	16	45.7		x
Provide academic preschool program	13	37.1	x	
Teach academic skills to children	13	37.1	x	
Provide early childhood courses to secondary or college students	11	31.4		x
Assist in organization of early childhood programs	10	28.6	x	x
Provide consultation	9	25.7		x
Provide model program	8	22.9	x	x
Recruit/select children	7	20.0	x	x
Provide programs for exceptional children	7	20.0	x	
Conduct research	6	17.1		x
Raise funds	6	17.1		x
Provide therapy for children	5	14.3	x	
Provide care for children of parents in training	5	14.3	x	
Administer and supervise other programs	5	14.3		x
Design or promote legislation	5	14.3		x
Provide setting for observation and diagnosis of children	4	11.4	x	
Provide curriculum materials	4	11.4	x	x

TABLE 9.--Continued

Program Goals	Number of Graduates	Percent of Total (N=35)	Related to Children	Related to Adults
Publish books, journals, newsletters	4	11.4		x
Provide early childhood information via popular media	2	5.7	x	x
License and regulate programs	2	5.7		x
Other				
Provide special education instruction	1	2.9		x

summertime recreational activities. Media presentation of early childhood information could mean material directed primarily toward children (i.e., Sesame Street) or toward adults. Provision of curriculum materials and assistance in the organization of programs also have dual designations. Items in Tables 10, 11, 12, and 13 are also categorized in terms of their relationship to children or adults.

Of particular interest in all 5 tables is the relative standing of activities involving children as compared to activities involving adults. Of the four major activities reported most often by graduates, three involve child related activities. In terms of frequency, this result is in inverse relationship to reported program goals.

Graduates were restricted to a single choice in answer to questions about the activity which is most time consuming and the activity for which the graduate is best and least prepared. Seventeen of 32 graduates selected activities relating to adults as most time consuming. Of 35 graduates, 23 feel best prepared to function with children or to prepare materials for children. Eleven feel best prepared to work with adults, either parents, staff, or Early Childhood Education students. In selection of activities graduates feel least prepared to perform, only three mentioned feeling a lack of skill with child related activities. The remainder, 24 graduates, selected activities relating to adults with parent meetings, conducting research, and budgeting mentioned most frequently.

Staff and Staff Related Responsibilities

Early childhood graduates have a better than even chance of being part of a relatively small staff. Sixty percent of the graduates work

TABLE 10.--Major job activities listed according to frequency of selection by graduates and if they relate principally to children or adults

Job Activity	Number of Graduates	Percent of Total (N=35)	Related to Children	Related to Adults
Prepare materials for use with children	23	65.7	x	
Consult with, advise parent groups	23	65.7		x
Work with individual children	22	62.9	x	
Work with groups of children	22	62.9	x	
Meet with, consult, advise staff(s)	17	48.6		x
Provide in-service training	17	48.6		x
Train, supervise early childhood students	16	45.7		x
Complete required forms	16	45.7		x
Write (reports, articles, papers)	16	45.7		x
Meet with, consult, advise early childhood students	15	42.9		x
Supervise staff(s)	14	40.0		x
Administer	13	37.1		x
Design programs	12	34.3	x	x
Instruct, train parents	12	34.3		x
Seek ancillary services	11	31.4	x	x
Prepare materials for use with early childhood students	10	28.6		x
Supervise, regulate programs	10	28.6		x
Budget	10	28.6		x
Organize groups, committees	8	22.9		x
Raise funds	6	17.1		x
Publicize programs	5	14.3		x
Recruit students	5	14.3		x

TABLE 10.--Continued

Job Activity	Number of Graduates	Percent of Total (N=35)	Related to Children	Related to Adults
Prepare, lobby, vote for legislation	5	14.3		x
Carry out research	5	14.3		x
Other (Have individual parent conferences)	1	2.9		x

TABLE 11.--Most time consuming job activities listed according to frequency of selection by graduates and if they relate principally to children or adults

Job Activity	Number of Graduates	Percent of Total (N = 32)[a]	Related to Children	Related to Adults
Work with individual children	8	25.0	x	
Train early childhood students	7	21.9		x
Prepare materials for children	5	15.6	x	
Administration	3	9.4		x
Fund raising	2	6.3		x
Prepare materials for student teachers	2	6.3		x
Work with groups of children	2	6.3	x	
Writing	1	3.1		x
Parent meetings	1	3.1		x
Instructing parents	1	3.1		x

[a]Three employed respondents failed to complete this section of the questionnaire.

TABLE 12.--Job activities graduates feel best prepared to perform listed according to frequency of selection by graduates and if they relate principally tochildren or adults

Job Activity	Number of Graduates	Percent of Total	Related to Children	Related to Adults
Work with individual children	12	34.3	x	
Work with groups of children	8	22.9	x	
Supervise practicum students	4	11.4		x
Prepare materials for children	3	8.6	x	
Provide in-service training	2	5.7		x
Administer	2	5.7		x
Consult with, advise early childhood students	1	2.9		x
Consult with, advise staff	1	2.9		x
Instruct, train parents	1	2.9		x
Seek ancillary services	1	2.9	x	x

TABLE 13.--Job activities graduates feel least prepared to perform listed according to frequency of selection and if they relate principally to children or adults

Job Activity	Number of Graduates	Percent of Total	Related to Children	Related to Adults
Meet, consult with, advise parents	4	14.8		x
Research	4	14.8		x
Budget	3	11.1		x
Raise funds	2	7.4		x
Advise early childhood students	2	7.4		x
Instruct parents	2	7.4		x
Prepare, lobby for legislation	1	3.7		x
Organize groups, committees	1	3.7		x
Publicize programs	1	3.7		x
Write (reports, articles)	1	3.7		x
Consult, meet with staff	1	3.7		x
Prepare materials for practicum students	1	3.7		x
Train early childhood students	1	3.7		x
Prepare materials for children	1	3.7	x	x
Work with groups of children	1	3.7	x	
Work with individual children	1	3.7	x	

[a]Eight students responded that they felt adequately prepared to perform all of their job activities and could not choose one for which they felt least prepared.

in programs employing less than 20 staff members with just over one-quarter working in programs with less than 10 staff members.

Table 14 contains data citing the number of graduates who report working with colleagues with various levels of training. There is considerable overlap in these numbers since one graduate may report working with both Ph.D.'s, Masters level, and para-professional personnel in the same program. Only six graduates report working with colleagues who hold higher level academic degrees in Early Childhood Education than their own. These six graduates all work in programs in university, college, or clinical settings. Fifteen graduates work in programs where they have no colleagues with specific professional training in early childhood and 13 graduates report that they serve on staffs which include completely untrained personnel.

The professionally trained educator is the most commonly reported co-worker who has training in other fields. All graduates report working in programs which have staffs composed of individuals with varying levels of training. Only three report working in programs which exemplify the multi-disciplinary staffing envisioned as optimal in early childhood programs. One graduate reports a staff of 14 which is composed of persons with four levels of training in Early Childhood Education; professionals in the fields of education, counseling, social work, psychology, occupational therapy, speech therapy; and para-professionals in the fields of education, counseling, and social work. Only five graduates report working in programs which include medical professionals on their staffs.

One indication of the influence graduates have within their area

TABLE 14.--Data describing staffs in graduates' current jobs

Category	Number of Graduates	Percent of Total (N=35)
Staff Size		
1-9	10	28.6
10-19	11	31.4
20-29	6	17.1
30-39	3	8.6
40 and over	5	14.3
Number of Co-Workers Trained on Specified Levels of Early Childhood Education		
Ph.D. degree	6	17.1
Master's degree	21	60.0
Bachelor's degree	17	48.6
Associate degree	5	14.3
College level training, no degree	9	25.8
High school level training	4	11.5
Other Professionals as Co-Workers		
Educators (other than early childhood)	24	68.6
Social workers	10	28.6
Speech therapists	8	23.4
Counselors	7	20.5
Psychologists	6	17.2
Medical doctors	3	8.6
Nurses (RN)	3	8.6
Nutritionists	2	5.7
Occupational therapists	2	5.7
Physical therapists	1	2.9
Other	2	5.7
Para-Professionals as Co-Workers		
Teacher-aides	5	14.3
Social-work aide	4	11.4
LPN	3	8.6
Counselor aide	1	2.9
Nutritionist aide	1	2.9
Untrained Co-Workers		
No Co-workers trained in Early Childhood Education	15	42.9
Co-workers with no training	13	37.1

of employment is the number and type of persons under their supervision. Table 15 reports data relative to job supervision. Only six graduates report that they work under close supervision, while 25 supervise someone else. Thirteen graduates supervise other professionals, 14 supervise non-professionals, and five supervise students only. Two graduates supervise three levels of personnel: professionals, para-professionals, and students.

Clientele

Table 16 reports the number of persons served in programs categorized by clients served. There is overlap in the numbers since some programs serve more than one type of client. Almost half of the graduates working with children are in programs serving 100 children or less. The largest reported program serves 851 to 900 children. Of the 18 graduates who report that they work in programs serving secondary and college students, the majority serve one to five student teachers placed as interns in their programs. The largest program serving non-student adults has over 600 clients. This is a home based preschool program where parents receive training in parenting skills and learn to engage their children in cognitively stimulating activities.

Of 35 programs, only two serve all three classifications of clientele, children, students, and non-student adults. A total of 13 serve children and secondary or college students in training. Twelve programs serve children only reporting no responsibility for adults who are either in training or are related to the children served. Four programs serve only adults, either as students or as parents.

Data describing children served appear in Table 17. Eight graduates work in programs serving children under 2 years of age and three of

TABLE 15.--Supervisory data for graduates' current job

Variable	Number of Graduates	Percent of Total (N=35)
Amount of Supervision		
Closely supervised	6	17.1
Not closely supervised	29	82.9
Not supervised at all	0	0.0
Total	35	100.0
Supervisory Responsibilities[a]		
Number who act as supervisors	25	73.5
Number who are not supervisors	9	26.5
Total	35	100.0
Number of People Supervised[b]		
0	9	27.3
1-10	12	36.4
11-20	4	12.1
21-30	3	9.1
41-50	3	9.1
51-60	1	3.0
61-70	1	3.0
Total	33	100.0
Number of Professionals Supervised[b]		
0	20	60.6
1-5	8	24.2
6-10	3	9.2
11-15	1	3.0
41-45	1	3.0
Total	33	100.0

[a] N = 34. One person did not complete this section.

[b] N = 33. Two people did not complete this section.

TABLE 16.--Number of clients served in programs where graduates work currently listed by types of clients

Number in Program	Number of Graduates	Percent of Total (N=35)
Programs Serving Children		
1-100	14	40.0
101-200	6	17.1
201-300	4	11.4
Over 300	6	17.1
Programs Serving Secondary or College Students		
1-100	14	40.0
101-200	2	6.1
201-300	2	6.1
Programs Serving Non-Student Adults		
1-100	3	9.1
101-200	1	3.0
201-300	1	3.0
Over 300	3	9.1

these work with infants. One infant program is home based; another is a part time setting in a university with infants and their mothers; and the other is in a Parent-Child Center. More students report having Asian children than Latino children, but 10 graduates report working with Spanish speaking children. Four graduates work in programs where exceptional children are in a majority (see Table 8), but 11 graduates report working in programs which have exceptional children integrated with normal children.

The data on adult clients which appears in Tables 18 and 19 shows that the secondary and college students served by the graduates are predominantly middle income and the non-student adults served are predominantly lower income and non-high school graduates. All three graduates who work in high school programs report that the greatest majority of the students come from middle income families. Seven programs have an adult service component for non-student adults. Five of these seven programs have a majority of White clients and two have no minority clients at all. Only one of the seven programs is in an urban setting. The others are in small cities or rural areas.

Recognition

Table 20 shows that 85% of the 35 employed graduates work in programs which have experienced some recognition by the wider community. The most common form of recognition is visits to the program by outside observers, but over 60% of graduates have received favorable publicity in the popular media.

First Jobs of Graduates

Twenty-four graduates report having had more than one job since

TABLE 17.--Data describing children served by graduates in current jobs arranged in order of frequency

Category	Number of Graduates	Percent of Total (N=35)
Age		
5 years - 5 years, 11 mos.	23	69.4
4 years - 4 years, 11 mos.	22	66.5
3 years - 3 years, 11 mos.	16	45.7
6 years - 6 years, 11 mos.	14	40.0
7 years - y years, 11 mos.	9	25.7
8 years and older	8	24.2
2 years - 2 years, 11 mos.	8	24.2
1 year - 1 year, 11 mos.	5	15.2
0 - 11 months	3	9.1
Race/Ethnicity		
White	24	68.6
Black	19	57.6
Asian	12	34.3
Latino	11	31.4
Spanish Speaking	10	28.6
Other (East Indian, Phillipine, Malaysian)	5	15.2
Native American	4	11.4
Exceptionality		
Emotionally disturbed	11	31.4
Multiply handicapped	10	28.6
Mentally handicapped	9	25.7
Physically handicapped	5	15.2
Income Level of Majority of Parents		
Lower income	11	31.4
Middle income	9	25.7
Upper income	2	5.7
Educational Level of Majority of Parents		
Non-high school graduates	8	23.4
High school graduates	6	17.1
Some college or college graduates	7	20.5

[a]Not all graduates reported that they served children directly. Percentages are calculated on the basis of total respondents.

TABLE 18.--Data describing secondary and college students served by graduates in current jobs arranged in order of frequency

Category	Number of Graduates	Percent of Total (N=35)
Educational Level		
Secondary	3	8.6
College, undergraduate	12	34.3
College, graduate	3	8.6
Race/Ethnicity		
White	16	45.7
Black	10	28.6
Spanish Speaking	7	20.5
Asian	5	14.3
Latin	5	14.3
Native American	3	8.6
Other	1	2.9
Income Level of Majority of Students		
Middle income	8	22.9
Lower income	2	5.9
Upper income	1	2.9

TABLE 19.--Data describing non-student adults served by graduates in current jobs arranged in order of frequency

Category	Number of Adults	Percent of Total (N=35)
Educational Level of Majority in Program[a]		
Non-high school graduates	4	11.4
High school graduates	1	2.9
Some college or graduates	1	2.9
Race/Ethnicity		
White	6	17.1
Black	5	14.3
Spanish Speaking	4	11.4
Other	3	8.6
Latino	3	8.6
American Indian	2	5.7
Asian	1	2.9
Income Level of Majority in Program		
Lower income	5	14.3
Middle income	1	2.9
Upper income	1	2.9

[a]One program reported no majority of participants were on a specified educational level.

TABLE 20.--Community recognition of programs where graduates are employed currently

Form of Recognition	Number of Graduates	Percent of Total (N=35)
Program visited by outside observers	30	85.7
Program reported on favorably by popular media	21	60.0
Program received citations from civic groups, etc.	11	31.4

graduation. Tables 21 and 22 contain information about these graduates' first jobs. Early childhood teacher is again the most commonly reported job category. No first jobs were in rural areas. Most first jobs were in programs under public auspices and half of first jobs served disadvantaged clientele. Predictably, salary levels were lower. Median income range for first jobs was $9,000 to $11,999 as compared to the current median income range of $12,000 to $14,999.

Table 22 shows major job activities engaged in by graduates on first jobs listed according to frequency of selection. In a parallel column is the currently reported percentage of graduates who engage in the listed job activity. The four most frequently mentioned activities are similar for first and current jobs. Activities involving training students are more frequently mentioned as a current job activity, while the organization of committees was a more common activity of first jobs.

Table 23 charts job movement of graduates. The first category, early childhood teacher, shows that 16 students have worked in that capacity either currently or in the past. Three graduates entered that category from other job categories (16+3=19). Six students have changed jobs within that category, that is, they left one teaching job for another teaching job. Five students left that category (19-5=14), so that the current total of graduates who are teachers of young children equals 14. Over the years, more graduates have moved into the category of college teacher than any other. The category which has experienced the greatest loss of graduates is early childhood teacher, followed by supervisor-coordinator.

