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ABSTRACT

Survey and assessment instruments used in the Child Development Associate (CDA) Training Provider Improvement System are offered in this document. Included are a self-assessment tool for CDA training providers and an update of the National Program Survey. The survey was designed to address the need for a national database on the CDA program and collects such information as amount and source of program funds, number and types of trainees, training costs, positions of training providers, training methods, staff responsible for training, and training program impacts. The CDA Training Provider Improvement System was designed to help providers assess the quality of their training and to identify program strengths and weaknesses. The assessment instrument focuses on numbers and types of trainees served; training curricula and methods employed; staff providing training; implementation of CDA training criteria; and program organization, administration, management, processes, costs, outcomes, and impacts. (RH)

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THE CHILD DEVELOPMENT ASSOCIATE PROGRAM:

PROTOTYPE MODEL; CDA TRAINING

PROVIDER IMPROVEMENT SYSTEM

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CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

Introduction

The CDA Training Provider Improvement System is designed to meet program needs for better information on CDA training activities in order to facilitate improvements in the operation of CDA training efforts. This system consists of three components: A One Time National Program Survey, A Training Provider Improvement System, and The Child Development Associate Program: A Guide to CDA Program Administration. Although each component is discrete, each also represents a critical link in the system and contributes to the system's overall purposes of developing an information base at local, regional and national levels of the program so that program improvement needs can be more effectively identified and addressed. The One Time National Program Survey provides a means for collecting current information on CDA training programs nationwide. The Training Provider Improvement System is a self assessment tool for CDA training providers, and an update of the National Program Survey. The Child Development Associate Program: A Guide to CDA Program Administration provides guidance to training providers on ways in which they can address program improvement needs identified by the self assessment.

Features of the System

The system is designed to be incorporated into existing Head Start program operations and will not require new initiatives or procedures. It will be regionally administered and will follow existing norms for CDA funding and training delivery. The instruments are designed for easy administration and analysis and are similar in their format to the Program Information Report (PIR). Head Start grantees and CDA training providers will be the primary respondents of the one time national survey, and the information collected from this survey will be incorporated into a National Profile of CDA programs. Self assessments will be completed by the CDA training provider which includes Head Start grantees or contracted institutions and organizations funded by ACYF Regional Offices for CDA training.

The following section describes each component in more detail.

The One Time National Program Survey

This survey is designed to address the need for a national data base on the CDA program and consists of two instruments. One is to be completed by Head Start grantees, delegate agencies, or CDA contractors, and the second is to be completed by the CDA training provider if different from the previous respondent. The information to be collected will be incorporated into a National Profile on the CDA Training Program. This will document the survey findings and will provide information for conducting future comparisons and analyses of CDA program operations. This profile will also represent the major tangible product of the survey.

The survey instruments will collect information on the following aspects of CDA programs:

- amount and source of program funds
- number and types of trainees
- training costs
- providers of training
- training methods
- staff responsible for training
- training program impacts

The instruments will contain pre-coded, forced choice questions which will facilitate the efficient handling and analysis of more than 1200 completed instruments. ACYF Regional Offices will provide the overall administrative management of the survey. They will be responsible for mailing the instruments to the grantees, and for monitoring their completion and return.

CDA Training Provider Improvement System

The CDA Training Provider Improvement System is a self assessment and program improvement tool for training providers. It is designed to help them assess the quality of their training and identify program strengths as well as aspects that may need to be improved. It is a comprehensive program analysis tool and it addresses all of the basic aspects of training organization, management and delivery which need to be examined during a training program assessment. Specifically, it guides training providers through a process of self examination focusing on the following aspects of the program:

- numbers and types of trainees served
- training curricula and methods employed
- staff providing training
- training program processes
- implementation of the CDA training criteria, program organization, administration and management
- training program costs
- training program outcomes and impacts

The assessment tool is designed to be easily administered, and consists largely of forced choice questions. The questions are keyed to analysis procedures, which enable programs to identify areas that may require further examination and program modification. Program administrators are referred to CDA training materials to help them identify and plan for the specific improvements that may be required.

The Child Development Associate Program: A Guide to CDA Program Administration

The Child Development Associate Program: A Guide to CDA Program Administration is a basic manual on CDA program management and administration designed to increase grantee/contractor's overall knowledge of general management concepts and principles, as well as those that guide the management of the CDA program. It describes practices and methods applicable for grantee administered CDA training programs as well as for institutional and contractor administered programs.

The Guide is also keyed to the management and administration sections of the CDA Training Provider Self-Analysis instrument, and includes information on procedures and practices that CDA program administrators can implement to improve their overall program management.

NATIONAL PROGRAM SURVEY
OF HEAD START GRANTEEES AND CDA TRAINING PROVIDERS

PART A: NATIONAL PROGRAM SURVEY: HEAD START GRANTEEES, DELEGATE
AGENCIES, AND CDA CONTRACTORS

PART B: NATIONAL PROGRAM SURVEY: CDA TRAINING PROVIDERS

PART A

NATIONAL PROGRAM SURVEY

FOR GRANTEES, DELEGATE AGENCIES, CONTRACTORS

NATIONAL PROGRAM SURVEY

OF HEAD START GRANTEES AND CDA TRAINING PROVIDERS

WHAT WE ARE SENDING

Attached is the National Program Survey of Head Start Grantees and CDA Training Providers. This survey contains two sets of instruments. Part A is to be completed by the Head Start grantee, delegate, and/or CDA contractor. Part B is to be completed by the institution/agency/grantee providing CDA training to Head Start staff.

FILING DATE: _____

Both sets of completed forms must be returned to ACYF Regional and National Offices no later than _____.

WHERE TO GO FOR HELP

If you have any questions or problems completing these forms, you may contact _____ at _____.

PURPOSE AND NATURE OF THE NATIONAL PROGRAM SURVEY

The Administration for Children, Youth, and Families is conducting a one-time national survey of all Head Start grantees, delegates, and CDA training providers. The survey is needed to establish a national data base on the Head Start/CDA program. This data base will provide quantitative information on CDA training programs, trainees, and program costs. It will address regional and national needs for information on CDA training and technical assistance services. This information will be incorporated into a National Profile on the CDA Training Program.

WHAT YOU SHOULD DO

Part A is to be completed by the Head Start grantee, delegate agency, and/or CDA contractor; and Part B by institutions/agencies/grantees providing CDA training to Head Start staff.

Grantees, delegate agencies and contractors who have CDA training services provided by a training institution/agency are responsible for forwarding Part B to that/those institution(s). Ask the CDA training provider to complete it and return one copy to you, one copy to the ACYF Regional Office, and one copy to the ACYF National Office.

Grantees and delegate agencies which operate full year programs are to complete Part A for those programs they operate directly. Each grantee and delegate agency must complete a separate Part A survey. In no case should data from the delegate agency programs be combined with grantee program data.

Grantees which both operate programs directly and maintain central office staff for their programs and their delegate programs are required to complete all of Part A.

Grantees which do not directly operate a Head Start program but maintain a central office staff to assist delegate agencies in their program operations are to complete Items 1-6.

Grantees which delegate all of their Head Start program operations (do not operate programs directly and do not maintain office staff) are to complete Items 1-6.

You are to report on full year programs; no report is required for summer Head Start programs or for Parent/Child Centers.

FOR MIGRANT PROGRAMS ONLY

Migrant programs which begin operations in October and close in May or June (known as Home-Based Migrant Programs) are to complete this survey and return it by the date in these instructions.

Migrant programs which begin operations in the spring or summer and close in October or November (known as Upstream Programs or Destination Sites) are not required to complete this survey.

WHERE TO MAIL THE FORMS

When Part A is completed by the Head Start grantee, delegate agency or CDA contractor, one copy is to be returned to the ACYF Regional Office:

- 1) Attention: Regional Program Director, ACYF



and one copy to the ACYF National Office:

2) Attention: _____

When Part B is completed by the CDA training provider:

1. one copy is to be sent to each Head Start agency for whom CDA training is provided.