Graduates could select as many responses as appropriate in giving

TABLE 21.--Data about first jobs held by graduates who report having more than one post-degree job

Variable	First Job: Number of Graduates	First Job: Percent of Total (N=24)[a]
Job Category		
Early childhood teacher	10	41.7
Administrator	4	16.7
Supervisor/Coordinator	3	12.5
Consultant	2	8.3
High school teacher	1	4.2
College teacher	1	4.2
Psychologist/Therapist	1	4.2
Curriculum specialist	1	4.2
Doctoral fellow	1	4.2
Total	24	100.0
Job Locale[b]		
Urban, inner city	6	25.0
Urban, non-inner city	6	25.0
Suburban	6	25.0
Small city	4	16.7
Semi-rural area	1	4.2
Rural	0	0
Total	24	100.0
Auspices of Employment[b]		
Public	21	91.3
Private	2	8.7
Total	23	100.0
Clientele		
Disadvantaged	12	50.0
Non-disadvantaged/non-exceptional	9	37.5
Exceptional	3	12.5
Total	24	100.0
Salary[c]		
$ 5,999 and under	1	4.6
6,000 - 8,999	9	40.9
9,000 -11,999	8	36.3
12,000 -14,999	3	13.6
18,000 -20,999	1	4.6
Total	22	100.0

[a]Fifteen graduates only had one job since graduation. Of the 24 reporting first jobs, four are not in the field currently.

[b]N = 23. One respondent did not answer this question.

[c]N = 22. Two respondents did not answer this optional question.

TABLE 22.--Comparison of percentages of graduates reporting performance of specified job activities on first and current jobs

Job Activity	Number of Graduates	Percent of Total First Job (N=24)	Current Job (N=35)
Prepare material for use with children	18	75.0	65.7
Work with groups of children	18	75.0	65.9
Consult with, advise parent groups	17	70.8	65.7
Work with individual children	15	62.5	62.9
Complete forms	14	58.3	45.7
Consult, advise staff(s)	12	50.0	48.6
Write (reports, articles, papers)	12	50.0	45.7
Design programs	10	41.7	34.3
Organize committees	10	41.7	22.9
Supervise staff	9	37.5	40.0
Publicize programs	9	37.5	14.3
Seek ancillary assistance	9	37.5	31.4
Train, supervise early childhood students	8	33.3	45.7
Recruit students	7	29.2	14.3
Advise early childhood students	7	29.2	42.9
Budget	7	29.2	28.6
Prepare materials for use with early childhood students (adults)	6	25.0	28.6
Administer	5	20.8	37.1
Carry out research	5	20.8	14.3
Supervise children's programs	4	16.7	28.6
Raise funds	2	8.3	17.1
Prepare legislation	1	4.2	14.3

TABLE 23.--Job movement of graduates by job categories

Job Category	Present and First Job[a]	Movement In[b]	Within[c]	Out[d]	Current Total
Early childhood teacher	16	+3	(6)	-5	14
High school teacher	2	+1	(1)	0	3
College teacher	2	+4	(-)	-1	5
Supervisor/Coordinator	4	-	-	-3	1
Consultant	3	+1	-	-2	2
Administrator	9	+2	(2)	-2	9
Psychologist/Therapist	1	-	(1)	-	1
Curriculum specialist[e]	1	-	-	-1	0
Doctoral fellow	1	-	-	-1	0

[a]This number is composed of graduates whose only job has been in the specified category, plus those graduates who have had more than one job, but whose first job was in the specified category.

[b]This number equals graduates who entered the specified job category from another job category.

[c]This number equals graduates who changed jobs, but remained within the specified job category.

[d]This number equals graduates who moved from the specified job category to another one.

[e]This graduate is the onlyone currently unemployed.

reasons for leaving their first jobs. Their responses are recorded in Table 24. "Moving from the area" is the most frequently mentioned. Other reasons include pregnancy, graduation from degree program, completion of the residency phase of degree programs and return to school. Better job offers and promotions are mentioned six times. Adverse conditions are reported as causative factors but not one of them is mentioned with any consistency.

Rating and Activity Scores

Graduates were asked to report on outside activities related to children, to complete four separate rating sheets and to give permission to have their job supervisor complete an additional rating. The rating sheets included a self appraisal of current job performance, an appraisal of the University training experience, a preference rating of proposed post degree training methods, and a post hoc rating of student peers. Current job supervisors of graduates were asked to complete the job performance rating scale and to furnish personal data. The following section will report results relating to job performance, activity scores, and training. Reports of peer ratings and job satisfaction is included in the section on results related to questions.

Job Performance Rating

Using a 1 (poor) to 5 (superior) rating scale of variables related to job performance, the graduates as a group, rated themselves highest in personal reliability and in skills in working with the clients of their programs. Three other characteristics which related to their training, knowledge of methods, knowledge of theories, and planning received the next highest ratings. See Table 25. Graduates rated themselves lower in

TABLE 24.--Reasons for leaving first job listed in order of frequency

Reason	Number of Graduates	Percent of Total (N=24)[a]
Moved from area	9	37.5
Other (graduation, pregnancy, return to school, etc.)	8	33.3
Better job offer	5	20.8
Disagreement with program policies	3	12.5
Program termination	3	12.5
Poor working conditions	2	8.3
Low pay	2	8.3
Inconvenience	2	8.3
Conflict with staff	1	4.2
Promotion	1	4.2

[a]Graduates could check more than one reason.

TABLE 25.--Group mean self ratings of job performance variables listed in order from highest to lowest

Job Performance Variables	Mean Rating (N=35)	S.D.
Skill in working with clients	4.433	.568
Reliability	4.433	.626
Knowledge of methods	4.233	.728
Knowledge of theories	4.133	.571
Planning	4.133	.681
Self Assessment	4.100	.662
Working with staff	4.000	.695
Developing programs	3.933	.691
Evaluation of programs	3.733	.741
Providing leadership	3.667	.711
Knowledge of current developments	3.667	.844

[a]A rating of 1 = poor, 2 = below average, 3 = good, 4 = above average, 5 = superior.

aspects of job performance which involved interaction with colleagues such as working with staff, developing programs, evaluations of programs, and providing leadership. They rated themselves lowest on "knowledge of current developments in the field"and "providing leadership" though the overall mean rating of 3.667 is above the median.

Sixteen graduates were rated by their job supervisors. Table 26 contains data describing the supervisors. Seventy-five percent of the supervisors have had over six years of supervisory experience and all but three have supervised the graduate from one to three years or more. Most graduates work under people who have acquired academic credentials equal to or higher than their own. Four graduates are supervised by persons holding less than a Masters degree. Nine of the supervisors have earned over twelve hours in academic credit in courses relating to early childhood, while seven have earned fewer hours or none at all. In summary, the graduates' supervisors are experienced as supervisors but have varying levels of expertise in the field of Early Childhood Education. A comparison of supervisor and self rating on job performance variables is shown in Table 35 and will be discussed in the section dealing with results related to questions.

Outside Activity Scores

Graduates received two points for each positive response to questions regarding outside activities. The highest possible score totalled 44 points. Obtained scores of graduates ranged from 4 to 38 with the mean score equalling 19.8. The most common outside activity, as reported in Table 27, is attendance at professional conferences where two-thirds of the graduates have served as presenters. Almost half of the graduates

TABLE 26.--Data describing job supervisors of graduates

Variable	Number of Supervisors	Percent of Total (N=16)
Years of Experience		
2-5 years	4	25
6-9 years	8	50
10 or more	4	25
Number of Years Supervising Graduate		
1 year or less	3	18.8
1-3 years	12	75.0
3 years or more	1	6.3
Highest Level of Education		
Less than BA	1	6.3
BA	2	12.5
Some graduate work	1	6.3
MA, MSW, MS	8	50.0
MA +	3	18.8
Ph.D.	1	6.3
Academic Hours in Child Development		
0-6	4	25.0
7-12	3	18.8
13-18	3	18.8
Over 24	6	37.5
Sex		
Female	9	56.3
Male	7	43.7

TABLE 27.--Outside activities of graduates listed in order of frequency

Variable	Number of Graduates	Percent of Total (N=40)
Attend conferences	39	97.5
Build up professional library	33	82.5
Belong to early childhood organizations	33	82.5
Subscribe to professional journals	30	75.0
Contributor or presenter at conferences	27	67.5
Travel to observe early childhood programs	24	60.0
Volunteer in programs serving children	24	60.0
Serve on policy making boards	19	47.5
Serve on committees created by elected officials	17	42.5
Post-MA training	13	32.5
Serve in community action programs	11	27.5
Officer in early childhood organization	11	27.5
Write for publication	8	20.0
Promote policies through direct action	7	17.9
Serve in legislative body	6	15.0
Earn another degree	4	10.0

serve on policy making boards or on committees created by elected officials. Over one quarter are officers in early childhood organizations and six serve in legislative bodies.

Ratings of University Experience

Table 28 contains data rating university training. Each of the 16 variables in the table has a different N since graduates were asked to assess only those academic activities with which they had direct experience.

Student teaching has long been regarded as the most meaningful training experience. Table 28 shows that observation experiences and work in student designed programs received higher ratings than student teaching. Work in teams to design programs has the same overall mean rating as student teaching, but student teaching has a smaller standard deviation. Traditional training practices such as academic courses received the lowest ratings. Theory classes have a higher rating than methods courses.

Ratings of Proposed Post-Degree Training Methods

Informal training methods are the preferred means of post-degree training as evidenced by the data in Table 29. Short term, no credit courses have the least appeal. Graduate level courses on methods are fifth in order of preference. Theory and research courses are third from the bottom even though theory classes had a higher rating in the graduate's retrospective evaluations of their Masters degree training.

Results Related to Ancillary Questions

The following section will report results related to the ancillary questions posed in Chapter I. These questions explore the possible

TABLE 28.--Total group mean ratings of academic experiences by graduates listed in order of preference

Variable	Mean Rating[a]	SD
Observations of schools and institutions (N = 35)	4.66	.64
Work in programs designed by students (N = 27)	4.44	.70
Student teaching (N = 35)	4.23	1.00
Work in teams to design programs for children (N = 30)	4.23	1.19
Special seminars with guest experts (N = 33)	4.21	.93
Regular classes emphasizing theory (N = 35)	4.20	.87
Opportunities to attend lectures and conferences (N = 35)	4.09	.98
Opportunities to make presentations at conferences (N = 31)	4.03	.87
Association with fellow students (N = 35)	4.03	1.00
Seminars with project personnel (N = 35)	4.03	1.06
Association with university personnel (N = 34)	3.91	1.03
Electives outside School of Education (N = 17)	3.65	1.00
Methods courses (N = 35)	3.57	1.17
Seminars with other university students (N = 25)	3.52	.77
Electives within School of Education (N = 18)	3.06	1.11
Research courses (N = 33)	2.94	1.12

[a]The rating is in terms of helpfulness to the graduate with 1 = least helpful and 5 = most helpful.

TABLE 29.--Total group mean ratings of proposed post-degree training methods listed in order of preference

Training Method	Mean Rating[a]	S.D.
Seminars, colloquia on issues in the field	4.59	.66
Visits to innovative programs	4.38	.82
Having available materials specific to job	4.35	.98
Help from experienced co-worker	4.26	.86
Graduate methods courses	4.12	.95
Help from supervisor or administrator	4.06	.97
Assistance from consultants	4.00	1.02
Attending conferences	4.00	1.04
Reading journals	3.91	.93
Reading scholarly books	3.53	1.26
Graduate theory and research classes	3.26	1.16
Short term on-campus courses	3.26	1.26
Short term off-campus courses	3.24	1.33

[a]Rating is in terms of usefulness to the graduate currently, with 1 = lowest rating and 5 = highest rating.

differential effects various independent variables have had upon the graduates' careers. These questions also seek to determine if there are systematic differences between the graduates on variables associated with the present study which are reslted to the graduate's current job category. For statistical purposes, the questions have been restated as null hypotheses. Tables documenting all significant results are included in this section. Additional tables are in

Hypothesis 1: There will be no relationship between certain demographic characteristics and employment history.

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By employment history is meant:

a. ever employed in the field
b. currently employed in the field

Chi square tests were performed utilizing all variables included in the hypothesis. No significant relationships were found (Table B-1, Appendix B). Age was reduced to two categories, 30 or less and over 30. Similarly, experience was divided into two years or less and over two years. Neither race nor sex appear to be factors influencing the graduates' entry into employment in the field. Also, age, specifically being over 40, does not produce a difference in employment history. Both experienced and inexperienced graduates have been able to function within the field. Therefore, the hypothesis is accepted. Whether these independent variables have a relationship to specific aspects of their functioning is tested in Hypothesis 2.

Hypothesis 2: There will be no relationship between certain demographic characteristics and variables associated with current employment.

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By variables associated with current employment is meant:

a. job category
b. job locale
c. working with untrained staff
d. working under close supervision
e. supervising other employees
f. serving disadvantaged clientele
g. serving exceptional clientele
h. salary

Chi square tests were used to determine the relationships between the selected variables. Job categories were reduced to early childhood teacher and all others; job locations became urban and non-urban; salary became $11,999 or less and over $11,999. Tables B-2 and B-3 in Appendix B contain the results of the initial computations. Age, prior experience, and sex do not appear to have a relationship to any of the factors selected. The mean salary levels of men and women were compared by use of the t test and no significant difference was found (Table 31).

Although statistically significant results were not obtained in the initial chi square computations, the results seemed to indicate that relationships did exist between race and the employment variables. Specifically, the results obtained regarding job location, work with disadvantaged children, and salary suggested further examination. If the

questions regarding job location and work with disadvantaged children are rephrased and the relationship between race and working in programs where Black clientele is in the majority is sought, the comparison is significant. Table 30 contains the resulting statistic, $\chi^2(1) = 12.38$, $p < .001$.

When the mean salary levels for Blacks and Whites are compared by use of Student's t, Blacks earn significantly more than Whites as shown in Table 31. Explanation for this finding was sought by comparing the relationship between race and prior experience and race and age. No significant relationships were found (Tables B-4 and B-5, Appendix B). Therefore the higher salary level of Blacks cannot be attributed to their greater experience or older age.

Examination of the data shows that Blacks work in large metropolitan areas in public school systems which have relatively high salary levels. Job categories and locations for Blacks and Whites are shown in Table 32. The two Black administrators have responsible positions in large programs and are paid accordingly. These facts help account for the difference in pay levels.

In summary, age, sex, and prior experience are not related to variables associated with graduates' current employment. Race is a factor in salary and job location. Therefore, the hypothesis suggesting no relationship between the demographic characteristic of race and job location and salary is rejected.

Hypothesis 3: There will be no relationship between demographic characteristics of multiple job holders and variables associated with their first jobs.

TABLE 30.--Relationship of race and working in programs where Blacks are in the majority

Race	Non-Black School	Black School	χ^2
Black	1	5	
White	25	4	12.33**

** $p < .001$

TABLE 31.--Mean income of graduates by sex and race

Variable	Mean Salary	S.D.	t
Sex			
Female	13,178.57	4,269.17	
Male	13,000.00	2,258.31	.0987
Race			
Black	16,500.00	3,464.10	
White	12,277.78	3,651.46	2.75**

** $p < .01$

TABLE 32.--Job categories and locations for Blacks and Whites

Variables	Frequency			
	Blacks	Percent of Total (N=6)	Whites	Percent of Total (N=29)
Job Categories				
Early childhood teachers	3	50.0	11	37.9
Administrator	2	33.3	7	24.1
College teacher	0	-	5	17.2
Secondary teacher	0	-	3	10.4
Consultant	0	-	2	6.9
Supervisor/coordinator	1	16.7	0	-
Psychologist/therapist	0	-	1	3.5
Total	6	100.0	29	100.0
Job Location				
Urban, inner city	4	66.6	8	27.7
Urban, non-inner city	0	-	5	17.2
Suburban	1	16.7	7	24.1
Small city	1	16.7	4	13.7
Semi-rural	0	-	3	10.4
Rural	0	-	2	6.9
Total	6	100.0	29	100.0

By demographic characteristics is meant:

a. age
b. prior experience
c. race
d. sex

By variables associated with their first jobs is meant:

a. job category
b. job locale
c. working with untrained staff
d. working under close supervision
e. supervising other employees
f. salary
g. reasons for leaving first job

Fisher Exact tests were performed utilizing all four demographic characteristics and six of the seven listed dependent variables. Only one of the reasons for leaving first job was tested statistically with the four demographic characteristics. That reason "moved from the area," had the highest number of responses (Table 24). No significant relationships were found between age, race, and sex, and the variables associated with first job (Tables B-6 and B7, Appendix B).