2. one copy to the ACYF Regional Office:

Attention: _____

3. one copy to the ACYF National Office:

Attention: _____

INSTRUCTIONS ON COMPLETION OF SURVEY ITEMS

Directions for completing the form are with the items on the survey. Some of the items are self-explanatory so that you will not find an explanation with each single item. If an item is not applicable to your program, this should be noted on the form with an "NA". The following symbols should be used:

Item Not Applicable	NA
Entry is Zero	0

DEFINITION OF OPERATING PERIOD

For purposes of this survey, an operating period is defined as the time in which you plan and carry out activities and services for the children enrolled in your 19 -19 program. Note: This is not your budget or funding year.

DEFINITION OF EARLY CHILDHOOD EDUCATION DEGREE

Baccalaureate or higher degree with a major in early childhood education and a minimum of 12 weeks supervised field experience. Teacher training institutions and departments of family studies or home economics (human ecology) offer a major in early childhood education in one, or a combination of the following ways: child development, preschool education, nursery school education, prekindergarten education, or elementary education with a major in early childhood education/development.

National Program Survey
of Head Start Grantees and CDA Training Providers

Department of Health and Human Services • Administration for Children,
Youth and Families • Head Start Bureau

One separate Survey form must be completed for each grantee and each
delegate agency. Do not combine grantee and delegate agency data on one
survey.

Part A

(for: grantees, delegate agencies, CDA contractors)

1. NAME OF GRANTEE OR DELEGATE AGENCY FOR WHICH THIS SURVEY IS SUBMITTED: _____

ACYF Region or IMPD _____

Street Address: _____

City: _____ State: _____ Zip Code _____

Telephone: () _____ Head Start Grant Number _____

Head Start Director: _____

NOTE: Give the complete name of the agency directly operating the Head Start programs or paying the staff described in the survey. With the exception of Item 2, all following items will refer only to programs or staff of the agency named in this item.

(If same as above, put "same.")

2. GRANTEE NAME: _____

Street Address: _____

City: _____ State: _____ Zip Code _____

Telephone: () _____ Executive Director: _____

3. AGENCY DESCRIBED IN THIS REPORT IS: (Check the phrase which describes the agency named in Item 1).

- Grantee which directly operates program(s) (complete all items)
- Grantee which maintains ACYF-funded central office staff only--operates no programs directly (complete items 1 through 6)
- Delegate agency (complete all items)
- Grantee which delegates all of its programs--operates no programs directly and maintains no ACYF-funded central staff (complete items 1 through 6)

4. TYPE OF AGENCY COMPLETING THIS REPORT:

- Community Action Agency Local Government Agency
(non-CAA)
- School System Other (specify) _____
(public/private)
- Private/Public Non-Profit
(Non-CAA) (e.g., churches, universities, etc.)

5. AREA SERVED: (Check the one which best describes area you serve)

- Urban/Suburban Rural
- Both Urban/Suburban and Rural

6. FUNDING FOR CURRENT OPERATING PERIOD

- A. Do you receive CYF funding for CDA training?

Yes No

(If yes, please complete items A1-A5.)

- b. Indicate total dollar amount from Head Start Program Account No. 20 (HSST/CDA funds) direct-funded to your Head Start grantee/ delegate agency (or to you, if a contractor for Head Start CDA):

\$ _____

(Items A2 and A3 to be completed by grantee only)

2. Indicate total amount of other dollars from P.A. #20 (unrestricted or in-service training) used for CDA training:

\$ _____

- 3. Indicate total amount of Head Start funds (non-P.A. #20) used for CDA training \$ _____
- 4. Indicate total amount of all Head Start funding used for CDA training (A1 + A2 + A3) \$ _____
- 5. Indicate average Head Start funding cost per trainee by completing:

$$\frac{\text{Total Head Start Cost for Training (6A-4)}}{\text{Total Number of Trainees (10A-5)}} = \$ \text{Average Head Start Cost per Trainee}$$

7. OTHER FUNDING

- A. Indicate total dollar amount from non-Head Start funding sources used for CDA training during the current operating year.
 - 1. Tuition waivers \$ _____
 - 2. In-kind contributions \$ _____
 - 3. Professional staff time (non-CDA paid) \$ _____
 - 4. Pell Grants (BEOG) \$ _____
 - 5. Other (Specify) _____ \$ _____
 - 6. Indicate total amount of all other funding used for CDA (A1 through A5) \$ _____

- B. Indicate average non-Head Start funding cost per trainee by completing:

$$\frac{\text{Total Non-Head Start Funds (7A-6)}}{\text{Total Number of Trainers (10A-5)}} = \$ \text{Average Non-Head Start Cost per Trainee}$$

8. GROSS FUNDING

- A. Indicate total non-Head Start gross funding for CDA training (7A-6 + 6A-4) \$ _____
- B. Indicate gross average cost per trainee by completing:

$$\frac{\text{Total Cost for Training (6A-4 + 7A-6)}}{\text{Total Number of Trainees (10A-5)}} = \$ \text{Average Gross Cost per Trainee}$$



9. CONTRACT/PURCHASE OF CDA TRAINING (for those grantees, delegate agencies, contractors who have CDA training services provided by an agency/institution)

A. Give the total amount of money budgeted for contracted/purchased CDA training this operating year: \$ _____

B. List the names and addresses of the institutions/agencies providing CDA training for your staff, and the number of Head Start staff being trained by each institution. (Use back of this page for additional space if needed).

Name	Address	# of Staff in Training

C. CDA training services purchased this operating year:

- 1. academic courses Yes No
- 2. field supervision Yes No
- 3. consultant time Yes No
- 4. materials Yes No
- 5. other (specify) _____ Yes No

10. HEAD START STAFF INFORMATION

A. Number of staff in training. Complete the table below for current staff (without duplication). For each category, indicate the numbers in training by length of time.

Years in CDA Training

	1 year or less*	Between 1-2 years	More than 2 years	Total
1. Classroom Personnel (exclusive of PCC)				
a. No. of Teachers	_____	_____	_____	_____
b. No. of Aides	_____	_____	_____	_____
2. Component Staff				
a. Home Visitors	_____	_____	_____	_____
b. Social Services	_____	_____	_____	_____
c. Handicapped Services	_____	_____	_____	_____
3. No. of Volunteers				
a. Teachers	_____	_____	_____	_____
b. Aides	_____	_____	_____	_____
4. Other				
a. Specialist/ Coordinator (Specify Component:)	_____	_____	_____	_____
5. Totals				

*Year refers to operating year.

B. The number of credentialed CDAs employed in your agency, by category (without duplication):

- 1. Teachers _____
- 2. Teacher Aides _____
- 3. Bilingual/Bicultural Teachers _____
- 4. Bilingual/Bicultural Teacher Aides _____

- 5. Home Visitors _____
- 6. Social Services Staff _____
- 7. Handicapped Services Volunteers _____
- 8. Other Head Start Employees
(specify job roles) _____
- 9. Total (B1 through B8) _____

C. Number of Head Start Classroom Staff Who, in the Last 12 Months have:

- 1. Left Head Start employment
 - a. while in CDA training _____
 - b. after being credentialed as a CDA _____
 - c. after receiving a B.A. degree _____
- 2. Dropped out of CDA training _____
- 3. Were counseled out of CDA training _____
- 4. Total (C1 through C3) _____

D. The Grantee/Agency has Rewarded or Recognized Staff Receiving the CDA Credential.

Yes No

- 1. If yes, CDAs have been recognized by:
 - a. verbal or written recognition Yes No
 - b. promotion Yes No

If yes, list positions to which CDAs were promoted:

How many CDAs were promoted? _____

- c. financial Yes No
(specify) _____
- d. other Yes No
(specify) _____

B. Head Start Staff are used as CDA Field Supervisors.

Yes No

If No, skip to 11C. If Yes, complete 11B-1 and B-2.

1. Check the position(s) of all Head Start staff used in CDA field supervision.

a. _____ Education Coordinator

b. _____ Director

c. _____ Center Director

d. _____ Teacher

e. _____ CDA

f. _____ Other (specify) _____

2. Are Head Start staff used as CDA field supervisors trained for that role by the CDA training provider?

Yes No

C. On the average, the CDA trainee is observed in the Head Start classroom _____ times per year.

D. The CDA training methods used are:

- | | | |
|---------------------------------|------------------------------|-----------------------------|
| 1. Academic Course Work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Training Modules | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Totally Field-Based Training | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Independent Studies | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Credit for Life Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Credit by Exam | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Other (specify _____) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

12. CDA Program Impact

A. CDA has had the following major positive impacts on your agency:

- | | | |
|---------------------------------|------------------------------|-----------------------------|
| 1. Staff Skill and Performance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Improved Service to Children | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

- 3. Aid in Compliance with Performance Standards Yes No
- 4. Changes in Personnel Policies Yes No
- 5. Improved Staff Morale Yes No
- 6. Other (specify) _____ Yes No

B. CDA has had the following major negative impacts on your agency:

- 1. Too Much Time Commitment Needed Yes No
- 2. Expense Yes No
- 3. Staff Morale Yes No
- 4. Conflicts with other Training Yes No
- 5. Personnel Policies Yes No
- 6. Other (specify) _____ Yes No

13. NAME OF PERSON to Contact if Additional Information Regarding this Form is Needed:

Name Title Telephone

14. NAME AND TITLE OF APPROVING OFFICIAL (Agency Director or other individual responsible for certifying that this form is the agency's authorized response).

Signature Title Date

15. COMMENTS:

END OF PART A

MAIL ONE COPY OF PART A TO: REGIONAL PROGRAM DIRECTOR, ACYF.

MAIL ONE COPY OF PART A TO: NATIONAL ACYF, ATTENTION:

PART B

NATIONAL PROGRAM SURVEY

FOR CDA TRAINING PROVIDERS

NATIONAL PROGRAM SURVEY
OF HEAD START GRANTEES AND CDA TRAINING PROVIDERS
PART B

What We Are Sending

Attached is the National Program Survey of Head Start Grantees and CDA Training Providers. This survey contains two sets of instruments. Part A is to be completed by the Head Start grantee, delegate Agency, and/or CDA contractor. Part B is to be completed by the institution, contractor, or grantee providing CDA training to Head Start staff.

Filing Date: _____

Both sets of completed forms must be returned to ACYF Regional and National Offices by the respondent no later than _____.

Where to go for Help

If you have any questions or problems completing these forms, you may contact _____ at _____.

Purpose and Nature of the National Program Survey

The Administration for Children, Youth, and Families is conducting a one-time national survey of all Head Start grantees, delegates, CDA contractors, and CDA training providers. The survey is needed to establish a national data base on the Head Start/CDA program. This data base will provide quantitative information on CDA training programs, trainees, and program costs. It will address regional and national needs for information on CDA training and technical assistance services. This information will be incorporated into a National Profile on the CDA Training Program.

What You Should Do

Part A is to be completed by the Head Start grantee, delegate agency, and/or CDA contractor; and Part B by institutions/agencies/grantees providing CDA training to Head Start staff.

Grantees, delegate agencies and contractors who have CDA training services provided by a training institution are responsible for forwarding Part B to that/those institution(s). You are responsible for completing the Part B survey and returning one copy to each individual Head Start grantee/ delegate agency whose staff you train, one copy to the ACYF Regional Office, and one copy to the ACYF National Office.

WHERE TO MAIL THE FORMS: Part B

When Part A is completed by the Head Start grantee, delegate agency or CDA contractor, one copy is to be returned to the ACYF Regional Office:

- 1) Attention: Regional program Director, ACYF

AND ONE COPY TO THE ACYF National Office:

- 2) Attention:

When Part B is completed by the CDA training provider:

- 1. one copy is to be sent to each Head Start agency for whom CDA training is provided.
- 2. one copy to the ACYF Regional Office:
Attention: Regional Program Director, ACYF

- 3. one copy to the ACYF National Office:

Attention:

Instructions on Completion of Survey Items

Directions for completing the form are with the items on the survey. Some of the items are self-explanatory so that you will not find an explanation with each single item. If an item is not applicable to your program, this should be noted on the form with an "NA". The following symbols should be used:

Item Not Applicable	NA
Entry is Zero	0

Definition of Operating Period

For purposes of this survey, an operating period is defined as the time in which you plan and carry out activities and services for the Head Start staff enrolled in your CDA training program. This is typically the academic year of two semesters or three quarters plus planning periods such as the summer months.

Definition of Early Childhood Education Degree

Baccalaureate or higher degree with a major in early childhood education and a minimum of 12 weeks supervised field experience. Teacher training institutions and departments of family studies or home economics (human ecology) offer a major in early childhood education in one, or a combination of the following ways: child development, preschool education, nursery school education, prekindergarten education, or elementary education with a major in early childhood education/development.

NATIONAL PROGRAM SURVEY
OF HEAD START GRANTEES AND CDA TRAINING PROVIDERS

Department of Health and Human Services • Administration for Children,
Youth and Families • Head Start Bureau

One survey form must be completed by each CDA training provider. Copies of the survey Part B must be returned to each Head Start grantee, delegate agency, or contractor served by the CDA training provider.

Part B

(for agencies/institutions providing CDA training to Head Start)

<p>1. NAME OF CDA TRAINING PROVIDER, Institution, Agency for Which this Survey is Submitted:</p> <p>_____</p> <p>Street Address: _____</p> <p>City: _____ State: _____ Zip Code _____</p> <p>Telephone: () _____</p> <p>CDA Program Administrator: _____</p>	<p>ACYF Region or IMPD _____</p>
--	--------------------------------------

2. BACKGROUND INFORMATION	
A. Agency/Institution Described in this Report is:	
<p>1. Head Start grantee/delegate providing own CDA training.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>a. If <u>Yes</u>, valid college credit is received from:</p> <p>_____</p>	
<p>2. Agency/Organization Who Provides CDA training to Head Start Staff.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>a. If <u>Yes</u>, valid college credit is received from:</p> <p>_____</p>	

3. College/Institution of Higher Education Yes No

a. If Yes, the academic department from which CDA training is administered.

1. Education Yes No

2. Home Economics Yes No

3. Continuing Education Yes No

4. Psychology Yes No

5. Child Development Yes No

6. Other (specify) Yes No

4. Other (specify) _____ Yes No

a. If Yes, valid college credit is received from:

B. INDICATE THE NAME AND ADDRESS of all Head Start Grantees/ Delegate Agencies, and Non-Head Start Agencies (Title XX, BEOG, Private Child Care, etc.) served by your CDA training program, and the number of their staff in training:

Name	Address	No. of Staff in Training
1.	Head Start Grantees/Delegate Agencies	
Subtotal: Head Start:		
2.	Non-Head Start Agencies (Title XX, BEOG, private, Child Care, etc.)	
Total: Non-Head Start:		
3.	Total of All CDA Trainees (1 + 2):	

C. The year you first began providing CDA training for Head Start Staff: _____

3. ACADEMIC TRAINING

A. The following categories of personnel (without duplication of job roles) provide academic training in your CDA program:

- 1. College Faculty Yes No
- 2. Head Start trainers (100% CDA job role) Yes No
- 3. Grantee/delegate staff
 - a. Specify job role(s): _____ Yes No
- 4. Field supervisors (exclusive of A1 through A3) Yes No
- 5. Consultants Yes No
- 6. Other (specify) _____ Yes No

B. Academic Training is Offered:

- 1. On college campus Yes No
- 2. In Head Start Center Yes No
- 3. Other (specify) _____ Yes No

C. Traditional academic courses in Early Childhood Education or related field are modified to meet the CDA Training Criteria. Yes No

If No, skip to Item 3D. If Yes, complete Items C1-a through C1-e.

1. The following modifications have been made:

- a. courses organized by CDA Functional Area Yes No
- b. supervised field experiences added Yes No
- c. courses organized into separate modules for the CDA Competencies/ Functional Areas Yes No
- d. courses have been individualized Yes No
- e. Other (describe) _____ Yes No

D. Valid College Credit is Provided for:

- 1. Academic Training Yes No
 - a. If Yes, total amount of credit available is; _____ semester credit hours or _____ quarter credit hours.
- 2. Field Supervision Yes No
 - a. If Yes, total amount of credit available is: _____ semester credit hours or _____ quarter credit hours.
- 3. Award of CDA credential Yes No
 - a. If Yes, total amount of credit awarded is _____.