The data in Table B-6 show that of 10 first jobs of graduates, 30 years of age or younger, seven were teaching jobs. Table B-7 indicates that all four Black multiple job holders worked in urban areas and all had supervisory responsibilities. All males earned over $8,999 in their first jobs while less than half of the women (8 of 18) earned that much.

The data on reasons for leaving first job are highly fragmented since graduates were allowed to select as many reasons as appropriate. However, chi square tests obtained a significant relationship between prior experience and "moved from area" as a reason for leaving first job. Table 33 shows the obtained statistic. Seven graduates with less than

TABLE 33.--Relationship of age, experience, race, and sex to change of residency as reason for leaving first job (N = 22)[a]

Variable	Moved		χ^2	P
	Yes	No		
Age				
30 and below	7	5		
Over 30	2	8	1.92	.17
Years of Experience				
2 years or less	7	2		
Over 2 years	2	11	6.18	.01**
Race				
Black	0	4		
White	9	9	1.63	.20
Sex				
Female	9	9		
Male	0	4	1.63	.20

Two graduates did not complete this section of the questionnaire.

two years of experience selected moved from area as a reason while only two more experienced graduates did. Two inexperienced graduates did not cite moving as compared to eleven experienced graduates. Job mobility appears to be related to inexperience.

The hypothesis rejecting relationship between age, race, and sex and first job variables is retained. Prior experience is not related to any first job variables except "reasons for leaving." Therefore, the hypothesis of no relationship between prior experience and reasons for leaving first job is rejected.

Hypothesis 4: There will be no difference between the mean activity scores of Early Childhood graduates grouped by demographic characteristics.

By demographic characteristics is meant:

a. age
b. sex
c. race
d. marital status
e. parental status

The mean activity scores were computed for the various groupings of the graduates defined by the fourth hypothesis. The age groups were composed of graduates 30 years of age and younger and those older than 30. Graduates were divided according to their marital status, married and not married, and also into two groups according to whether they had children under five years of age. After means were computed for each group, t tests were made. The results are contained in Table 34.

A significant relationship exists between age and activity scores. The 17 older graduates are much more involved in outside activities

TABLE 34.--Comparison of mean activity scores of graduates of various categories

Categories	Activity Scores N	Mean	SD	t	p
Age					
Over 30	17	23.12	8.50		
30 and younger	23	13.64	7.29	3.52	.0001***
Prior Experience					
Two years or less	17	14.88	8.30		
Over two years	23	23.76	8.19	-3.30	.002**
Sex					
Female	33	18.79	9.02		
Male	7	24.57	9.29	-1.53	.13
Race					
Black	7	18.13	9.33		
White	33	20.22	9.29	-0.57	.57
Marital Status					
Married	26	19.85	9.61		
Unmarried	14	19.71	8.79	-0.04	.97
Parental Status					
Children under 5	7	15.71	8.04		
No children under 5/no children at all	33	20.67	9.33	-1.30	.20

related to children than are the 23 younger ones. The mean activity score for the entire sample is 19.18. The younger graduate score of 13.46 is considerably less. No other significant differences in mean activity scores were obtained between the groups defined by the variables included in the hypothesis.

An additional t test was made of the difference in mean activity scores of the graduates when they were divided according to prior experience even though examination of that difference had not been proposed in the original hypothesis. The result shows that the more experienced are significantly more involved. Thus, age and amount of experience are strongly related to activity in the field over and beyond job requirements, and the hypothesis is rejected for graduates grouped by age.

Hypothesis 5: There will be no differences between self ratings of graduates and their supervisors' ratings of the graduates' job performance.

The mean ratings on all variables on the job performance scale were computed for the graduates as a group and reported in Table 25. The mean ratings for the 16 graduates who were rated by their current job supervisors were computed as a separate group. The mean ratings they received from their job supervisors were also computed. Then the differences between the means were tested by the correlated t statistic. These data are contained in Table 35. The sixteen graduates and their supervisors differed significantly on two variables, "skill in developing programs" and "knowledge of current developments in the field." In both cases, the supervisors' ratings were higher. There were no other significant differences though two other variables, "knowledge of

TABLE 35.--Comparison of supervisor and self ratings of job performance of sixteen graduates

Job Performance Variables	Mean Self Rating[a]	Mean Supervisor Rating	t	P
Knowledge of methods	4.44	4.69	-1.07	.30
Reliability	4.37	4.62	-1.00	.33
Skill in working with clients	4.31	4.56	-1.07	.30
Knowledge of theories	4.25	4.62	-1.86	.08
Planning ability	4.06	4.37	-1.23	.24
Self assessment	4.00	4.12	-0.62	.54
Developing programs	4.00	4.56	-3.09	.007**
Working with staff	3.94	4.00	-0.37	.72
Providing leadership	3.75	3.87	-0.52	.61
Knowledge of current developments	3.69	4.50	-3.31	.005**
Evaluation of programs	3.68	4.18	-1.94	.07

[a]Rating scale: 1 = poor to 5 = superior

theories" and "skill in evaluation of programs" attained probabilities of .08 and .07, respectively. Hypothesis 5 is rejected. There are significant differences between graduates and their supervisors in the evaluation of on the job performance.

Hypothesis 6: There will be no correlation between overall self rating of job performance and rating related to current professional roles and past academic experience.

By ratings related to current professional roles is meant:

a. supervisors' overall rating of job performance
b. overall activity score

By ratings related to past academic experience is meant:

a. graduates' overall rating of academic training
b. ratings by their peers of the graduates' overall performance as students

Pearson product moment correlations were computed between the graduates' overall mean self rating of job performance and their overall rating as students by their peers, their total activity scores, and their overall rating of their academic training. As Table 36 indicates, significant correlations were found between graduates' mean self rating of overall job performance and their overall peer ratings and the overall ratings graduates gave to their academic experience. Of interest is the significant relationship between peer ratings of student performance and self ratings of current job performance. Graduates rate themselves overall as employees in about the same way their peers rated them overall as students.

The lack of correlation between supervisor and self ratings of job performance shows clearly on the scatter-diagram (Fig. 2). The scattergram also shows the effects of a restricted range of values (1 to

TABLE 36.--Correlation of overall mean self rating of job performance to activity score and academic, peer, and supervisor ratings

Variable	Mean Self Rating[a] r	p
Activity score (N = 30)[b]	.09	.64
Ratings (Overall)		
Academic experience (N=35)[c]	.44	.02*
Peer ratings (N=25)[d]	.55	.01*
Supervisor (N=16)[e]	.09	.74

[a]Mean self rating of job performance for the group is 4.04 on a 5 point scale.

[b]Mean group activity score is 19.8 of a possible 44.

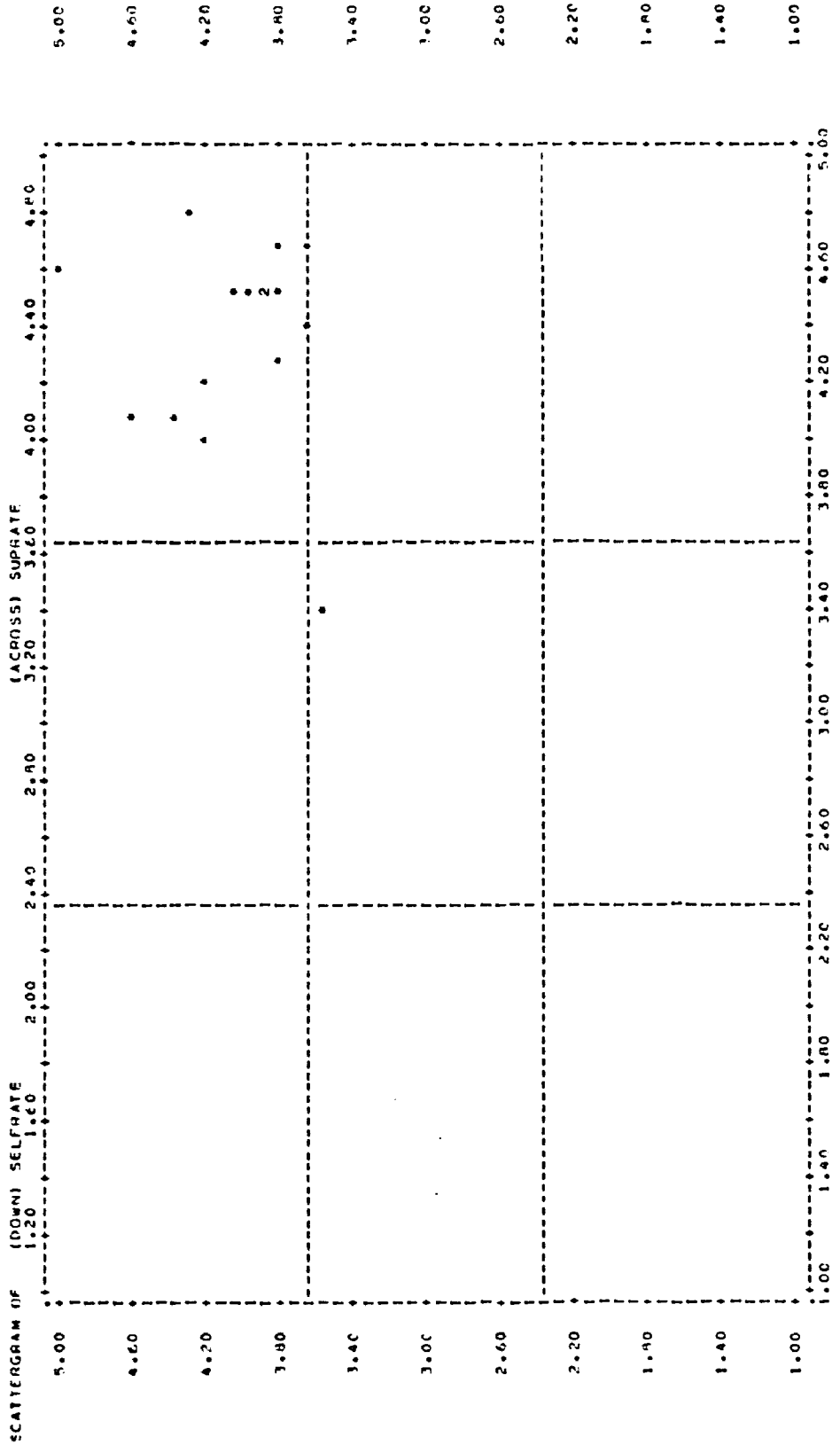
[c]Group mean rating of the university training experience is 3.97 on a 5 point scale.

[d]Mean peer rating of graduates on their overall effectiveness as students is 4.19 on a 5 point scale.

[e]Mean overall supervisor rating is 4.36 on a 5 point scale.

Figure 2.--Scatter diagram of correlation between overall self ratings and overall supervisor ratings of job performance. ($\underline{r}$ = .09)

Figure 2


SCATTERGRAM OF (DOWN) SELFRATE
(ACROSS) SUPRATE
1.20
1.60
2.00
2.40
2.80
3.20
3.60
4.00
4.40
4.80
5.00
4.60
4.20
3.80
3.40
3.00
2.60
2.20
1.80
1.40
1.00
2

5) and the consistently lower self ratings as compared to supervisor ratings.

In summary, the hypothesis of no correlation between self rating of job performance and activity score and supervisor rating is retained. The hypothesis of no correlation between self rating of job performance and rating of academic experience and peer rating is rejected since significant correlations were obtained.

Hypothesis 7: There will be no differences between self ratings and peer ratings of graduates' performances as students.

Twenty-five respondents rated themselves and their peers on their performance as students on the peer rating scale. Mean self ratings and mean peer ratings on all variables were computed. Differences between the means were tested by the correlated t test. The results are shown on Table 37. Significant differences were found on two variables on the peer scale. Graduates tended to rate themselves higher in "effectiveness with children" and in "the maintenance of positive interpersonal relationships" than did their fellow students. No significant differences were obtained for the other four variables on the peer scale. In view of these findings, Hypothesis 7 is rejected because significant differences do exist between graduates and their peers as to their perceptions of student performance.

Hypothesis 8: There will be no correlations between overall peer ratings and variables related to current professional roles.

By variables related to current professional roles is meant:

a. activity score
b. job satisfaction
c. salary

The graduates used a scale of 1 to 4 to rate their present level

TABLE 37.--Comparison of peer ratings to self ratings on the peer scale (N = 25)

Student Performance Variables	Mean Peer Rating[a]	Mean Self Rating	t	p
Effectiveness with children	4.24	4.60	-2.58	.017**
Academic performance	4.22	4.04	1.03	.312
Maintenance of positive interpersonal relationships	4.09	4.49	-2.09	.047*
Planning	4.00	3.96	.18	.861
Leadership	3.85	3.92	-0.36	.721
Overall effectiveness	4.15	4.35	-1.30	.22

[a]Rating scale: 1 = poor to 5 = superior

of satisfaction with their current job. A rating of 1 = not satisfied at all; 2 = somewhat satisfied; 3 = satisfied; 4 = very satisfied. No significant correlations were found between peer ratings and activity scores, job satisfaction or salary (Table B-8 in Appendix B). In other words, how they were rated by their peers is not related to how active the graduates are within the profession, how they feel about their present working situation, or how much they are paid. Hypothesis 8 is retained.

Hypothesis 9: There will be no relationship between university attended and the types of children served.

By types of children is meant:

a. exceptional children
b. disadvantaged children

Results of chi square tests indicate a significant relationship exists between university attended and working with exceptional children (Table 38). Proportionately, more University of Michigan graduates than Oakland University graduates work with exceptional children. No significant relationship exists between university attended and working with disadvantaged children although 14 of 24 Oakland graduates as compared to 3 of 8 University of Michigan graduates report working in programs where over 10% of the clients are disadvantaged. Hypothesis 9 is rejected on the basis of the relationship between attendance at the University of Michigan and working with exceptional children.

Hypothesis 10: There will be no difference in the number of program goals and activities reported by graduates grouped by job categories.

By job categories is meant:

a. teachers of young children
b. non-teachers of young children

TABLE 38.--Relationship of University attended working with exceptional and/or disadvantaged clientele

Variable	Clientele: Exceptional[a]	Clientele: Non-Exceptional	χ^2
University Attended			
Oakland University	1	26	
University of Michigan	5	6	6.37**
	Disadvantaged[b]	Non-Disadvantaged	
University Attended			
Oakland University	14	10	
University of Michigan	3	8	1.80

[a]Number of graduates working in programs where exceptional children comprise more than 10% of the children served.

[b]Number of graduates working in programs where more than 10% of the clients are disadvantaged.

** $p < .02$.

The mean number of program goals reported by teachers of young children and by all other graduates was computed. The mean number of on the job activities reported by both groups was also computed. Then differences between the means were tested by the t statistic and found to be significant. Teachers of the young children reported significantly fewer program goals and on the job activities than graduates who work in other capacities, as recorded in Table 39. Therefore, Hypothesis 10 is rejected.

Hypothesis 11: There will be no relationship between job category and receipt of community recognition.

By job category is meant:

a. teachers of young children
b. non-teachers of young children

By receipt of community recognition is meant:

a. visits by outside observers
b. receipt of favorable publicity
c. receipt of citation from community groups

Chi square tests are performed to determine the relationship between receipt of recognition from the community and job category. No significant relationships were found (Table B-9 in Appendix B), and Hypothesis 11 is confirmed.

Hypothesis 12: There will be no difference in the ratings of academic experience or post-degree training methods related to job category.

By job category is meant:

a. teacher of young children
b. teacher of high school or college students
c. administrator
d. all others

Mean ratings of each variable associated with academic training were computed for the graduates grouped in the four specific job classifica-

TABLE 39.--Comparison of mean number of program goals and activities selected by early childhood teachers and non-early childhood teachers (N = 35)

Variable	Non-Teachers Mean Number	Teachers Mean Number	t	p
Major Program Goals	7.33	3.14	3.46	.002**
Major Job Activities	9.71	5.14	3.54	.001**

tions. Differences between the means for these job categories were tested by analysis of variance. No significant differences were found which related to job categories. The same statistical procedures were followed for testing differences in preferences for post-degree training methods related to job categories. The results are recorded in Tables 40 and 41. Since the highest rated training methods within each category are shown on these tables, they are included here even though there are no significant results. The hypothesis of no difference is retained.