E. The CDA Training Methods Used Are:

- 1. Academic course work Yes No
- 2. Training Modules Yes No
- 3. Totally Field-based training Yes No
- 4. Independent Study Yes No
- 5. Credit by life experience Yes No
- 6. Credit by exam Yes No
- 7. Other (specify) _____ Yes No

F. Academic Training and Field Experiences are Integrated. Yes No

If No, skip to Item G. If Yes, complete Item F1-a through F1-d.

- 1. The following methods are used to integrate academic and field experiences:
 - a. Academic instructors and field supervisors are same persons Yes No
 - b. Team of faculty and CDA field supervisors who confer Yes No
 - c. Coordination of academic and field curriculum Yes No
 - d. Others (specify) _____ Yes No

4. FIELD TRAINING

A. The following Persons Provide CDA Training in the Head Start Centers:

- 1. College faculty Yes No
- 2. Head Start trainers (100% job role) Yes No
- 3. Head Start grantee/delegate staff
 - a. Specify job role(s): _____
 _____ Yes No
- 4. CDA Field Supervisors Yes No
- 5. Consultants Yes No
- 6. Other (specify) _____ Yes No

B. Field Supervision/Training is Offered at:

- 1. College lab school Yes No
- 2. Head Start site Yes No
- 3. Other (specify) _____ Yes No

C. The Ratio of CDA Trainees to Field Supervisor is (e.g., 10 to 1)

_____ to _____
(CDA trainees) (CDA Field Supervisors)

D. Indicate the frequency of CDA observation of the trainee in the HeadStart classroom working with children and the average length of field supervisor time spent onsite per observation:

- a. Visits per year: _____ per trainee
- b. Average time spent onsite per visit: _____

5. CDA PROGRAM ADMINISTRATION

A. Records on Trainee Involvement and Training Status are Maintained by the:

- 1. College Yes No
- 2. Head Start Yes No

- 3. Contractor Yes No
- 4. Other (specify) _____ Yes No

B. The CDA Training Provider Performs the Following Activities:

- 1. Conducts initial appraisal Yes No
- 2. Develops individual training plans Yes No
- 3. Allows exit from training program on an individual basis Yes No
- 4. Gives full credit when the credential is obtained Yes No

6. HEAD START TRAINEE POPULATION

A. The Total Number of Head Start Trainees Currently in Your CDA Training (This Operating Year) by Category and Number is:

<u>Category</u>	<u>Number</u>
1. Classroom Personnel	
a. Teachers	_____
b. Aides	_____
2. Component Staff	
a. Home Visitors	_____
b. Social Services	_____
c. Handicapped Services	_____
3. Volunteers	
a. Teachers	_____
b. Aides	_____
4. Others	
a. Specialist/Coordinator (specify component)	_____

Total Head Start Enrolled
(6A-1 through 6A-4) _____

B. The Number of Trainees Who Received the CDA Credential During the Most Recent Operating Year is: _____

C. The Number of Trainees Who Dropped Out of Training Before Receiving the CDA Credential (during the most recent operating year) is: _____

D. The Total Number of Trainees Who Received the CDA Credential Since the Beginning of Your CDA Training Program is: _____

E. The Total Number of Trainees Who Dropped Out of Training Before Receiving the CDA Credential Since the Beginning of Your CDA Training Program is: _____

7. PROGRAM FUNDING AND STAFFING

The focus here is ascertaining the cost of producing credentialed CDAs. In this analysis, it is important to take into account costs that are included beyond funds provided by HSST/CDA (Program Account No. 20).

A. Indicate dollar amounts by category. (State all funding sources your institution/organization received this past year to provide CDA training to Head Start personnel.)

- 1. Head Start Program Account #20 (HSST/CDA) \$ _____
- 2. Other Head Start Funds (non PA #20) \$ _____
- 3. Pell Grants (BEOG) \$ _____
- 4. University Contributions (i.e., facilities, staff not on CDA payroll, travel, materials, etc.) \$ _____
- 5. Tuition Waivers \$ _____
- 6. Other (list) _____ \$ _____
 _____ \$ _____
 _____ \$ _____
- 7. Total (1-6) \$ _____



B. Indicate Cost per Intern:

(Total costs \div number of trainees = average cost per intern)

$$1. \frac{\text{Total Costs (A-7)}}{\text{\# of Trainees (2B-1)}} = \text{Average Cost per Intern}$$

C. Cost of Field Supervision

1. Field supervision is provided from HSST/CDA Funds. Yes No

If Yes, complete a-b; if No, skip to 2.

a. The dollar amount spent is: \$ _____

b. What percentage of the HSST/CDA budget is expended for field supervision?

(A1 \div C1-a = percentage)

$$\frac{\text{A1}}{\text{C1-a}} = \text{_____}$$

2. Other resources are used for support of field supervision. Yes No

If Yes, complete a; if No, skip to b.

a. List these resources and dollar amount:

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____
4. Total: \$ _____

b. If you answered No to C1 and C2, describe how field supervision is provided:

3. Compute the overall cost for field supervision
(1a + 2a-4 = total cost) \$ _____
4. Average field supervision cost per trainee
(C3 ÷ total # of trainees (2B-1) = average
cost per trainee) \$ _____
- | | | |
|--|--|--|
| $\frac{\text{Total cost of field supervision (C3)}}{\text{\# of trainees (2B-1)}} = \text{average cost per trainee}$ | | |
|--|--|--|

8. NAME OF PERSON to Contact if Additional Information Regarding this Form is Needed:

Name

Title

()

Telephone

9. NAME AND TITLE OF APPROVING OFFICIAL

(Program Director or other individual responsible for certifying that this form is the agency's authorized response.)

Name

Title

Date

Signature

10. COMMENTS

COMMENTS (continued)

End of Part B

Return: One Copy to Each Grantee for Whom CDA Training Services
are Provided.

One Copy to ACYF Regional Office: Attention: ACYF
Regional Program Director

One Copy to ACYF National Office: Attention:

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

PART I: HEAD START GRANTEES, DELEGATE AGENCIES,
AND CDA CONTRACTORS

PART II: CDA TRAINING PROVIDER

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

PART I: GRANTEES, DELEGATE AGENCIES,
AND CDA CONTRACTORS

CDA TRAINING PROVIDER
IMPROVEMENT SYSTEM

WHAT WE ARE SENDING

Attached is the CDA Training Provider Improvement System. This package contains two sets of instruments. Part I is to be completed by the Head Start grantee/delegate agency or CDA contractor. Part II is to be completed by the institution/agency providing CDA training to Head Start staff.

FILING DATE: _____

Both parts of completed system must be returned to ACYF Regional and National Offices no later than _____.

WHERE TO GO FOR HELP

If you have any questions or problems completing the instruments, you may contact _____ at _____.

PURPOSE AND NATURE OF THE CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

The Administration for Children, Youth, and Families (ACYF) is implementing a CDA Training Provider Improvement System. The purposes of the system are to update the CDA Program Profile; and to facilitate CDA training program reviews and improvements.

The Training Provider Improvement System is designed to enable the providers of CDA training to analyze their training program practices in relation to ACYF CDA Training Criteria. It is based on the following premises: 1) Analyses of CDA training programs can most efficiently be conducted by the providers themselves; 2) Their involvement in this process will help them identify program areas that need to be strengthened or improved; 3) The identification of problem areas will contribute to efforts designed to accomplish these program improvements.

The self analysis process requires training providers to answer a self-administered questionnaire (Part II) covering major features of their CDA training program, and then analyze their responses to determine the degree of compliance with CDA Training Criteria and other program expectations.

A second purpose of the Training Provider Improvement System is to collect current program information to update the CDA Program Profile which initially will be based on the one-time National CDA Program Survey. Updated program data will be collected from both Head Start grantees, delegate agencies, CDA contractors, and CDA training providers. The Training Provider Improvement System includes two sets of instruments. They are: 1) Program Update Survey (Part I); 2) Training Provider Self Analysis (Part II).

Part I, Program Update Survey for Head Start Grantees, Delegate Agencies and CDA Contractors, is designed to collect current program information for the purposes of updating the regional and National CDA Program Profiles. Part I is to be completed on an annual basis.

Part II, The Training Provider Self Analysis, focuses on the self analysis of program performance. The instrument is to be completed by the CDA training provider on an annual basis, and is to be provided to the Head Start grantee whose staff is being trained, ACYF Regional and National Offices.

WHAT YOU SHOULD DO

Part I, Program Survey Update, is to be completed by the Head Start grantee, delegate agency, and/or CDA contractor; and Part II, CDA Training Provider Self-Analysis, by institutions/agencies providing CDA training to Head Start staff.

Grantees, delegate agencies, and contractors who have CDA training services provided by a training institution/agency are responsible for forwarding Part II to that/those institution(s). Ask the training provider to complete it and return one copy to you, one copy to the ACYF Regional Office, and one copy to the ACYF National Office.

Grantees and delegate agencies which operate full year programs are to complete Part I for those programs they operate directly. Each grantee and delegate agency must complete a separate Part I instrument. In no case should data from the delegate agency programs be combined with grantee program data.

Grantees which both operate programs directly and maintain central office staff for their programs and their delegate programs are required to complete all of Part I.

Grantees which do not directly operate a Head Start program but maintain a central office staff to assist delegate agencies in their program operations are to complete Items 1-8. Grantees which delegate all of their Head Start program operations (do not operate programs directly and do not maintain office staff) are to complete Items 1-8.

You are to report on full year programs; no report is required for summer Head Start programs or for parent and child centers.

You should complete Part I and forward Part II to the institution/agency which provides CDA training to your staff. The training provider should complete Part II and return the completed instrument to you, the Regional Office, and the National Office.

FOR MIGRANT PROGRAMS' ONLY

Migrant programs which begin operations in October and close in May or June (known as Home-Based Migrant Programs) are to complete this survey and return it by the date in these instructions.

Migrant programs which begin operations in the spring or summer and close in October or November (known as Upstream Programs or Destination Sites) are not required to complete this survey.

WHERE TO MAIL THE FORMS

When Part I is completed by the Head Start grantee, delegate agency or CDA contractor, one copy is to be returned to the ACYF Regional Office:

- 1) Attention: Regional Program Director, ACYF

and one copy to the ACYF National Office:

- 2) Attention:

When Part II is completed by the CDA training provider,

- 1. one copy is to be sent to each Head Start agency for whom CDA training is provided.
- 2. one copy to the ACYF Regional Office:

Attention:

3. one copy to the ACYF National Office:

Attention: _____

INSTRUCTIONS ON COMPLETION OF SURVEY ITEMS

Directions for completing the form are with the items on the survey. Some of the items are self-explanatory so that you will not find an explanation with each single item. If an item is not applicable to your program, this should be noted on the form, with an "NA." The following symbols should be used:

Item Not Applicable = NA
 Entry is Zero = 0

DEFINITION OF OPERATING PERIOD

For purposes of this survey, an operating period is defined as the time in which you plan and carry out activities and services for the children enrolled in your 19 -19 program. Note: This is not your budget or funding year.

DEFINITION OF EARLY CHILDHOOD EDUCATION DEGREE

Baccalaureate or higher degree with a major in early childhood education and a minimum of 12 weeks supervised field experience. Teacher training institutions and departments of family studies or home economics (human ecology) offer a major in early childhood education in one, or a combination of, the following ways: child development, preschool education, or elementary education with a major in early childhood education/development.

CDA TRAINING PROVIDER

IMPROVEMENT SYSTEM

Department of Health and Human Services • Administration for Children, Youth, and Families • Head Start Bureau

One separate Part I instrument must be completed for each grantee and each delegate agency. Do not combine grantee and delegate agency data on one Part I instrument.

PART I

(For grantees, delegate agencies, CDA contractors)

1. NAME OF GRANTEE OR DELEGATE AGENCY ACYF Region
for which this instrument is submitted: or IMPD _____

Street Address: _____

City: _____ State: _____ Zip Code _____

Telephone: () _____ Head Start Grant Number _____

Head Start Director _____

NOTE: Give the complete name of the agency directly operating the Head Start programs or paying the staff described in the instruments. With the exception of Item 2, all following items will refer only to programs or staff of the agency named in this item.

(If same as above, put "same.")

2. GRANTEE NAME: _____

Street Address: _____

City: _____ State: _____ Zip Code _____

Telephone: () _____ Executive Director: _____

3. AGENCY DESCRIBED IN THIS REPORT IS: (Check the phrase which describes the agency named in Item 1).

- Grantee which directly operated program(s) (complete all items)
- Grantee which maintains ACYF-funded central office staff only--operates no programs directly (complete Items 1 through 6)
- Delegate agency (complete all Items)
- Grantee which delegates all of its programs--operates no programs directly and maintains no ACYF-funded central staff (complete Items 1 through 6)

4. TYPE OF AGENCY COMPLETING THIS REPORT:

- Community Action Agency
- Local Government Agency (non-CAA)
- School System (public/private)
- Other (specify) _____
- Private/Public Non-Profit (Non-CAA) (e.g., churches, universities, etc.)

5. AREA SERVED: (Check the one which best describes area you serve)

- Urban/Suburban
- Rural
- Both Urban/Suburban and Rural

6. IF YOU CONTRACT FOR OR PURCHASE CDA TRAINING SERVICES, LIST THE NAMES AND ADDRESSES OF THE AGENCY/INSTITUTION(S) PROVIDING CDA TRAINING FOR YOUR STAFF AND THE NUMBER OF STAFF BEING TRAINED BY EACH INSTITUTION.

	Name	Address	# of Staff in CDA training
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____
D.	_____	_____	_____
E.	_____	_____	_____

F. _____

G. _____

Total # of Staff in Training _____

7. HEAD START CDA TRAINEE INFORMATION

A. Indicate (without duplication) the number of your Head Start staff currently in CDA training by the following categories of personnel, and length of time in training.

<u>Categories of Personnel</u>	<u>Length of Time in Training</u>			Total
	12 months or less	13-24 months	more than 24 months	
1. Classroom Personnel exclusive of PCC)				
a. Teachers				
b. Teacher Aides				
2. Component Staff				
a. Home Visitors				
b. Social Services				
c. Handicapped Services				
3. Volunteers				
a. Teachers				
B. Aides				
4. Other (not included in above)				
a. Specialist/Coordinator (specify component)				
Totals:				

B. Total # of staff in CDA training: (A1 + A2 + A3 + A4) _____

1. Of the total in training, how many are in training for a Bilingual/Bicultural CDA credential: _____

C. Indicate (without duplication) the qualifications of your Head Start staff by the following categories of personnel:

<u>Categories of Personnel</u>	<u>Qualifications</u>				
	Have CDA Credential	Have BA Degree	Have CDA & BA	Currently in CDA Training	Need CDA Training
1. Classroom Personnel					
a. Teachers					
b. Aides					
2. Component Staff					
a. Home Visitors					
b. Social Services					
c. Handicapped Services					
3. Volunteers					
a. Teachers					
b. Aides					
4. Others (not included in above)					
a. Specialist/Coordinator (specify component): _____					

Totals

(7B)

D. Indicate (without duplication) the number of CDAs employed in your program who were credentialed this operating year, by category:

- 1. Teachers _____
- 2. Aides _____
- 3. Home Visitors _____
- 4. Social Services Staff _____
- 5. Handicapped Services Staff _____
- 6. Volunteers _____
- 7. Other (specify) _____
- 8. Total (D1 through D8) _____
- 9. Of the total (D8), indicate the number who received the bilingual/bicultural CDA credential: _____

E. The grantee/delegate agency has rewarded or recognized Head Start staff receiving the CDA credential in the following ways:

- 1. Verbal or written communion Yes No
- 2. Promotion Yes No
 - a. If so, how many CDAs: _____
 - b. If so, indicate job role to which CDA was promoted: _____
- 3. Financial Yes No
 - a. If so, indicate how _____
- 4. Other (specify) _____ Yes No