Hypothesis 13: There will be no relationship between job category and job satisfaction.

By job category is meant:

a. teacher of young children
b. non-teacher of young children

Chi square was used to test the relationship between job category and degree of job satisfaction reported by the graduates. Levels of satisfaction were reduced to "not to somewhat satisfied" and "satisfied to very satisfied." No significant relationship was found although the achieved chi square is 3.69, $p < .10$. A chi square of 3.84 is necessary for significance at the .05 level (Table B-10, Appendix B). The data included in Table B-10, show that 5 of 6 graduates reporting themselves as less than satisfied with their present jobs are teachers of young children. More than one-third of graduates who are early childhood teachers are less than satisfied with their jobs. This contrasts with about 5% of the other graduates who feel similarly. Since the statistical evidence is not sufficient to achieve the .05 level of confidence, Hypothesis 13 is accepted, although the data show a trend toward a relationship.

Finally, since no significant relationship had been found between

TABLE 40.--Analysis of variance between mean ratings of academic experiences by graduates grouped by current job category

Academic Experience	Teachers: Early Childhood (N=14)	Teachers: High School College (N=8)	Teachers: Administrators (N=9)	Others[a] (N=4)	F	p
	Mean Ratings[b]					
Classes						
Theory	4.21	4.12	4.11	4.50	.19	.89
Methods	3.71	3.75	3.22	3.50	.38	.77
Research	3.00	3.13	2.89	2.50	.28	.84
Student Teaching	4.29	4.37	4.22	3.75	.35	.78
Electives						
Inside School of Education	3.17	3.60	2.60	2.50	.84	.49
Outside Educ. School	4.00	3.33	2.67	4.00	1.74	.20
Seminars						
Project	4.07	4.00	3.78	4.25	.21	.88
University	3.63	3.57	3.33	3.50[d]	.16	.92
Guest	4.15	4.29	4.00	4.75[d]	.61	.61
Project Features						
Observations	4.43	5.00[c]	4.67[c]	4.75[c]	1.44	.25
Attending lectures, conferences	4.21	4.25	3.78	4.00	.43	.73
Making presentations	4.00	4.57	4.00	3.00	2.67	.06
Designing programs with fellow students	4.45[c]	4.28	4.22	3.33	.67	.58
Work in student designed programs	4.44[d]	4.71[d]	4.50[d]	3.67	1.75	.18
Association with students	4.00	4.37	3.89	3.75	.46	.71
Association with faculty	4.07	4.23	3.56	4.00	.48	.70
Overall Rating of Training	4.00	4.23	3.81	3.83	.97	.42

[a]This group includes a psychologist/therapist, a coordinator, and two consultants.

[b]Rating scale: 1 = least helpful to 5 = most helpful.

[c]Highest rated academic experience within each group.

[d]Second highest rated academic experience within each group.

TABLE 41.--Analysis of variance between mean ratings of post-degree training methods by graduates grouped by current job category

Training Method	Teachers: Early Childhood (N=14)	Teachers: High School College (N=8)	Administrators (N=9)	Others[a] (N=3)	F	p
	Mean Ratings[b]					
Job Related						
Having specific job materials available	4.75[c]	4.38[d]	4.33	3.33	1.36	.27
Getting help from experienced co-worker	4.29	4.25	4.44	3.67	.59	.63
Getting help from supervisor	3.77	4.00	4.56[d]	4.00	1.22	.32
Getting help from visiting expert	3.86	4.37	3.67	4.67	1.24	.31
Short Term						
Visiting innovative programs	4.50[d]	4.50[c]	3.89	5.00[c]	1.98	.13
Attending conferences	4.22	3.63	3.78	4.67[d]	1.09	.36
Short term off-campus courses	3.43	3.13	3.11	3.33	.15	.93
Short term on-campus courses	3.57	2.88	3.00	3.33	.57	.64
Long Term						
Reading professional journals	3.86	3.88	4.22	3.33	.72	.55
Graduate methods courses	4.00	4.00	4.33	4.33	.30	.87
Graduate research courses	3.57	3.25	3.33	3.33	.26	.85
Reading scholarly books	3.79	3.88	2.79	3.67	1.54	.22
Participating in colloquia, seminars	4.43	4.38[d]	4.89[c]	5.00[c]	1.67	.19

[a]This group includes a coordinator and two consultants.

[b]Rating scale: 1 = least helpful to 5 = most helpful.

[c]Highest rated training method within each group.

[d]Second highest rated training method within each group.

job satisfaction and job category, the possibility that money might be a more powerful determiner of satisfaction was considered. Table B-10 in the Appendix records the result of chi square computations which did not achieve statistical significance. Therefore, at least for these early childhood graduates, on the job satisfaction is not directly related to their economic rewards.

CHAPTER V

SUMMARY, DISCUSSION, AND IMPLICATIONS

Summary of Results

Summary Organization

This summary of the results reported in Chapter IV is organized to correspond with the research objectives outlined in Chapter I. These objectives included seven basic questions and 13 ancillary questions. The questions concerned current professional activity, first jobs held after completing the Masters degree in Early Childhood Education, ratings of job performance, academic experience and performance, and proposed post-degree training methods. The ancillary questions investigated the relationship between such variables as age, prior experience, race, sex, university attended, job category, self and peer ratings to variables associated with the graduates' careers or academic experiences.

Results Related to Basic Questions

Forty respondents of the sample of 49 have worked as professionals in the field with one exception. Thirty-five are currently employed in seven job categories: teacher of young children (early childhood teacher), administrator, high school teacher, college teacher, consultant, coordinator/supervisor, and psychologist/therapist. Early childhood teacher (14 of 35) is the most commonly reported occupation. Job locations range from urban-inner city to rural with urban locations predominant. The institutional settings are equally diverse with 11 different types reported. Elementary schools

and college campuses are most often mentioned. Most graduates work in programs which are under public auspices and over 85% of these programs have received favorable community recognition. Salaries earned range from under $6,000 to over $21,000 with $12,000-$14,999 as the median salary level reported. The clientele of the programs where graduates are employed include children from 0 to 9 years of age, students at the high school or college levels, and adults. Almost one half of the respondents (17) work in programs where over 10% of the clientele are disadvantaged and six graduates work in programs where over 10% of the clientele have one or more exceptionalities. The high school and college students served are predominantly middle income, while non-student adult clients generally have low incomes and are non-high school graduates.

Reported major program goals are related to children and adults in about equal proportions, but the most frequently reported job activities relate primarily to children. Also, graduates report feeling most skilled in activities conducted with children and least skilled in activities where the major interactions occur with adults.

Most graduates work in programs which have relatively small staffs (less than 20) and all graduates report that their co-workers have varying levels of training in Early Childhood Education or (in a minority of cases) have training in different disciplines. Elementary teachers and social workers are the most frequently reported co-workers from outside the Early Childhood Education field. About one third of graduates report that they work with completely untrained co-workers and/or are the only trained early childhood professional on the staff. Twenty six of 35 graduates have staff supervisory responsibilities.

Over two-thirds (24) of graduates have held more than one job since

completing Masters degree requirements. First post degree jobs of graduates who reported having more than one job comprise two additional categories--doctoral fellow and curriculum specialist. The most frequently reported first job was early childhood teacher (10 of 24). Urban areas were the most commonly reported job locales and no first jobs were in rural areas. One half of first jobs served disadvantaged clientele. Salaries ranged from under $6,000 to $20,999 with $9,000 to $11,999 as the median income range. Reports of major first job activities were similar to current job activities with adult training activities more prominent for current jobs and adult organizational activities (forming committees) more prominent for first jobs. "Moving to a different area" was the most often reported reason for leaving first jobs and more job movement occurred in the category of early childhood teacher than any other.

Graduates also report involvement in activities relating to children outside of job requirements. Attendance at conferences, acquisition of professional libraries, and membership in professional organizations are the most frequently reported outside activities. Graduates were assigned activity scores based on the number of positive responses they made to questions about outside professional involvement. Of a possible total of 44 points, activity scores range from 4 to 38. The median score for all graduates is 19.8. Over three-quarters of the graduates have served as presenters at conferences and over one half now serve on policy making boards or are officers in professional organizations.

When asked to evaluate their current job performances, graduates rate themselves above average (4.04) in all aspects of their job responsibilities. Sixteen supervisors rate them even higher with an overall rating of 4.36 on a 5 point scale.

The graduates were asked to evaluate their university experience in retrospect and to assess proposed post degree training methods. All training components of the Masters degree program received ratings over 3.0 on a 5 point scale with the exception of research courses (2.94). The academic experiences most highly rated are observations of schools and institutions (4.66) and work in programs designed by students (4.44). All methods of post degree training are rated above 3.0 but the most highly rated are seminars or colloquia on issues in the field (4.59) and visits to innovative programs (4.38). When evaluating themselves and their peers as students, the graduates produced an overall rating of 4.2. There was considerable variable by variable difference between self and peer ratings of student performance with self ratings generally higher than peer ratings.

Results Related to Ancillary Questions

The independent variables of age, prior experience, and sex have no relationship to entry into the field or other variables associated with graduates' current jobs. Race is significantly related to job locale and salary since Black graduates are more likely to work in programs which serve a majority of Black clientele and the mean salary of Blacks is higher than that of Whites. Black graduates work in only three of the reported seven categories and five of seven Blacks work in inner city locales in public school systems.

Age, race, and sex are not related to variables associated with the first job of multiple job holders among the graduates. Prior experience was significantly related to "moved from the area" as a reason for leaving a first job because graduates with less than two years prior experience were more likely to exhibit job mobility.

Prior experience and age are related to level of outside activity of graduates. Older, more experienced graduates are significantly more active than those younger and less experienced.

Graduates tend to rate themselves lower than their supervisors rated them on all variables on the job performance scale. Significant differences were obtained between self and supervisor ratings of "skill in program development" and "knowledge of current developments in the field." Significant correlations were found between overall self ratings, of job performance and overall ratings of academic experience and overall peer ratings. Overall self ratings of job performance were not significantly correlated to activity scores or overall supervisor ratings.

In contrast to the relationship between self and supervisory ratings, graduates rated themselves higher on most variables on the peer rating scale of student performance than did their peers. Significant differences between self and peer ratings were found in "effectiveness with children" and "maintenance of positive interpersonal relationships." Both graduates and their peers rated their overall performance as students above 4.0. Peer ratings were not related to activity scores, current job satisfaction, and salary levels.

No relationship was found between the university attended and whether a graduate works with disadvantaged clientele, but there is a significant relationship between university attended and whether a graduate works with exceptional children. Graduates of the University of Michigan whose training was designed for that purpose are more likely to work in programs for children with exceptionalities.

Job category is significantly related to the number of program

goals and major job activities reported. Teachers reported fewer goals and activities than did non-teachers. Job category is not related to recognition received, rating of academic experience, or preferences for post-degree training. Although significant differences were not achieved, 5 of the 6 graduates who are less than satisfied with their jobs are teachers of young children. No relationship was found between salary and job satisfaction.

Limitations of the Study

The size of the sample and the rate of return limit the generalizations which can be made from this study. Since both training projects were unique in many aspects of their operation by design, it was fortunate that they were enough alike so they could be combined into a single sample. Location of other training projects to further enlarge the sample would have been desirable for the generation of statistical data.

Because of sample size, this pilot study of professionals in an envolving field should be replicated. Further, since many more training programs for early childhood educators now have been institutionalized, follow-up studies of their graduates could provide additional data about the state of the field and the relationship between training methods and job preference.

Although 40 of 49 responded, the nine missing responses remain a possible source of error and bias. It cannot be known whether the independent responses of those nine graduates might differ systematically from the 40 responses received. The small sample size makes the missing responses of greater statistical importance than they would be otherwise.

Finally, the attempt of the instrument to be relevant to so many career possibilities possibly resulted in its inability to relate adequately to all of them. Serious omissions of goals or activities important to particular occupations may have occurred. Specifically, the instrument failed to provide enough choices for early childhood teachers. For example, none of the listed goals related to provision for the child's emotional needs. Also omitted was provision of experiences designed to enhance appreciation of particular cultures which are typical in bilingual or bicultural programs. The choices for major job activities did not include selecting, ordering, and maintaining equipment or designing and maintaining displays of children's work. However, space was provided in the instrument for the inclusion of additional goals and activities. Further, 14 of 24 listed goals and 13 of the 25 listed activities were applicable to teachers of normal or exceptional children. Yet the mean number of teacher goals reported is only 3.14 and the mean number of teacher activities is 5.14, which is significantly fewer than goals and activities reported by non-teachers.

Discussion of Results

A major suggestion from the data collected in this study is that the training projects have major accomplishments to their credit. They have produced individuals who have entered the field of Early Childhood Education, are now functioning successfully in a variety of positions, and still perceive the field as a vital and fundamentally important endeavor. The success of the graduates' performance on the job is confirmed by their own self ratings and the ratings of their supervisors. As suggested, the difference in ratings between these two sources may

be attributable to the graduates' higher standards of self excellence. The discrepancy between self rating and supervisor rating of "knowledge of current developments in the field" probably is the function of the graduates' greater awareness of the myriad developments in the field and her own anxiety that she is not well enough informed about them. Radin's (1974) social work graduates and their supervisors had similar discrepancies in responses to ratings of job performance.

Both training projects attempted to prepare their students to work with a particular clientele. The University of Michigan Project, which trained students to work with emotionally disturbed preschool students, has been successful in this regard since over half of its respondents currently work in programs for exceptional children or have worked in them in the past. In addition, of three respondents currently out of the field, one plans to reenter the field, one works with adult students in training, and one teaches disadvantaged children. Though the relationship between attendance at Oakland University and working with disadvantaged children did not achieve statistical significance, the data show that over half of employed Oakland graduates currently work with the disadvantaged. Among those who do not are seven graduates who are affiliated with colleges who may train teachers of disadvantaged children.

Race may be a factor in working with disadvantaged clientele since Oakland's Black graduates, voluntarily or involuntarily, are clustered in Black programs (5 of 7). It may be argued that this has been mutually beneficial, but it can hardly be accidental. Many Blacks choose to work with Blacks for good and altruistic reasons. Others have

little choice. At any rate, Blacks account for almost half of Oakland's graduates who work with disadvantaged clients.

The finding that Blacks earn more than Whites and the difference cannot be accounted for by reason of age or experience is of interest. As reported in Chapter IV, Blacks work in only 3 of 7 job categories; 5 of 6 Blacks work in metropolitan areas in school districts which have achieved high salary levels; and all 6 employed Blacks work in public school systems. Two of the Blacks had extensive experience before becoming project participants and, after graduation, entered high salaried administrative positions. The majority of the jobs held by Blacks combine the opportunity of working with Black disadvantaged children and the security of stable well paying positions with opportunities for advancement. This reflects the economic reality that Blacks are financially dependent upon their jobs and must give practical considerations high priority when making job selections. Alpor (1975) found in a study of newly hired college graduates that Blacks were more concerned with employee benefits, job security, starting salary, starting job responsibilities, working facilities, and geographic location than Whites.

There is greater job diversity among the White graduates. At the lowest salary levels are individuals who, through personal or religious convictions, work at low paying jobs. Several White graduates hold demanding jobs on university campuses or in private schools which offer more in intellectual challenge than they do in salary. Usually, these graduates have other sources of income. Often married women graduates who must remain in certain locations because of family considerations are attracted to these positions if they are nearby. There are also Whites who are on the highest salary levels. However, the wider range

of salaries acts to depress the mean salary level of Whites as compared to Blacks in this study.

The data regarding on the job supervision provide an indirect indication of the success of the graduates of the training projects. Table 15 indicates that the majority of employed graduates are not closely supervised and nearly 75% of them supervise someone else. (Fourteen of 24 graduates are responsible for the supervision of from 6 to 65 people.) This suggests that not only can the graduates function independently, but they can assume responsibility for the effective functioning of others.

Additional indirect confirmation of successful functioning is found in the data regarding community recognition of programs. Thirty of 35 graduates work in programs which have attracted outside observers. Depending upon the position of the graduate, either she has had to model excellence in performance or has had to insure excellence in the performance of others to warrant this recognition.

Not only are the foregoing evidence of successful performances, but they are evidence of the professional leadership the Projects hoped their graduates would provide. However, as a group, the graduates have rated themselves relatively low in leadership on the job performance scale of the ECEGF. This may be symptomatic of the graduates' high standards or could reflect real difficulty graduates have had in relating to staff which may have had less training in Early Childhood Education, or training in different fields.

Outside activities provide additional means for the graduates to engage in potentially influential activities. Over two-thirds have made

presentations to groups; about one-half serve on policy making boards or on child welfare committees; over one-quarter are officers in professional organizations; twenty percent write for publication; nearly eighteen percent promote policies through direct action; and fifteen percent serve in legislative bodies. Other outside activities such as voluntary service or maintaining membership in organizations may provide opportunities for leadership activities.

Inspection of the data as presented does not reveal how widespread these activities are among the graduates. Possibly a limited number of graduates account for most of the active leadership. A different type of data analysis might have clarified the issue. At present, the significant differences obtained in activity levels related to age and experience suggest that older graduates with prior experience in the field account for much of the reported outside activity. Age and prior experience are not significantly related to supervisory responsibilities on the job. Therefore, leadership activity on the job may be diffused among the total group of graduates.

With strong evidence obtained of the success of the graduates, their perception of the training they received merits examination. All graduates rated their overall university experience at 3.97 on a 5 point scale. Near unanimity of judgment produced a rating of 4.66 for the series of observations graduates participated in as students. Oakland University made a great effort to expose students to a vast array of programs and institutions involved in work with children. Some of the programs observed were not selected for their excellence, but because they were representative of particular types of institutions such as

temporary shelters for homeless children. The University of Michigan also utilized a variety of sites so that Project students had exposure to diverse settings for both normal and exceptional children. The high ratings given to such observations by graduates from both universities affirm the value of such activity.

The high ratings accorded work in student designed programs and work in teams to design programs for children validate the worth of these innovative training procedures. The original design of the Oakland University Project incorporated the requirement that students participate in the design and operation of programs for preschool children. The University of Michigan included student design and operation of a short term therapeutic group for preschool children as part of the course work for a Project seminar. Both universities found these training procedures costly in staff and student time and energy, but rewarding in terms of student enthusiasm. Reaffirmation of the worth of this procedure by the graduates has important training implications.

Since more than half of the students were experienced either as certified teachers or as workers with children in other capacities prior to entry into the Projects, the high rating accorded student teaching is surprising. For many, it was a second experience in teaching internship, entered into with reservations. At Oakland, the student teaching experience was utilized to emphasize team teaching techniques to clarify that students were to try new ways of deploying staff time and responsibilities instead of merely demonstrating skills they already possessed. For the inexperienced teacher, student teaching was the revealing and rewarding test of application of theory it always is to

aspiring teachers. The data show that, in retrospect, both groups perceive the experience as beneficial.

Special project features such as guest seminars, attendance at conferences, opportunities to make presentations before groups, fellowship with student peers, and regular project seminars are all rated above average in helpfulness to the graduate. Traditional training methods such as regular course work and seminars are less highly rated with the exception of graduate courses emphasizing theory (4.20 on a 5 point scale). University research courses received the lowest rating at 2.94.

Almy (1975) notes the tradition of respect for research as a guide to practice in nursery education. Clifford (1972) deprecates the traditions of teacher training which seem to militate against according research a position of prominence. Both university training projects recognized the importance to the graduate degree holder of being knowledgeable about research procedures. Yet research courses, either in content or in method of presentation, have not been perceived as helpful by graduates of both schools. Examination of Table 40 reveals that only high school and college teachers rate research courses above 3.0. These ratings demonstrate a project failure in relative terms.

The graduates' evaluation of the training they received offers guidance to the development of Masters degree programs. It does not provide information about the types of training perceived as helpful to post-Masters students. The section of the ECEGF soliciting post-degree training preferences from the graduates provides applicable data.

The types of training proposed for post graduates followed the

Katz construct (Chapter II), but the graduates' expression of training preferences did not. According to Katz, theoretically, newly hired graduates would be interested in survival training strategies grouped as Job related in Table 41. Graduates who had been on the job longer should be attracted by training strategies which would provide Renewal, to use Katz' terminology, such as attendance at conferences. Such training options are grouped under Short term in Table 41. Finally, according to the theory, mature workers who had been employed successfully for a long period would be interested in training procedures which would be broad based and long term in nature such as courses toward an advanced degree or participation in issues seminars. These training options are listed under Long term in Table 41.

Since many of the most experienced Project graduates are Early Childhood teachers, the expectation was that these graduates would prefer training activities grouped under Long term on Table 41. Some of the least experienced graduates (in terms of experience on their specific jobs) are administrators and college teachers. To follow Katz, these graduates, presumably, would be interested in job related training. The results do not follow that pattern. First, there are no significant differences between vocational groups as to training preferences. Second, the most experienced group (early childhood teachers) expresses the strongest preference for job related training strategies. Third, a mature training strategy (participation in issues seminars, colloquia) has a strong appeal to all vocational groups with a rating of 4.65 and a short term training method (visiting innovative programs) is second in appeal with a rating of 4.47. For this group of graduates, training preferences appear unrelated to years of experience on a particular job.

For three of the four job categories, first and second preferences are distributed between job related and long term training strategies. This is evidence of the simultaneous existence of two types of training needs. This is in conflict with the Katz theory, which suggests that training needs appear in sequential order. The majority of the graduates seem to prefer a combination of some specific assistance and the intellectual stimulation of participation in dialogue about issues in the field.

Being judged by a tribunal of one's peers has been advanced as the hallmark of true professionalism which has eluded American educators. Discussions of merit systems of awarding salary increases or promotions often include proposals for peer ratings. One study included in the review of the literature (Marram, Dornbush, & Scott, 1972) linked professionalism and peer rating to team teaching, arguing that the collegial relationship fostered by team teaching produced in teachers an acceptance of peer review.

Project personnel from both universities reported difficulty in establishing a system of evaluation which reconciled student concerns and university requirements. Although peer review was not advanced as an evaluation procedure during the course of both projects, much informal peer evaluation occurred as students worked in teams to complete requirements. The peer rating included in the ECEGF had two purposes. One was to test the willingness of graduates to rate themselves and each other candidly. Another purpose was to test the relationship of these ratings to later aspects of the graduates' careers.

The discrepancies in the results between peer ratings and self ratings (Table 39) are evidence of the candor of the ratings. In two of the most sensitive areas, "effectiveness with children" and "maintenance

of positive interpersonal relationships," significant differences occur in which self ratings are higher than peer ratings. These results are in contrast to job supervisor ratings which are higher than graduates' self ratings. Yet overall, there is a strong correlation between peer rating of student performance and self rating of current job performance. No relationship exists between peer rating and job satisfaction, salary, or outside activity score.

Few conclusions can be drawn from this use of the peer scale. Although graduates were willing to participate in anonymous post hoc evaluation of each other, their willingness to participate in peer review as trainees is open to question. Comparability of the peer scale and the job performance scale is also questionable. Use of an adaptation of the job performance scale for the peer rating would have been better. However, most graduates did not question their capability of evaluating each other and, in the end, their separate independent judgments coincide with the graduate's own rating of her present day to day job performance. The institution of a refined peer rating system which contains variables applicable to student performance and post-degree job performance, and is used initially while the training of students is in progress might result in obtaining evaluations which are predictors of later job performance. Also, if there are values to the profession from peer participation in the establishment and maintenance of standards, experiencing such procedures as students could be an important part of the training process.

While the overall impression is one of successful preparation of professionals who are functioning commendably, certain areas of concern make themselves apparent upon close examination of the data. One area

of tension is the conflict between adult related and child related goals and activities. As reported earlier, when the reported major program goals are listed according to frequency of mention, the most commonly agreed upon program goals relate principally to adults with one exception. Yet the most commonly reported major activities (3 of 4); the most time consuming activities (2 of 3); the activities graduates feel best prepared to perform (2 of 3) are all activities related principally to children. Of the 27 graduates who selected an activity they feel least prepared to perform, 24 selected activities related to adults. Without belaboring the point, what emerges is a strong impression of graduates who feel they ought to be doing something that they do not know how to do well. If this is correct, these graduates lack essential skills needed for truly successful early childhood educators. In discussing the multiplicity of roles the early childhood specialist may have to assume, Almy states,

> She can bring her specialization to bear most effectively in these other roles when she is not only a good teacher, but also a person who enjoys and is good at working with other adults. (1975, p.219)

The Bank Street graduates whose alumni survey of 1972 is included in the review of the literature reported similar concerns. A majority of Bank Street Alumni reported spending most of their time supervising, training, consulting, and working with adults. Teaching children was only second most time consuming. When asked how their training could have been improved, 23% requested more preparation for work with adults.

The focus of the training efforts of both projects under discussion, as in most teacher training programs, was effective work with children. Both training projects also demonstrated awareness of the ex-

panded network of adult associations their graduates would probably experience and, more than traditional training programs, provided experience with other adults in an interdependent manner. Yet concern about skill with adults was secondary to the pervasive concern about skill with children. Now, this secondary concern of the Training Projects has become a primary concern to their graduates as the self report of their own weaknesses attests.

The data also demonstrate contrasts in the perceptions of some career variables between those graduates who are teachers of young children and those who are not. Teachers see their jobs as much less complex than non-teachers if complexity is equated with perceived major program goals and major job activities. Teachers report significantly fewer goals and activities. As discussed previously in this chapter, this smaller number may be attributed in part to inadequate choices provided by the instrument. However, the reported goals and activities may be accurate perceptions of the programs and the jobs in which the graduates, who are teachers, find themselves. Interestingly, the data show a trend toward teachers reporting less job satisfaction than non-teachers ($\chi^2 = 3.69$, $p < .10$, Table B-10, Appendix B). If these factors are linked, it may be that teachers find both less challenge and fulfillment in their current jobs.

While some individuals may find sufficient stimulation and gratification in the classroom interation between the children and themselves, perhaps teachers, who were broadly trained as these project graduates were, may not find enough latitude in the classroom for making decisions, taking action, or even performing some Skinnerian "rearrangement of environmental contingencies." Traditional classroom settings in

public and parochial school systems offer the least opportunity for expansion of the teacher's role. Independent schools, experimental programs, alternative schools, or programs for children operated in conjunction with institutions such as hospitals, clinics, or industries often offer greater opportunity for the board functioning of teachers. Nine of the 14 graduates who are early childhood teachers are in kindergarten or primary level classrooms in public or parochial school systems; four are in programs for exceptional children in school and non-school settings; one is in a private nursery school. With one exception, the graduates who report they are less than satisfied with their current jobs are teachers in regular programs in school systems.

Implications

There are implications from this study for training and further research. While graduates of both projects are functioning as teachers, the majority are not. This raises the issue of what constitutes adequate preparatory training for graduate level early childhood specialists. If Almy's term of "educator" (1975) is used, the implication is clear that the early childhood specialist should be first and foremost a master teacher. The difference is that this master teacher is not only effective with children but must be equally effective with adults. Can one training regimen provide individuals with sufficient expertise to relate with equal skill to adults and children? This study indicates that the Training Projects may have only partially fulfilled this ideal.

While graduates as a whole, feel prepared to cope with children in groups or individually, they are less confident with adults. Twenty-four of 35 (Table 12) feel best prepared to perform child related activities and 24 of 27 feel least prepared (Table 13) to perform adult

related activities. They are also less sure of their leadership ability because of the 11 variables related to job performance, the graduates rate themselves lowest in providing leadership.

Examination of the older graduate reveals some characteristics which distinguish her from her younger peers. She seems to have entered the training projects to acquire new skills in working with children rather than to acquire her first basic skills. Of 17 students over 30 years of age, 16 had over 2 years of experience in education. In comparison, of 23 younger students, only 7 had over 2 years of experience. Upon graduation, the older student seems to have sought the challenge of supervisory and administrative positions. Of the 17 employed older graduates, 11 are in non-teaching positions and two who are teachers, work in special programs where they have argumented responsibilities. The data also show that older, experienced graduates are more active in outside activities and tend to have stable employment records.

The foregoing suggests a rationale for training. Perhaps the graduate degree in Early Childhood Education should be reserved for those who have already demonstrated competency with young children. Perhaps the training focus should be on acquisition of skills in working with adults; on practica emphasizing organizational, supervisory, and fiscal activities; and finally, on acquisition of new insights into child development and refinement of skills in working with children. If the undergraduate degree in Early Childhood Education is to provide students with basic understanding of and skills in working with children, then the graduate degree could provide students with additional skills with children and basic skills in working with adults. This dichotomy would

prepare students for the essential duality of functioning inherent in the role of the early childhood educator.

Radin (1974) found an analogous situation in her follow-up of graduate social workers. Once in practice, they demonstrated a need for preparatory training to provide them with the skills to intervene on two levels, micro (interpersonal) and macro (system), which, in effect, places them in dual roles.

The overwhelming approval by graduates of innovative features of Project training practices implies that consideration should be given to incorporating as many of them as practicable into regular graduate training programs. The establishment of teams of student peers to design programs for children involving all aspects of program development and operation is a training model which could be fully exploited. Time formerly spent on student teaching might be devoted to on site supervision of undergraduate student teachers or work with parent groups by graduate students. The use of seminars to provide opportunity for peer interaction and the provision of extensive observations of early childhood programs are other examples of project innovations which should be institutionalized.

The length of the training period may require modification. At present, most Masters programs are one year in length. Both training projects were longer; Oakland required two semesters plus one-half summer term and The University of Michigan required four semesters. Perhaps limiting the program to experienced teachers might make a year long program feasible. However, extending the program beyond one year might facilitate retention of some of the innovative training procedures.

Such a reshaping of early childhood graduate training would have

implications for the career goals of potential graduate students. Though not precluding a future in the classroom, prospective students would need to decide if, after completing such training, their own classroom situations would be flexible enough to allow them to practice their newly acquired skills if they so desired.

Graduate programs based upon such training innovations would also demand a particular type of staff with motivation and dedication to expend the time and energy such training methods demand. Traditional practices such as required courses covering methods and research would need to be reexamined and perhaps integrated into program development activities in order to make them functional to the student.

This study also contains implications for post-Masters training. While some graduates will choose to enter traditional programs for specialist or Ph.D. degrees, other graduates have indicated different training needs. If these graduates are typical of potential post-Masters students, graduate schools are well advised to develop seminars featuring observations and analysis of innovative programs both on a local basis and further afield. Also, a series of colloquia with featured speakers concerning vital issues in the field would be of broad interest. Finally, on site courses which utilize consultant services and include quantities of detailed procedural material might complete a graduate program incorporating activities for which these graduates have expressed a strong preference.

The results of this study imply that further investigations should be conducted to document the continued development of roles in the field of Early Childhood Education. Such research is particularly vital because

this branch of education offers such a wide variety of career options. Accurate information for trainers is necessary if advice and training offered to students is to have a basis in reality. Longitudinal follow-up of the sample used in this study would provide invaluable data for the comparison of careers using differential variables such as age, race, sex, and prior experience.

Research into the usefulness of peer evaluation as an evaluative tool and a possible predictor of later job performance would be of value to the continued search for better methods of student assessment. Additional study into the nature and functioning of instructional teams would provide data to first describe and then improve the classroom interaction between children and adults.

Probably the greatest implication for further investigation comes from the preliminary nature of this study. This has been an effort to discover the state of the field with few precedents for guidance. Now that the presence of the early childhood specialist has been documented, detailed follow-up investigation of all the categories subsumed under the early childhood specialist should be undertaken. The breadth of this preliminary inquiry has obscured the essence of each individual job category. Additional investigation could define with much more precision the purposes, the tasks, the clients, the failures, and the rewards unique to each one of them.