F. The constraints for recognizing new CDAs are:

- 1. Financial Yes No
- 2. CDA still needs more training Yes No
- 3. Personnel policies Yes No
- 4. Other (specify) _____ Yes No

G. Indicate approximate length of CDA training time:

- 1. Shortest length of time in CDA training: _____
- 2. Longest length of time in CDA training: _____
- 3. Average length of time in CDA training: _____

H. Indicate the number of Head Start staff who, in the last year:

- 1. Left Head Start employment
 - a. While in CDA training _____
 - b. After being credentialed as a CDA _____
 - c. After receiving a B.A. degree _____
- 2. Dropped out of CDA training _____
- 3. Were counseled out of CDA training _____
- 4. Total (H1 through H3) _____

I. Of the total (H4), this operating year, how many CDA trainees were:

- 1. Bilingual/Bicultural staff _____
- 2. Home Visitors _____
- 3. Handicapped Services Staff _____
- 4. Social Services Staff _____
- 5. Specialist/Coordinator _____
- 6. Volunteers _____
- 7. Other (specify) _____
- 8. Total number who left staff (I1 through I7) _____

J. Our Head Start program needs CDA training. Yes No

K. Our Head Start program needs CDA technical assistance. Yes No

1. If yes, indicate the areas of CDA TA needed:

- a. CDA materials Yes No
- b. CDA training methodology Yes No
- c. Staff responsibilities Yes No
- d. Field supervision Yes No

- e. CDA program administration Yes No
- f. Other (specify) _____
 _____ Yes No

8. FUNDING FOR THIS OPERATING YEAR

- A. Do you receive CYF funding for CDA training? Yes No

(If yes, please complete items A1-A5).

1. Indicate total dollar amount from Head Start Program Account No. 20 (HSST/CDA funds) direct-funded to your Head Start grantee/delegate agency (or to you, if a contractor for Head Start CDA):

\$ _____

(Items 1a and 1b to be completed by grantee/delegate only).

a. Indicate total amount of other dollars from P.A. #20 (unrestricted or inservice training) used for CDA training:

\$ _____

b. Indicate total amount of Head Start funds non-P.A. #20 used for CDA training

\$ _____

c. Indicate total amount of all Head Start funding used for CDA training

(1 + 1a + 1b) \$ _____

2. Indicate average Head Start funding cost per trainee by completing:

$$\frac{\text{Total Head Start Cost for Training (A1-c)}}{\text{Total Number of Trainees (7B)}} = \text{Average Head Start Cost per Trainee}$$

\$ _____



B. Other Funding

1. Indicate total dollar amount from non-Head Start funding sources used for CDA training:

- a. Tuition waivers \$ _____
- b. In-kind contributions \$ _____
- c. Professional staff time (non-CDA paid) \$ _____
- d. Pell Grants (BEOG) \$ _____
- e. Other (Specify) _____ \$ _____
- f. Indicate total amount of all other funding used for CDA (1a through 1e) \$ _____

2. Indicate average non-Head Start funding cost per trainee by completing:

$$\frac{\text{Total Non-Head Start Funds (B1-f)}}{\text{Total Number of Trainers (7B)}} = \$ \text{Average Non-Head Start Cost per Trainee}$$

C. Indicate total gross funding for CDA training (A1-c + B1-f):

\$ _____

D. Indicate gross average cost per trainee by completing:

$$\frac{\text{Total Cost for Training (C)}}{\text{Total Number of Trainees (7B)}} = \$ \text{Average Gross Cost per Trainee}$$

E. If you contract for/purchase CDA training services, give the total amount of money budgeted for contracted/purchased CDA training this program year:

\$ _____

1. The following services were purchased/contracted this year:

- a. Academic courses Yes No
- b. Field supervision Yes No
- c. Consultant time Yes No
- d. Materials Yes No
- e. Other (specify) _____ Yes No

9. CDA TRAINING ACTIVITIES

A. Changes have been made during this operating year in the following:

1. Training Coordination Yes No

a. If yes, describe changes: _____

2. Use of Head Start Staff as CDA field supervisors Yes No

a. If yes, describe changes: _____

3. Training Methods Yes No

a. If yes, describe changes: _____

4. CDA Field Supervision Yes No

a. If yes, describe changes: _____

5. Staff Responsibilities Yes No

a. If yes, describe changes: _____

6. Other (specify): _____ Yes No

B. Participation in CDA Training has resulted in the following major positive impacts:

- 1. Staff skills and performance improvement Yes No
- 2. Improved services to children Yes No
- 3. Assistance in validation, compliance with performance standards, and program improvement Yes No
- 4. Changes in personnel policies Yes No
- 5. Improved staff morale Yes No
- 6. Other (specify) _____ Yes No

C. CDA has had the following major negative impact on our Head Start program: No

- 1. Too Much Time Commitment Needed Yes No
- 2. Expense Yes No
- 3. Staff morale Yes No
- 4. Conflicts with training Yes No
- 5. Personnel policies Yes No
- 6. Other (specify) _____ Yes No

10. NAME OF PERSON TO CONTACT if additional information regarding this instrument is needed:

_____ () _____
 Name Title Telephone

11. NAME AND TITLE OF APPROVING OFFICIAL:

(Agency Director or other individual responsible for certifying that this form is the agency's authorized response)

_____ _____ _____
 Name Title Date

12. COMMENTS:

END OF PART I

Mail one copy of Part I to: Regional Program Director, ACYF.

Mail one copy of Part I to: National ACYF, ATTENTION: _____.

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

PART II: CDA TRAINING PROVIDER

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

PART II

Self-Analysis

(To be completed by Head Start CDA Training Providers)

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

PART II

WHAT WE ARE SENDING

Attached is the CDA Training Provider Improvement System. This system contains two parts. Part I is to be completed by the Head Start grantee, delegate agency, and/or CDA contractor. Part II, Self-Analysis, is to be completed by the institution/agency providing CDA training to Head Start staff.

FILING DATE: _____

Both sets of the completed forms must be returned to ACYF Regional and National Offices no later than _____.

WHERE TO GO FOR HELP

If you have any questions or problems completing these forms, you may contact _____ at _____.

PURPOSE AND NATURE OF THE CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

The Administration on Children, Youth, and Families (ACYF) has developed a Training Provider Improvement System to support institutions/agencies providing CDA training to Head Start staff and to improve the quality of the training they provide. The attached, Part II: Self-Analysis, represents the cornerstone of the system for the self-assessment and improvement process for providers of CDA training.

WHAT YOU SHOULD DO

Part I is to be completed by the Head Start grantee, delegate agency, and/or CDA contractor; and Part II by the institutions/agencies providing CDA training to Head Start staff.

Grantees, delegate agencies, and/or contractors who have CDA training services provided by a training institution are responsible for forwarding Part II to that/those institution(s). You are responsible for completing the Part II Self-Analysis and returning one copy to each individual Head Start grantee/ delegate agency whose staff you train, one copy to the ACYF Regional Office, and one copy to the ACYF National Office.

WHERE TO MAIL THE FORMS

When Part I is completed by the Head Start grantee, delegate agency or CDA contractor, one copy is to be returned to the ACYF Regional Office:

- 1) Attention: Regional Program Director, ACYF

and one copy to the ACYF National Office:

- 2) Attention:

When Part II is completed by the CDA training provider,

- 1. one copy is to be sent to each Head Start agency for whom CDA training is provided.

- 2. one copy to the ACYF Regional Office:

Attention:

- 3. one copy to the ACYF National Office:

Attention:

INSTRUCTIONS ON COMPLETION OF SELF-ANALYSIS ITEMS

Directions for completing the Self-Analysis are with the items on the instrument. Most of the items are self-explanatory so that you will not find an explanation with each single item. If an item is not applicable to your training program, this should be noted on the form with an "NA." The following symbols should be used:

Item Not Applicable = NA
Entry is Zero = 0

By answering these items and then analyzing your answers, it will be possible for you to identify areas that may require improvement, strengthening, or redirection. A self-analysis work sheet is provided at the end of each section to help you identify program improvement needs, material resources available, and the actions that may be required to accomplish these improvements. The success of this process relies on a thorough and open self-analysis of your CDA training program.