APPENDIX A

CORRESPONDENCE AND INSTRUMENT

LETTER TO GRADUATES

EARLY CHILDHOOD EDUCATION GRADUATE FOLLOW-UP QUESTIONNAIRE (ECEGF)

LETTER TO SUPERVISORS

SUPERVISORS' RATING FORM

185 North Wabash Avenue
Chicago, Illinois 60601
June 5, 1975

Dear Early Childhood Graduate:

The enclosed questionnaire is being sent to all graduates of Early Childhood Projects at two major universities. It is designed to:

1. help define the professional roles graduates of Masters' level early childhood programs assume,
2. assess, in part, the level of professional activity of these early childhood graduates,
3. determine graduates' self-perception of their professional success as well as their immediate supervisor's perception (provided the graduate agrees to participation by his supervisor)
4. obtain the graduates' retrospective evaluation of his or her university training and his or her current preferences regarding additional training
5. discover if there is any value in peer evaluation as a predictor of success in early childhood work situations.

Not surprisingly, this instrument is long. However, much of it is concerned with the first and the current job held by the individual graduate. Therefore, there is repetition in the questions. Also, in the attempt to make this instrument relevant to so many careers there are many sections which can be skipped completely, depending upon individual experiences.

As of late 1974, to my knowledge, no follow-up of this type had been published concerning persons graduating from early childhood programs. You are, each of you, in a real sense, pioneers in a recently revitalized profession. You are also graduates of programs which utilized non-traditional approaches to training. Therefore, your sharing of your experiences and your opinions will be of benefit to trainers and trainees alike in early childhood.

Please be assured of the confidentiality of all responses to this questionnaire. All analyses of data will deal with combined responses.

In the single case where your name is required, it is on a separate sheet which can be filed independently of the instrument.

To facilitate your response, a self-addressed, stamped envelope is provided. A summary of the results of this study will be forwarded to you as soon as the data can be tabulated. Your prompt response will be greatly appreciated.

If, in some cases, you feel a need for clarification of questions asked, please call me, collect at from 6:00 p.m. until 9:00 p.m. Central Daylight Savings Time from June 16 through July 4, 1975.

Thank you for your time and cooperation.

Betty Hutchison

School of Education
The University of Michigan
Ann Arbor, Michigan

ERIC/ECE Publication Series - No. 11 (ECE:P)

Collaboration of the Early Childhood Program of the Schools of Education at the University of Michigan

[illegible] SPECIALIZED MASTERS FOLLOW-UP Code _____

[illegible]

1. Since graduation from the University, have you ever been employed in any occupation related to your early childhood training?

   (01) Yes (02) No

2. What is your current employment status?

   (1) employed full time in job related to early childhood training
   (2) employed part time in job related to early childhood training
   (3) employed, but not in job related to early childhood training
   (4) not employed

3. If not employed, what is the reason?

   (1) Unable to find job in field of early childhood
   (2) Family considerations (young children, inconvenience to household, etc.)
   (3) Personal choice
   (4) Other. Please specify _____

IF CURRENTLY EMPLOYED IN OCCUPATION RELATED TO YOUR EARLY CHILDHOOD TRAINING, PLEASE SKIP TO QUESTION 5

4. What is your current job? (Title and brief description)

   _____

   _____

5. What are the major goals of the program with which you are associated? (Please check as many as are appropriate.)

   (01) Teach academic skills to groups of normal young children (normal refers to the absence of noticeable physical, mental, or emotional disability in the majority of the children)
   (02) Provide preschool program with emphasis upon socialization and informal learning rather than skill learning
   (03) Provide preschool program with emphasis upon readiness activities

(06) ____ Provide therapy for children with physical, mental, or emotional disabilities

(07) ____ Provide setting for observation and diagnosis of disorders in young children

(08) ____ Provide educational program for young children with physical, mental or emotional disorders

(09) ____ Improve parenting skills

(10) ____ Provide child care service while parents of children enrolled in program are working, in school, in training programs, in treatment,etc.

(11) ____ Provide a model for other programs

(12) ____ Provide a setting for research

(13) ____ Administer and supervise other programs

(14) ____ License, regulate, and enforce standards for programs

(15) ____ Provide consultation to programs for young children and/or teacher training programs

(16) ____ Provide curriculum materials to programs for young children and/or teacher training programs

(17) ____ Provide inservice training for workers with young children

(18) ____ Assist in the organization of programs for young children and/or teacher training programs

(19) ____ Raise or provide funds for programs

(20) ____ Accept and/or select young children for programs

(21) ____ Publish books, journals, newsletters, etc. relating to field of early childhood

(22) ____ Present information concerning field of early childhood via the popular media (newspapers, magazines, radio, television)

(23) ____ Design and/or promote legislation affecting young children

(24) ____ Provide academic courses concerning young children for high school or college level students

(25) ____ Provide practicum experience for potential workers with young children

(26) ____ Other (Please specify.) _____

_____

4

10. What is the level of your co-worker's training in early childhood?
(Please enter the estimated number of your co-workers in each category.)

(01) ___ Ph.D or Ed.D
(02) ___ Masters Degree
(03) ___ Bachelors Degree
(04) ___ Associate Degree
(05) ___ High school grad with some college training
(06) ___ High school grad with high school level training

11. Some of your co-workers may have professional training in other fields. If so, please enter the estimated number in the appropriate categories below. If not, go on to Q. 12.

(01) ___ Education, other than early childhood education
(02) ___ Counseling and guidance
(03) ___ Medicine, including psychiatry
(04) ___ Nursing, RN only
(05) ___ Social work
(06) ___ Law
(07) ___ Psychology
(08) ___ Nutrition
(09) ___ Occupational therapy
(10) ___ Physical therapy
(11) ___ Speech
(12) ___ Other. (Enter number and specify) _____

12. Some of your co-workers may have paraprofessional training in other fields. If so, please enter the estimated number in the appropriate categories below. If not, go on to Q. 13.

(01) ___ Education, other than early childhood education
(02) ___ Counseling and guidance
(03) ___ Medicine

( ) ____nurse, RN or aide
( ) ____Social Service
( ) ____Law
( ) ____Nutrition
( ) ____Other. (Enter number and specify.)_____

13. How many of your co-workers have had no training at all except on the job or in-service?

( ) ____(number)

14. What major activities do you perform in your current job? (Check as many as are appropriate.)

( ) ____Work directly with children on an individual basis
( ) ____Work directly with groups of children
( ) ____Prepare materials for use with young children
( ) ____Instruct, train, and/or supervise early childhood students
( ) ____Prepare materials for use with early childhood students

( ) ____Meet with, consult, and/or advise early childhood students
( ) ____Meet with, consult, and/or advise staff or staffs
( ) ____Provide in-service training
( ) ____Supervise staff or staffs
( ) ____Supervise, regulate, and/or approve programs

( ) ____Administer
( ) ____Write (reports, articles, papers, etc.)
( ) ____Design programs
( ) ____Raise funds
( ) ____Meet, make financial plans, monitor spending

( ) ____Publicize programs
( ) ____Recruit students
( ) ____Organize groups, committees
( ) ____Meet, consult with, and/or advise parents or community groups
( ) ____Instruct and/or train parents or community groups

(21) ___ Seek ancillary services for children and/or parents, and/or early childhood students
(22) ___ Prepare, lobby for, and/or vote for legislation
(23) ___ Carry out research
(24) ___ Complete required forms
(25) ___ Other. (Please specify.)_____

17. Which of the major activities you checked in question 14 would you rank as most time consuming? (Enter number of the task from question 14.)

(01) ___ (number)

18. For which major activity checked in question 14 do you feel best prepared to perform? (Enter number of task from question 14.)

(01) ___ (number)

19. For which major activity checked in question 14 do you feel least well prepared to perform? (Enter number of the task from question 14.)

(01) ___ (number)

20. How closely supervised are you in your present job? (Please check one.)

(01) ___ Closely supervised
(02) ___ Not closely supervised
(03) ___ Not supervised at all

21. Do you supervise anyone? (If no, please skip to question 22)

(01) ___ Yes (02) ___ No

22. How many people do you supervise totally? (Enter number.)

(01) ___ (number)

11. How many of the people you supervise are in the following categories?
(Enter number.)

(01) ___ Professional
(02) ___ Non-professional
(03) ___ Students

[illegible] PEOPLE I ASK ABOUT THE CLIENTS OF YOUR PROGRAM.

12. Of [illegible] DIRECTLY [illegible] YOUNG CHILDREN (PRE-K PROGRAMS SERVING YOUNG CHILDREN), [illegible]

a. [illegible] children are served by the program totally? (Estimate, if necessary.)

(__) (Enter #.)

b. [illegible] are your direct responsibility?

(__) (Enter #.)

13. What is the age level of children served by your program? Check all appropriate categories.

(01)____ 0 - 11 months	(06)____5 yrs - 5 yrs 11 months
(02)____1 yr - 1 yr 11 months	(07)____6 yrs - 6 yrs 11 months
(03)____2 yrs - 2 yrs 11 months	(08)____7 yrs - 7 yrs 11 months
(04)____3 yrs - 3 yrs 11 months	(09)____8 yrs - 8 yrs 11 months
(05)____4 yrs - 4 yrs 11 months	(10)____9 yrs and over

[illegible]

Use the following code when answering the next 5 questions.

1 - [illegible] or less
2 - 11 - 50
3 - 51 or more

Give estimate when necessary.

[illegible]

27. What percent of the children in your program are members of the following racial groups: (Please enter code number from the above scale.)

(01)____American Indian
(02)____Asian
(03)____Black
(04)____Latino (Chicano, Puerto Rican, etc.)
(05)____White
(06)____Other (Please enter code number and specify) _____

28. What percent of the children in your program are Spanish speaking?

(01)____(Enter code number)

29. What is the developmental status of the children in the program? (Enter code number.)

(01)____Physically handicapped
(02)____Mentally handicapped
(03)____Emotionally disturbed
(04)____Combination of the above
(05)____Normal

30. What percent of the parents in your program are on the following economic levels: (Enter code number.)

(01)____Lower Income
(02)____Middle Income
(03)____Upper Income

31. What percent of the parents have the following educational levels? (Use code number.)

(01)____Non-High School Graduate
(02)____High School Graduate
(03)____Some College, or College Graduate
(04)____Have No Idea

[illegible]

[illegible]

6. [illegible] students are served by the program totally? Estimate, if necessary.

(__) ___ (enter number)

11. [illegible] students are your direct responsibility?

(__) ___ (enter number)

12. What is their current educational level?

(01) ___ Secondary school
(02) ___ College undergraduate
(03) ___ College graduate level

[illegible]

Please use the following code when answering the next three questions:

0 - None
1 - 10% or less
2 - 11% - 50%
3 - 51% or more

Please estimate when necessary.

[illegible]

13. What percent of the students in your program are members of the following racial groups? Please enter code number from above.

(__) ___ American Indian
(02) ___ Asian
(03) ___ Black
(04) ___ Hispanic
(05) ___ White
(06) ___ Other. (Please enter code number and specify _____ _____ ___

[illegible]. [illegible] percent of the students in your program are Spanish speaking?

(01) ___ (Enter code number.)

[illegible]. What percent of the students in your program are in the following economic levels: (Use their own, if independent; their parents, if still dependent.)

(01) ____Lower income (03) ____Upper income
(02) ____Middle income (04) ____Have no idea

[illegible] ONLY WITH ADULTS WHO ARE NOT SECONDARY OR COLLEGE STUDENTS, SUCH AS [illegible], ETC., OR IN PROGRAM(S) WHERE ADULTS WHO ARE [illegible] SEPARATE, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF NONE, [illegible] SKIP TO P. 13.

[illegible]. How many adults are served by the program totally? Estimate, if necessary.

(01) _____(Enter number)

[illegible]. How many adults are your direct responsibility?

(01) ___(Enter number)

Please use the following code when answering the next four questions.

0 - none 2 - 11% to 50%
1 - small minority, 10% or less 3 - 51% or more

Please estimate when necessary.

[illegible]. [illegible] percent of the group are in the following educational categories? Please use code above.

(01)____ [illegible] school graduates
(02)____ [illegible] school graduates
(03)____ College work, no degree
(04)____ College graduate
(05)____ [illegible] to [illegible]

[illegible]. [illegible] percent of the group are members of the following racial groups. Please use code.

(01)____American Indian
(02)____Asian
(03)____Black
(04)____Latino (Mexican, Puerto Rican, Cuban, etc.)
(05)____White
(06)____Other (Other code number and specify)_____

[illegible]. [illegible] percent of the group are Spanish speaking? Please use code.

(01)____

[illegible]. [illegible] percent of the adults in the program are in the following economic categories? Please use code.

(01)____Lower Income
(02)____Middle Income
(03)____Upper Income

---

42. Has your program been the subject of favorable newspaper, magazine, radio, or television coverage?

(01) ____Yes (02) ____No

43. Has your program been cited for excellence by civic, social, or professional organizations?

(01)____ Yes (02)_____ No

44. Has your program attracted visitors and/or observers?

(01)____ Yes (02)_____ No

45. Optional question. What is your current salary at a full time rate?

(01)____ $ 5,000 and below
(02)____ 6,000 - 8,000
(03)____ 9,000 - 11,000
(04)____ 12,000 - 14,000
(05)____ 15,000 - 17,000
(06)____ 18,000 - 20,000
(07)____ 21,000 - and over

IF YOUR CURRENT JOB IS NOT YOUR FIRST JOB SINCE LEAVING THE UNIVERSITY OR IF YOU ARE NOT NOW EMPLOYED AT ALL, CURRENTLY, WHICH IS RELATED TO YOUR TRAINING, PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR FIRST JOB. OTHERWISE, PLEASE SKIP TO Q. 54.

46. What was your first job? (Title and brief description)

_____
_____

IF YOUR FIRST JOB WAS NOT RELATED TO YOUR EARLY CHILDHOOD TRAINING, PLEASE SKIP TO Q. 54. ALSO IF YOUR FIRST JOB WAS WITH THE ORGANIZATION WITH WHICH YOU WERE ASSOCIATED IN THE PROGRAM, SKIP TO Q. 54.

47. What were the major goals of the program with which you were associated? (Please check as many as are appropriate.)

(01)____ Teach academic skills to groups of normal young children (normal refers to the absence of noticeable physical, mental, or emotional disability in the majority of the children)

(02) ___ Provide preschool program with emphasis upon socialization and informal learning rather than skill learning.
(03) ___ Provide preschool program with emphasis upon readiness activities.
(04) ___ Provide therapy for children with physical, mental, or emotional disabilities.
(05) ___ Provide setting for observation and diagnosis of disorders in young children.

(06) ___ Provide educational program for young children with physical, mental, or emotional disabilities.
(07) ___ Improve parenting skills.
(08) ___ Provide child care while parents of children enrolled in the programs are working, in school, in training or in treatment, etc.
(09) ___ Provide a model for other programs.
(10) ___ Provide a setting for research.

(11) ___ Administer and supervise programs.
(12) ___ Plan, evaluate, and enforce standards for programs.
(13) ___ Provide consultation to programs for young children and/or teacher training programs.
(14) ___ Provide curriculum materials to programs for young children and/or teacher training programs.
(15) ___ Provide inservice training for workers with young children.

(16) ___ Assist in the organization of programs for young children and/or teacher training programs.
(17) ___ Raise and/or provide funds for programs.
(18) ___ Recruit and/or select young children for programs.
(19) ___ Publish books, journals, newsletters, etc. relating to field of early childhood.
(20) ___ Present information concerning field of early childhood via the popular media (newspapers, magazines, radio, television)

(21) ___ Assist and/or promote legislation affecting young children.

(02) ___ Provide academic courses concerning young children for high school or college level students
(03) ___ Provide practicum experience for potential workers with young children
(99) ___ Other. Please specify. _____

48. In what type of community was your first job located?

(01) ____ Urban, inner city
(02) ____ Urban, non-inner city
(03) ____ Suburban
(04) ____ Small city
(05) ____ Semi-rural area
(06) ____ Rural area

49. What was the setting in which your first job was located? (Check the one which seems most appropriate.)

(01) ____ Elementary school
(02) ____ Secondary school
(03) ____ College or university
(04) ____ Nursery school
(05) ____ Day care center
(06) ____ Clinic or treatment center (not in a hospital)
(07) ____ Head Start
(08) ____ Hospital
(09) ____ Residential institution
(10) ____ Social service agency
(11) ____ Governmental agency (Model Cities, County school district, Office of Public Instruction, etc.)
(12) ____ Publisher
(13) ____ Broadcast company
(14) ____ Consulting firm
(15) ____ Parent Child Center
(16) ____ Other. (Please specify) ____

50. What were the auspices of your first job? (Check all appropriate categories.)

(01) ____ Public
(02) ____ Private (non-profit)
(03) ____ Private (for profit)
(04) ____ Sectarian
(05) ____ Non-sectarian
(06) ____ Other (Please specify.) ____

51. How large was the staff of the program where you had your first job?

(01) _____ 0 - 4
(02) _____ 10 - 19
(03) _____ 20 - 29
(04) _____ 30 - 39
(05) _____ 40 - 49
(06) _____ 50 - and over

52. What was the level of your co-workers' training in early childhood? (Please enter the estimated number of your co-workers in each category.)

(01) _____ Doctors
(02) _____ Masters
(03) _____ Bachelors
(04) _____ Associate
(05) _____ High school grad with some college training
(06) _____ High school grad with high school level of training

53. Some of your co-workers may have had professional training in other fields. If so, please enter the estimated number in the appropriate categories. If not, go on to # 54. (Enter estimated number, if necessary.)

(01) _____ Education, other than early childhood education
(02) _____ Counselling and guidance
(03) _____ Medicine, including psychiatry
(04) _____ Nursing, RN only
(05) _____ Social work, MA and BSW
(06) _____ Law
(07) _____ Psychology
(08) _____ Nutrition
(09) _____ Occupational therapy
(10) _____ Physical therapy
(11) _____ Speech
(12) _____ Other. (Enter number and specify.) _____

[illegible] of your co-workers may have had paraprofessional training in other fields. If so, please enter the estimated number in the appropriate categories. If not, go on to Q.56. (Enter estimated number, if necessary.)

(01) ____ Education, other than early childhood education
(02) ____ Counseling and guidance
(03) ____ Medicine
(04) ____ Nurse, LPN or aide
(05) ____ Social Service
(06) ____ Law
(07) ____ Nutrition
(08) ____ Other. (Enter number and specify.) _____

[illegible] of your co-workers had no training at all except on the job or in-service.

(11) __ (Enter number.)

56. What major activities did you perform in your first job? (Check as many as are appropriate.)

(1) ____ Work directly with children on an individual basis
(02) ____ Work directly with groups of children
(03) ____ Prepare materials for use with young children
(04) ____ Instruct, train, and/or supervise child care students
( ) ____ Prepare materials for use with early childhood students

(07) ____ Meet with, consult, and/or advise early childhood students
(08) ____ Meet with, consult, and/or advise staff or staffs
(09) ____ Provide in-service training
( ) ____ Supervise staff or staffs
(11) ____ Supervise, regulate, and/or approve programs

(11) ____ Administer program(s)
(12) ____ Write (reports, papers, articles, etc.)
(13) ____ Design programs
(14) ____ Raise funds
(15) ____ Collect, make financial plans, monitor spending

(19) ___ publicize programs
(20) ___ recruit students
(21) ___ organize groups, committees
(22) ___ set, consult with, and/or advise parents or community groups
(23) ___ instruct and/or train parents or community groups

(24) ___ seek ancillary services for children and/or parents and/or child care students
(25) ___ prepare, lobby for, and or vote for legislation
(26) ___ Carry out research
(27) ___ Complete required forms
(28) ___ Other. (Please specify.) _____

57. Which one of the major activities you checked in question 56 would you rank as most time consuming in your first job? (Enter number of task from question 56.)

(01) ___ (number.)

58. For which major activity checked in question 56 did you feel best prepared to perform? (Enter number of task from question 56.)

(01) ___ (number.)

59. For which major activity checked in question 56 did you feel least well prepared to perform? (Enter number of task from question 56.)

(01) ___ (number.)

60. How closely supervised were you in your first job? (Please check one.)

(01) ___ Closely supervised
(02) ___ Not closely supervised
(03) ___ Not supervised at all

61. Did you supervise anyone? (IF NO, PLEASE SKIP TO Q. 68.)

(01) ___ Yes (02) ___ No

62. [illegible] many people did you supervise totally?

(01)____(number)

63. How many of the people you supervised were in the following categories? (Estimate, if necessary.

(01)____Professional
(02)____Para-professional
(03)____Students

[illegible] OF PEOPLE OF QUESTIONS 3 AND 5 ABOUT THE CHILDREN OF YOUR PROGRAMS.

IF YOU WERE DIRECTLY [illegible] CHILDREN IN [illegible] PROGRAMS DURING YOUR [illegible] CHILDREN, PLEASE [illegible] THE FOLLOWING QUESTIONS. IF NOT, PLEASE SKIP TO Q. 72.

64. How many children were served by the program totally? estimate, if necessary.

(01)____(number)

65. How many children were your direct responsibility?

(01)____(number)

66. What were the ages of the children served in the program in which you were [illegible] employed? (Please check all appropriate categories.)

(01)____0 - 11 months
(02)____1 yr - 1 yr 11 months
(03)____2 yrs - 2 yrs 11 months
(04)____3 yrs - 3 yrs 11 months
(05)____4 yrs - 4 yrs 11 months
(06)____5 yrs - 5 yrs 11 months
(07)____6 yrs - 6 yrs 11 months
(08)____7 yrs - 7 yrs 11 months
(09)____8 yrs - 8 yrs 11 months
(10)____9 yrs and over

Please use the following code when answering the next 5 questions.

1 - 10 or less
2 - 11 - 50
3 - 51 or over

Estimate when necessary.

8. What percent of the children in the program were members of the following racial or ethnic groups? Please enter code number from the above scale.

(01) ___American Indian
(02) ___Asian
(03) ___Black
(04) ___Native (Alaskan, Puerto Rican, Cuban, etc.)
(05) ___White
(06) ___Other(Enter code number and specify.)_____

9. What percent of the children in the program were Spanish speaking?

(01) ___(Enter code number.)

10. What was the developmental status of the children in the program? (Enter code number.)

(1) ___Severely Handicapped
(2) ___Mildly Handicapped
(3) ___Emotionally Disturbed
(4) ___Combination of above
(5) ___Normal

11. What percent of their parents were on the following economic levels?

(1) ___Upper Income
(2) ___Middle Income
(3) ___Poor Income

21. What percent of their parents had the following educational levels?
(Use code number.)

(01) ___Non-high school graduate
(02) ___High school graduate
(03) ___Some college or college graduate
(04) ___Have no idea

IF YOU ARE ONLY WITH SECONDARY OR COLLEGE LEVEL STUDENTS OR IN PROGRAMS WITH SECONDARY OR COLLEGE LEVEL STUDENTS, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF NOT, GO TO Q. 29.

22. How many students were served by the program totally? Estimate, if necessary.

(01) ___(Enter number)

23. How many students were your direct responsibility?

(01) ___(Enter number)

24. What was their educational level while in the program?

(01) ___Secondary school
(02) ___College undergraduate
(03) ___College, graduate level

Please use the following code when answering the next three questions.

0 - None
1 - 10% or less
2 - 11% - 50%
3 - 51% or more

Please estimate when necessary.

---

27. What percent of these students were members of the following racial groups? Please enter code number from above.

(01) ___American Indian
(02) ___Asian
(03) ___Black
(04) ___Latino (Chicano, Puerto Rican, Cuban, etc.)
(05) ___White
(06) ___Other

28. What percent of the students in the program spoke Spanish?

(01)___(nter code)

29. What percent of the students in the program were in the following economic levels? (Use their own, if independent; their parents, if still dependent.)

(01) ___Lower income (03) ___Upper income
(02) ___Middle income (04) ___Have no idea

IF YOU [illegible] DIRECTLY SERVE ADULTS WHO USE OF SECONDARY OR COLLEGE LEVEL [illegible] PAPERS, VOLUNTEERS, ETC, OR IF PROGRAMS SERVING SUCH [illegible] SUSPECT), DO SO, PLEASE SKIP TO Q. 34.

30. How many adults were served by the program totally? Estimate, if necessary.

(01) ___(nter number)

31. How many adults were your direct responsibility?

(01)___(nter number)

Please use the following code when answering the next four questions:

1 - 10% or less
2 - 11% - 50%
3 - 51% or more

Please estimate when necessary.

---

90. What percent of the group were in the following educational categories?
Please use code above.

( ) (a) Less than high school graduate
( ) (b) High school graduates
( ) (c) Some college work, no degree
( ) (d) College graduate
( ) (e) Have no idea

91. What percent of the group were members of the following racial groups.
Please use code.

( ) (a) American Indian
( ) (b) Asian
( ) (c) Black
( ) (d) Latino
( ) (e) White
( ) (f) Other. (Enter code number and specify)_____

92. What percent of the group were Spanish speaking?

( ) (Code number)

91. What percent of the adults in the group were in the following economic categories? (Please use code.)

(01) ____ Lower income
(02) ____ Middle income
(03) ____ Upper income

---

92. Why did you leave your first job? (Check as many as are appropriate.)

(01) ____ Other job offer
(02) ____ Promotion
(03) ____ Closer to home
(04) ____ Pay
(05) ____ Poor working conditions
(06) ____ Disagreement with program policies
(07) ____ Conflict with staff
(08) ____ Inconvenience (hours, location, etc.)
(09) ____ Program termination
(10) ____ Other. Please specify.
_____
_____

Optional question.

93. What was your starting salary on your first job at a full time rate?

a. ____ $ 7,999 and under
b. ____ $ 8,000 - 9,999
c. ____ $ 10,000 - 11,999
d. ____ $12,000 - 14,999
e. ____ $15,000 - 17,999
f. ____ $18,000 - 20,000
g. ____ $21,000 and over

[illegible] YOU ARE [illegible] A JOB RELATED TO YOUR GOALS, PLEASE SKIP TO Q. 97.

The following questions ask your opinion of your current job performance. With your permission, an identical copy of this job performance rating will be sent to the supervisor who is most familiar with your work. Space for your signature acknowledging your consent is on a separate sheet at the end of this evaluation.

This information is confidential and will be handled by code number. In addition, all reports which utilize this data will be statistical in nature and will refer only to groups of responses. Singling out individual questionnaires is of no value to this study.

Using your colleagues in the field of early childhood education as a basis for comparison, please rate yourself in the areas on the chart below using the following code. 5 - superior; 4 - above average; 3 - average; 2 - below [illegible]; 1 - poor. Please be candid. Please circle your rating.

	Superior	Above Average	Average	Below Average	Poor
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1
[illegible]	5	4	3	2	1

[illegible] your name in the statement below if you are willing to have the [illegible] who is well familiar with your work complete the same evaluation form [illegible]. All [illegible] please supply mailing information including zip code. [illegible] well as this permit [illegible] confidential [illegible].

I, hereby, agree to having the preceding evaluation form sent to the supervisor whose name and address appear below.

Your signature_____

Supervisor's name_____

Supervisor's title_____

Organization_____

Address_____
Street and number

_____
City and State

_____
Zip Code

[illegible] [illegible]

[illegible]

97. Do you belong to an organization concerned with young children? If yes, please indicate the scope of the organization.

(01)____Yes (03)____National (05)____Local
(02)____No (04)____Regional

98. Are you an officer in an organization concerned with young children? If yes, please indicate the level of your office.

(01)____Yes (03)____National (05)____Local
(02)____No (04)____Regional

99. Have you attended conferences, work shops, lecture series, seminars, etc., related to young children?

(01)____Yes (02)____No

100. Have you attended conventions related to conventions, conferences, workshops, etc. related to young children?

(01)____Yes (02)____No

101. Have you had post HA training at a college or university and, if so, what type?

(01)____Yes (03)____Related to early childhood
(02)____No (04)____Not related to early childhood

102. Have you earned another degree and, if so, which one?

(01)____Yes (03)____M.D Other,(Please specify)
(02)____No (04)____Ph.D _____
_____

[illegible] ...ve you written articles for publication, etc. related to early childhood?

(01) ___Yes (02)____No

105. Have you written to professional journals?

(01) ___Yes (02)____No

106. Have you built up a professional library?

(01) ___Yes (02)____No

107. Have you traveled specifically for the purpose of participation in or observation and study of programs for young children?

(01)____Yes (02)____No

108. Have you served on boards of policy making bodies of programs concerned with young children?

(01)____Yes (02)____No

109. Have you volunteered service to programs concerned with young children?

(01) ___Yes (02) ___No

110. Have you, by membership in a legislative body (city council, state legislature, etc.) been able to promote policies beneficial to children?

(01) ___Yes (02)____No

111. Have you served on committees concerned with young children created by elected officials, professionals in early childhood or related professions, [illegible] programs, etc.?

(01) ___Yes (02)____No

112. Have you served on community action programs created by concerned citizens?

(01)____Yes (02)____No

112. Have you been involved in promotion of policies or legislation concerned with young children through means of direct action? (lobbying, attending or organizing demonstrations, distributing petitions, testifying before committees, etc.)

(01) ___Yes (02)_____No

PART III - [illegible] OF TRAINING EXPERIENCES, PAST AND FUTURE

[illegible] OPINIONS CONCERNING AN EVALUATION OF YOUR EXPERIENCE AS A TRAINEE [illegible] SPECIAL PROJECT.

Please evaluate the following general experiences as a Project trainee in terms of their helpfulness to you in your professional career with 5 being the highest rating and 1 being the lowest. Please circle your rating. Also, please circle NA if the experience described is not something you experienced personally [illegible] your term as Project trainee.

	Project Experience	Helpfulness to you					
113.	Regular university classes with emphasis upon theories of cognition, child development, etc.	5	4	3	2	1	NA
114.	Regular university classes with emphasis upon materials and methods to use with young children	5	4	3	2	1	NA
115.	Regular university classes with emphasis upon research and research methods	5	4	3	2	1	NA
116.	Regular university classes taken as electives within the School of Education	5	4	3	2	1	NA
117.	Regular university classes taken as electives outside the School of Education	5	4	3	2	1	NA
118.	Seminars taken with regular university students	5	4	3	2	1	NA
119.	Regularly scheduled seminars, meetings attended only by Project staff and trainees	5	4	3	2	1	NA

120.	Special seminars arranged with guest experts and attended only by Project staff and trainees	5	4	3	2	1	NA
121.	Observations of schools and institutions arranged for Project students	5	4	3	2	1	NA
122.	Opportunities to attend lectures and conferences	5	4	3	2	1	NA
123.	Opportunities to make presentations to workshops and conference sessions	5	4	3	2	1	NA
124.	Work with children in classrooms under supervision of classroom teachers and university personnel	5	4	3	2	1	NA
125.	Work in teams with fellow Project trainees to plan and carry out assignments	5	4	3	2	1	NA
126.	Work with children in programs designed in cooperation with teams of fellow Project students under university supervision	5	4	3	2	1	NA
127.	Informal and regular association with fellow Project students	5	4	3	2	1	NA
128.	Informal and regular association with university personnel assigned to Project	5	4	3	2	1	NA

[illegible] A VARIETY OF POSSIBLE WAYS OF PROVIDING JOB [illegible] AT [illegible]. IF YOU ARE EMPLOYED AT YOUR PRESENT JOB, PLEASE SKIP TO [illegible].

Please circle the following methods of providing job related training in terms of how useful they would be to you, personally, at the present time. The number 5 is the highest rating and 1 is the lowest. Please circle your choice.