DEFINITION OF OPERATING PERIOD

For purposes of this Self-Analysis, an operating period is defined as the time in which you plan and carry out activities and services for the Head Start staff enrolled in your CDA training program. This is typically the academic year of two semesters or three quarters plus the planning periods such as the summer months.

DEFINITION OF EARLY CHILDHOOD EDUCATION DEGREE

Baccalaureate or higher degree with a major in early child education and a minimum of 12 weeks supervised field experience. Teacher training institutions and departments of family studies or home economics (human ecology) offer a major in early childhood education in one, or a combination of the following ways: child development, preschool education, nursery school education, pre-kindergarten education, or elementary education with a major in early childhood education/development.

CDA TRAINING PROVIDER IMPROVEMENT SYSTEM

Department of Health and Human Services • Administration for Children, Youth, and Families • Head Start Bureau

One Self-Analysis instrument must be completed by each CDA training provider. Copies of the Part II: Self-Analysis must be returned to each Head Start grantee, delegate agency, or contractor served by the CDA training provider, the ACYF Regional Office, and the ACYF National Office.

PART II

(For agencies, institutions providing CDA training to Head Start)

ACYF Region
or IMPD _____

1. NAME OF CDA TRAINING PROVIDER, INSTITUTION, AGENCY FOR WHICH THIS SELF-ANALYSIS IS COMPLETED:

Street Address: _____

City: _____ State: _____ Zip Code _____

CDA Program Administrator: _____

2. BACKGROUND INFORMATION

A. Agency/Institution Described in this Report is:

1. Head Start grantee/delegate providing own CDA training Yes No

a. If yes, valid college credit is received from _____

2. Agency/Organization who provides CDA training to Head Start staff Yes No

a. If yes, valid college credit is received from _____

3. College/Institution of higher education Yes No



a. If yes, please answer 3a-1 through 3a-4. If no, skip to 4.

1. Type of college

- a. Technical college Yes No
 - b. Junior college Yes No
 - c. Community college Yes No
 - d. University Yes No
 - e. College Yes No
 - f. Other (specify) Yes No
-

2. Administration

- a. Public Yes No
 - b. Private Yes No
 - c. Independent Yes No
 - d. Other (specify) Yes No
-

3. Grading periods are scheduled on the following basis:

- a. Semester Yes No
 - b. Quarter Yes No
 - c. Trimester Yes No
 - d. Open Yes No
 - e. Other (specify) Yes No
-

4. The CDA training program is administered by the following academic department (in an institution of higher education):

- a. Child Development Yes No
- b. Education Yes No

- c. Home Economics Yes No
- d. Continuing Education Yes No
- e. Psychology Yes No
- f. Other (specify) Yes No

4. Other (specify) _____ Yes No

a. If yes, valid college credit is received from _____

B. College credit for CDA training is awarded from the following department(s):

- 1. Education Yes No
- 2. Home Economics Yes No
- 3. Child Development Yes No
- 4. Psychology Yes No
- 5. Continuing Education Yes No
- 6. Other (specify) _____ Yes No

C. The CDA training program year is from _____ to _____
(month) (month)

D. The academic year is from _____ to _____
(month) (month)

E. Identify by name and address all Head Start agencies and non Head Start agencies served by your CDA training program and the number of their staff in training. (Use back of page if needed.)

Name/Address of Grantee(s)

Number of Staff
in Training

1. Sub-total: Head Start	

2. Total of Other CDA Trainees _____

3. Total of All CDA Trainees
(1 + 2) _____

F. Name and position of person completing the Self-Analysis:

_____ (name) _____ (position)

G. Date Self-Analysis Completed: _____

3. CDA TRAINING METHODS

A. The training methods used in implementing the CDA training program are:

- 1. Academic course work Yes No
- 2. Training modules Yes No
- 3. Totally field-based training Yes No

4. Independent studies Yes No
5. Credit for life experience Yes No
6. Credit by exam Yes No
7. Other (specify) _____ Yes No

- B. Complete the following table for training methods used by your program for each CDA Competency/Functional Area.

Types and Frequency of Methods for CDA Training
for each CDA Competency/Functional Area

CDA Competency/ Functional Areas	Training Method, by Type				
	Academic Course Work	Training Module	Totally Field-Based Training	Independent Studies	Other Methods (Specify)
I. Set up and main- tain a safe and healthy learning environment					
A. Safe					
B. Healthy					
C. Environment					
II. Advance physical and intellectual competence					
A. Physical					
B. Cognitive					
C. Language					
D. Creative					
III. Build Positive self-concept and individual strength					
A. Self- Concept					
B. Individual Strength					

CDA Competency/
Functional Areas

Training Method, by Type

	Academic Course Work	Training Module	Totally Field-Based Training	Independent Studies	Other Methods (Specify)
IV. Organize and sustain positive functioning of children and adults in a group...					
A. Social					
B. Group Management					
V. Bring about optimal coordination of home and center child-rearing practices and expectations					
A. Home					
B. Center					
VI. Carry out supplementary responsibilities related to children's program...					
A. Staff					
VII. Bilingual/Bicultural					
Frequency of Methods by Type					

Self-Analysis for Section 3. CDA Training Methods

Instructions

Now you are ready to assess your training methods. Please review your answers on the preceding pages and answer the following questions.



- A. Is each CDA Competency/Functional Area addressed in the program by more than one method of training? Yes No
1. In your judgment, which of the Competency/Functional Areas requires additional training methods not currently available?
-
-
- B. Is the choice of training methods based on an initial appraisal of each trainee's needs with respect to the acquisition of the Competencies/Functional Areas? Yes No
- C. Does the program's implementation allow for reconsideration and adjustment of training methods in light of ongoing appraisal? Yes No
- D. Is there a defined process for integrating the delivery of the academic and field training within the program? Yes No
- E. Has this process been followed in actual implementation? Yes No
- F. What changes or improvements are needed to enhance training integration and delivery? Please list below.
-
-
-
- G. In view of the training experience during the past year, which, if any, of the existing training methods require change or modification with respect to the individual needs and training plans of the trainees?
-
-
-
- H. Does the relationship between the academic delivery and supervised field experience provide continuing communication? Yes No

1. What changes do you feel are needed to improve academic and field communication, coordination, and greater responsiveness to the individual needs of trainees?
-
-

- I. Which needs, if any, should be addressed in improving the knowledge, skills, and abilities of CDA program personnel in the delivery of integrated academic and field training?
-
-

- J. What updates, modifications, or additions are needed to enhance the existing program training plan? (For example, training content, integration, delivery methods, personnel.)
-
-
-

References:

- The Child Development Associate Program: A Guide to Field Supervision
- The Child Development Associate Program: A Guide to Training
- The Child Development Associate Program: A Guide to Curriculum Development

4. CDA TRAINING REQUIREMENTS

(There are six criteria for Head Start CDA training which must be addressed. Under each criteria there are a number of separate indicators which describe methods of implementing that criterion.)

Self-Analysis for the CDA Training Requirements:

It is important to understand that it generally takes training institutions from two to three years to fully grasp and implement CDA training according

to ACYF's Training Criteria. Therefore, this self-analysis should be seen as a means of improving your program over a period of time, rather than as a one-time judgment.

Ideally, all of your check marks for the criterion indicators should be checked "yes," in order for your program to be in compliance with ACYF's CDA Training requirements.

If any of your indicators in the criteria fall in the "no," category, you should carefully review the activities and make a decision as to how this area could be improved.)

A. * CRITERION 1: ALL TRAINING SHOULD BE BASED ON THE CDA COMPETENCIES AND LEAD TO THEIR ACQUISITION.

- | | | |
|--|------------------------------|-----------------------------|
| 1. The thrust of each component of the CDA training program is based on specific CDA Competencies and Functional Areas. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. All academic work leads to the attainment of the Competencies and Functional Areas. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. All field work leads to the attainment of the CDA Competencies and Functional Areas | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Academic and field assignments are formulated for inclusion in the LAT portfolio | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. The completion of a given segment of the CDA training program is determined by both demonstrated competence in the Head Start classroom and by an evaluation of the trainee's knowledge base. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Self-Analysis for A. Criterion 1: All training should be based on the CDA Competencies and lead to their acquisition.