	Training Method	Helpfulness to you				
130.	Having available materials specific to your current job.	5	4	3	2	1
131.	Getting assistance from an experienced co-worker at your job site.	5	4	3	2	1
132.	Getting assistance from a supervisor or administrator at your job site.	5	4	3	2	1
133.	Visiting demonstration sites or innovative programs.	5	4	3	2	1
134.	Getting assistance from a visiting expert or consultant.	5	4	3	2	1
135.	[illegible] lectures, conferences, professional meetings.	5	4	3	2	1
136.	Enrolling in short term, no credit refresher courses [illegible] off campus or via television.	5	4	3	2	1
137.	Reading professional journals, newsletters, etc. regularly.	5	4	3	2	1
138.	Enrolling in short term, no credit refresher courses given on campus.	5	4	3	2	1

130.	Enrolling in graduate credit courses stressing practical application.	5	4	3	2	1
131.	Enrolling in graduate credit courses stressing theory and research.	5	4	3	2	1
132.	Reading serious, scholarly books relating to your field.	5	4	3	2	1
133.	Participating in seminars, colloquia, retreats for the purpose of serious consideration of developments and issues in your field.	5	4	3	2	1

[illegible] YOU ARE ASKED TO RATE [illegible] OF YOUR [illegible] A D YOUR [illegible]. This information is useful for correlational purposes only. The purpose is to determine if peer opinion has any relationship at all to future [illegible] success.

As follows [illegible] entered the early childhood project at the same time you did. Please note that there is a letter of the alphabet before each student's name. In the chart below, each student will be designated by that letter.

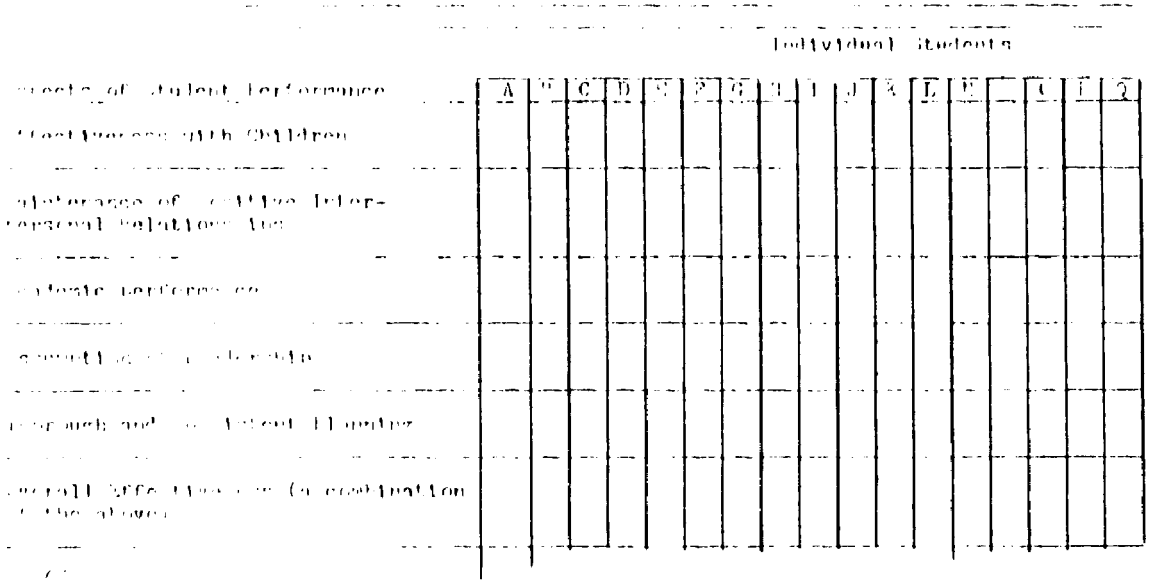
[illegible]		A [illegible]		L [illegible]	
[illegible]		[illegible]		[illegible]	
[illegible]		B [illegible]		[illegible]	
[illegible]		I [illegible]		[illegible]	
[illegible]		J [illegible]		[illegible]	

Please rate each of your fellow students, including yourself, on each of the six [illegible] included in the chart. Use a rating scale using the numbers 1 through 5 with 5 = superior and 1 = poor. Please enter 0 if you feel you cannot make a judgment. Please be candid and not overly modest. See the example below.

[illegible]							
[illegible]							
[illegible]							
[illegible]							

Rating of Student Performance by Peers

5 - superior
1 - poor



[illegible] - [illegible] ALL PAGES

[illegible] [illegible] ASK FOR SOME FACTS ABOUT YOU.

142. What University did you attend?

(01) ___ Oakland University
(02) ___ University of Michigan

143. What year did you graduate from the University?

(01) ___ 1967
(02) ___ 1968
(03) ___ 1969
(04) ___ 1970
(05) ___ 1971
(06) ____ 1971
(07) ____ 1972
(08) ____ 1973
(09) ____ 1974

144. Before entering the Early Childhood Project, in what field was your Master's degree?

(01) ___ Elementary Education
(02) ___ Secondary Education
(03) ___ Special Education
(04) ____ Liberal Arts
(05) ____ Home Economics
(06) ____ Nursing
(07) ____ Other. Please specify
_____

145. How many years of experience in the field of education did you have before entering the Project: If none, please skip to Q. 147.

(01) ___ (Enter number.)

146. For many years did you work directly with children as a teacher before entering the Project?

(01) ___ (Enter number.)

[illegible]. [illegible] many years did you work directly with children in some other capacity?

(01) ___ (Enter number.)

[illegible]. [illegible] many years did you work as a supervisor or administrator?

(01) ___ (Enter number.)

[illegible]. What was your age at graduation?

(01) ___ 20 - 25
(02) ___ 26 - 30
(03) ___ 31 - 35
(04) ___ 36 - 40
(05) ___ 41 - 45
(06) ___ 46 and over

[illegible]. What is your sex?

(01) ___ Female
(02) ___ Male

[illegible]. What was your marital status while you were a student at the University?

(01) ___ Single
(02) ___ Married

[illegible]. How many dependent children lived with you during your years at the University?

(01) ___ (Enter number.)

[illegible]. What is your present marital status?

(01) ___ Married
(02) ___ Single

[illegible]. How many dependent children live with you now?

(01) ___ (Enter number.)

155. How many children five and under live with you now?

(01)___ (Enter number.)

156. If you are not presently employed in the field of early childhood education, do you hope to enter or re-enter the field? (If yes, skip to q. 158.)

(01)____Yes (02)____No

157. If no, what is the reason?

(01)____Don't think jobs will be available
(02)____Jobs are available, but hours are wrong
(03)____Jobs are available, but pay is too low
(04)____Jobs are available, but chances for advancement are poor
(05)____Personal interests and ambitions have changed
(06)____In basic disagreement with philosophies, purposes, and methods of the field
(07)____Other. Please specify._____

158. Are you still convinced of the importance of the field of early childhood education?

(01)____Yes (02)____No

159. How satisfied are you with your present job using the following code:

3 - very satisfied, 2 - satisfied, 1 - somewhat satisfied, 0 - not satisfied at all.

(01)___(Enter code number)

THANK YOU FOR ALL OF YOUR TIME AND COOPERATION! ANY COMMENTS YOU WISH TO MAKE ABOUT THE QUESTIONNAIRE, YOUR EMPLOYMENT, INTERESTING EXPERIENCES, THE PROGRAM AT THE UNIVERSITY, OR ANY TOPIC AT ALL ARE WELCOME. Please use this space. You will be furnished with a resumé of findings.

Dear Colleague:

The Early Childhood Projects at The University of Michigan and at Oakland University in Rochester, Michigan are cooperating with me in a follow-up study of their graduates. As a professional presently or recently involved in the supervision of one of these graduates, I ask your cooperation in this study.

Questionnaires have been mailed to all of the graduates from both projects asking them to rate their own on-the-job performance. The name of the graduate's supervisor and permission to contact that person were also requested. The graduate whose name appears on the top of the attached rating form replied to that questionnaire and gave written permission to contact you and ask that you evaluate his or her work for the purposes of this study.

This information is for the purposes of research only. It is coded and the identity of each graduate and each supervisor who completes the attached rating sheet will be known only to the principal investigator. All data emanating from this questionnaire will be statistical in nature and will refer only to groups of responses.

Two main purposes of this research are to define career roles assumed by graduates of advanced programs in early childhood education and to assess their professional involvement subsequent to graduation. Your participation, as a professional serving young children, is of great value to this study.

Please complete this questionnaire independently of the graduate. An enclosed self-addressed envelope is enclosed for your convenience. I would appreciate prompt return. Please sign the enclosed sheet if you would like to receive a resume of the results.

Thank you for your time and cooperation.

Yours truly,

Betty Hutchison

_____Graduate _____Code

Please rate the graduate whose name appears above on the aspects of job performance which appear below utilizing the following code: 5 - superior; 4 - above average; 3 - average; 2 - below average; 1 - poor. Please circle the ratings and be candid in your assessment.

Aspects of current job performance	Superior	Above Average	Average	Below Average	Poor
1. Knowledge of theories of child development	5	4	3	2	1
2. Knowledge of methods and materials useful in the care and education of young children	5	4	3	2	1
3. Skill in working with the clients of your program (children, students, adults, etc.)	5	4	3	2	1
4. Skill in working with other staff members	5	4	3	2	1
5. Skill in providing leadership to colleagues	5	4	3	2	1
6. Skill in developing programs	5	4	3	2	1
7. Skill and consistency in carrying through program plans	5	4	3	2	1
8. Skill in evaluation of programs, planning, performance by others	5	4	3	2	1
9. Skill in assessing personal strengths and weaknesses	5	4	3	2	1
10. Reliability in meeting day to day demands of the job	5	4	3	2	1
11. Knowledge of current developments in the field	5	4	3	2	1

Would you like to receive a summary of the results of this investigation? _____ yes _____ no

_____ Code

In order to analyze these ratings, it would be helpful to have some background information about the supervisors of the graduates. Your cooperation in providing this information would be greatly appreciated.

1. How many years of experience have you had in an administrative or supervisory capacity?

(01) ____ 1 year of less
(02) ____ 2 - 5 years
(03) ____ 6 - 9 years
(04) ____ 10 or more years

2. How long have you been supervising the graduate whose name appears on the attached form?

(01) ____ less than 1 year
(02) ____ 1 - 3 years
(03) ____ over 3 years

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

(01) ____ less than Bachelor's degree
(02) ____ BA or BS
(03) ____ some graduate courses
(04) ____ MWS or MA or MS
(05) ____ Some graduate work beyond Masters' level
(06) ____ Doctorate
(07) ____ MD
(08) ____ Other (please specify)

_____

4. Please indicate estimated number of academic hours earned in courses relevant to early childhood (Preschool education, human development, child psychology, family living, etc.)

(01) ____ 0 - 6 hours
(02) ____ 7 - 12 hours
(03) ____ 13- 18 hours
(04) ____ 19 - 24 hours
(05) ____ over 24 hours

5. What is your sex?

(01) ____ Female
(02) ____ Male

APPENDIX B

TABLES CONTAINING NON-SIGNIFICANT RESULTS OF STATISTICAL TESTS PERFORMED IN CONNECTION WITH ANCILLARY QUESTIONS

TABLE B-1.--Relationship of age, prior experience, race, and sex to working in field of early childhood education (N = 40)

Variable		Yes	No	χ^2
		Ever in the Field		
Age				
	30 or less	22	1	
	Over 30	17	0	.02
	Total	39	1	
Prior Experience				
	2 years or less	17	0	
	Over 2 years	22	1	.02
	Total	39	1	
Race				
	Black	7	0	
	White	32	1	.75
	Total	39	1	
Sex				
	Female	32	1	
	Male	7	0	.75
	Total	39	1	
		Currently in the Field		
Age				
	30 or less	19	4	
	Over 30	16	1	.36
	Total	35	5	
Prior Experience				
	2 years or less	14	3	
	Over 2 years	21	2	
	Total	35	5	.13
Race				
	Black	6	1	
	White	29	4	.22
	Total	35	5	
Sex				
	Female	29	4	
	Male	6	1	.22
	Total	35	5	

TABLE B-2.--Relationship of age and prior experience to selected variables of current employment (N = 35)

Employment Variable	Age			Prior Experience		
	30 or Less	Over 30	χ^2	2 yrs or Less	Over 2 yrs	χ^2
Job Category						
Early Childhood teacher	9	5		5	9	
All others	10	11	.38	9	12	.01
Job Location						
Urban	8	9		8	9	
Non-Urban	11	7	.24	6	12	.23
Closely Supervised						
Yes	4	2		4	2	
No	15	14	.05	10	19	1.01
Supervise Others[a]						
Yes	12	13		7	16	
No	7	2	1.33	7	4	.39
Disadvantaged Children						
Yes	7	10		5	10	
No	12	6	.12	9	11	.00
Exceptional Children						
Yes	4	2		5	1	
No	15	14	.04	9	20	3.69
Salary[a]						
$11,999 or less	6	4		4	6	
Over $11,999	12	12	.02	9	15	.06

[a] N = 34

TABLE B-3.--Relationship of race and sex to selected variables of current employment (N = 35)

Employment Variable	Race		χ^2	Sex		χ^2
	Black	White		Female	Male	
Job Category						
Early childhood teacher	4	10		13	1	
All others	2	19	1.01	16	5	.68
Job Location						
Urban	5	12		15	2	
Non-urban	1	17	2.02	14	4	.14
Closely Supervised						
Yes	1	5		5	1	
No	5	24	.31	24	5	.11
Supervise Others						
Yes	5	20		20	5	
No	1	8	.01	8	1	.01
Disadvantaged Children						
Yes	5	12		14	3	
No	1	17	2.02	15	3	.14
Exceptional Children						
Yes	0	6		5	1	
No	6	23	.39	24	5	.06
Salary[a]						
$11,999 or less	0	10		8	2	
Over $11,999	6	18	1.56	20	4	.07

[a] N = 34

TABLE B-4.--Relationship of race to prior experience

Race	Experience 0-2 years	+ 2 years	χ^2	p
Black	2	5		
White	15	18	.15	.69

TABLE B-5.--Relationship of race to age

Race	Age 30 or less	Over 30	χ^2	p
Black	4	3		
White	18	15	.006	.94

TABLE B-6.--Relationship of age and prior experience to selected variables of first job of graduates reporting more than one job (N = 24)

Employment Variable	Age		Fisher Exact p	Prior Experience		Fisher Exact p
	30 or Less	Over 30		2 Years or Less	Over 2 Years	
Job Category						
Early Childhood Teacher	7	7		5	5	
All others	3	7	NS	6	8	NS
Job Location[a]						
Urban	7	5		7	5	
Non-Urban	6	5	NS	3	8	NS
Closely Supervised[a]						
Yes	5	4		3	6	
No	8	6	NS	7	7	NS
Supervise Others[a]						
Yes	10	8		7	11	
No	3	2	NS	3	2	NS
Salary[b]						
$8,999 or less	6	7		6	4	
Over $8,999	4	5	NS	4	8	NS

[a] N = 23

[b] N = 22

TABLE B-7.--Relationship of race and sex to selected variables of first job of graduates reporting more than one job (N = 24)

Employment Variable	Race		Fisher Exact p	Sex		Fisher Exact p
	Black	White		Female	Male	
Job Category						
Early Childhood Teacher	1	9		9	1	
All others	3	11	NS	10	4	NS
Job Location[a]						
Urban	4	8		9	3	
Non-Urban	0	11	NS	9	2	NS
Closely Supervised[a]						
Yes	1	8		5	4	
No	3	11	NS	13	1	NS
Supervise Others[a]						
Yes	4	10		11	4	
No	0	9	NS	7	1	NS
Salary[b]						
$8,999 or less	2	8		10	0	
Over $8,999	2	10	NS	8	4	NS

[a] N = 23

[b] N = 22

TABLE B-8.--Correlation of overall mean peer rating with job satisfaction, salary, activity score

	Overall Mean Peer Rating	p
Activity Score (N = 24)	.06	.76
Job Satisfaction (N = 29)	.20	.30
Salary (N = 27)	-.13	.52

TABLE B-9.--Relationship of job category to recognition by community (N = 35)

Variable	Teachers	Non-Teachers	χ^2
Visits by Observers			
Yes	10	20	
No	4	1	2.19
Media Publicity			
Yes	7	14	
No	7	7	.40
Receipt of Citation			
Yes	4	7	
No	10	14	.006

TABLE B-10.--Relationship of job satisfaction to job category and salary

	Level of Satisfaction		
Variable	Not, to Somewhat Satisfied	Satisfied, to Very Satisfied	χ^2
Job Category (N = 35)			
Early Childhood Teacher	5	9	
Non-Teacher	1	20	3.69
Salary (N = 34)			
$11,999 or less	2	8	
Over $11,999	4	20	.07

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