Review your answers to the indicators of minimum compliance with this CDA Training Criterion. If you answered No to any of these indicators, you may have some gaps in your CDA training program design and/or implementation.

- A. If you answered No to any of the five indicators you may want to refer to the references listed below or complete the following activities for assistance in identifying needed changes and directions in which to proceed.

● **References:** The Child Development Associate Program: A Guide to Curriculum Development

The Child Development Associate Program: A Guide to Training

The Child Development Associate Program: A Guide to Field Supervision

Descriptive Guide to CDA Resources, Volume 2

LAT Portfolio Guidelines, CDA National Credentialing Program, Bank Street College

● **Activities:** Review Training Criterion 3, Supervised Field Experience, and Criterion 4, Integration of Academic and Field Experiences, presented later in this Self-Analysis. Correlate the indicators listed with the indicators of Criterion 1, Training Based on the CDA Competencies.

B. List below those areas of improvement needed to more fully meet this Training Criterion.

C. Indicate the actions you plan to take to more fully meet this criterion.

B. **CRITERION 2: VALID CREDIT SHOULD BE OFFERED FOR CDA TRAINING.¹**
(valid credit means college credit applicable to an AAS or BA/S degree in Early Childhood Education, Child Development, or a related field.)

- 1. Valid college credit is available for all CDA training. Yes No
- 2. Each trainee can receive college credit for all CDA work (i.e., college course work, independent study, supervised field experience, etc.) Yes No

¹Valid credit is required (mandatory) for programs contracted by ACYF to provide HSST/CDA training for grantees by ACYF. Valid credit should be arranged by grantee with a college or university.

- 3. The CDA curriculum is arranged so that "prerequisite" courses (not related directly to the CDA competencies) are unnecessary. Yes No
- 4. The total amount of valid credit available for CDA training is:
 - 1. _____ Semester credits
 - 2. _____ Quarter credits
 - 3. Other (specify) _____
- 5. The average amount of credit earned by a CDA trainee while in this program is:
 - 1. _____ Semester credits
 - 2. _____ Quarter credits
 - 3. Other (specify) _____

Self-Analysis for B. Criterion 2: Valid credit should be offered for CDA training.

Review your answers to the indicators of minimum compliance with this CDA Training Criterion.

A. If your response to #1, 2, or 3 was No, you may want to refer to the references listed below for assistance in identifying needed changes and directions in which to proceed.

- References: CDA Pilots, Innovations in Training
The Child Development Associate Program: A Guide to Training

B. If you think the average amount of credit earned by a CDA trainee while in your program, #5, needs improvement, you may want to refer to Section 7, Program Process, Outcomes and Impact presented later in the Self-Analysis.

C. List below those areas of improvement needed to more fully meet the Training Criterion.



D. Indicate the actions you plan to take to more fully meet the Criterion.

C. CRITERION 3: FIFTY PERCENT OR MORE OF THE TRAINEE'S TOTAL TRAINING TIME SHOULD BE SPENT IN SUPERVISED FIELD EXPERIENCES.

1. Fifty percent or more of the total training time is given to supervised field work Yes No
2. Supervised field work is an integral part of the academic requirements for valid credit. Yes No
 - a. The curriculum includes field supervision content materials Yes No
3. There is a system for revising individual training plans, if needed, as a result of the supervision in the field Yes No
4. Indicate the frequency of observation of the trainee in the Head Start classroom working with children and the average length of field supervisor time spent onsite per observation:
 - a. Visits per year: _____ per trainee
 - b. Average time spent onsite per visit: _____
5. The ratio of CDA field supervisor to trainees is: _____ field supervisor(s) to _____ trainees.
6. Head Start staff members are used in CDA field supervision Yes No
 - a. If yes, indicate the Head Start staff used by job title: _____
 - b. If yes, does your CDA training program provide training for Head Start staff serving as CDA field supervisors? Yes No

Self-Analysis for C. Criterion 3: Fifty percent or more of the trainees' total time should be spent in supervised field experiences.

Review your responses to the indicators for meeting this CDA Training Criterion.

- A. If your response to #1, 2, or 3 was No, the references listed below may assist you in identifying needed changes and directions in which to proceed.

o References: The Child Development Associate Program: A Guide to Field Supervision

The Child Development Associate Program: A Guide to Training

- B. List those areas of improvement needed to more fully meet this CDA Training Criterion, Supervised Field Experiences.

- C. Indicate what actions you intend to take to more fully meet the Criterion.

- D. CRITERION 4: TRAINING MUST BE ORGANIZED SO THAT ACADEMIC AND FIELD WORK ARE INTEGRATED.

1. The person providing the academic part of the training adjusts the content of academic material based on the supervised field experience and/or the revised training plan.

Yes

No

2. When the field supervisor and academic trainer positions are filled by different people, the two people communicate regularly regarding the ongoing revision of the individual's training plan.

Yes

No

3. The academic work being undertaken is incorporated in the field supervision.

Yes

No

4. Field work is an integral part of the academic experience. Yes No
5. Academic and field experiences are integrated in individual conferences following observation of the trainee working with children. Yes No

Self-Analysis for D. Criterion 4: Training must be organized so that academic and field work are integrated.

Review your responses to the indicators describing methods needed to meet this Criterion.

- A. If you answered No to any of the five indicators, you may want to refer to the references listed and/or complete the suggested activities for assistance in identifying problem areas and needed changes.

- References: The Child Development Associate Program: A Guide to Curriculum Development

The Child Development Associate Program: A Guide to Field Supervision

The Child Development Associate Program: A Guide to Training

- Activities: Review Training Criterion 1, Training Based on the CDA Competencies, and Criterion 3, Supervised Field Experiences. Correlate the indicators and your responses listed under these Criteria with the indicators and your responses for Criterion 4, Integration of Academic and Field Experiences.

Review Section 5, Program Management and Administration presented later in this Self-Analysis.

- B. List those areas of improvement needed to more fully meet this Training Criterion, Integration of Academic and Field Experiences.

- C. Indicate the actions you will take to more fully meet the Criterion.

E. **CRITERION 5: TRAINING MUST BE INDIVIDUALIZED ACCORDING TO EACH TRAINEE'S STRENGTHS AND NEEDS WITH RESPECT TO ACQUISITION OF THE CDA COMPETENCIES.**

- | | | | |
|----|--|------------------------------|-----------------------------|
| 1. | An initial appraisal of the trainee's strengths and needs in each CDA Functional Area is completed. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. | The initial appraisal results in an individualized CDA training plan, including the academic content to be undertaken, which is agreed to by the trainee and the CDA trainer(s). | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. | Individual training plans are revised as a result of ongoing appraisals. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. | Academic and field experiences are provided which are consistent with the preferred learning style of the trainee. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| a. | A variety of resource materials are available consistent with the trainee's preferred learning style. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. | Academic experiences are adapted to meet individual training needs. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Self-Analysis for E. Criterion 5: Training must be individualized according to each trainee's strengths and needs with respect to acquisition of the CDA Competencies.

Review your responses to the indicators necessary for meeting this Criterion.

A. If you responded No to any of the five indicators, the references cited may be of assistance in identifying problem areas and directions in which to proceed.

- References: The Child Development Associate Program: A Guide to Field Supervision
- The Child Development Associate Program: A Guide to Training

B. List those areas of improvement needed.

- C. Indicate actions you plan to implement to more fully meet the Criterion, Individualization.

F. **CRITERION 6: TRAINING MUST BE FLEXIBLY SCHEDULED SO THAT LENGTH OF TRAINING TIME CAN VARY AND SO THAT EXIT FROM THE TRAINING PROGRAM DEPENDS ON EACH TRAINEE'S ACQUISITION OF THE CDA COMPETENCIES.**

- | | | |
|---|------------------------------|-----------------------------|
| 1. Training is designed so that the trainee can progress at her/his own rate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The trainee can exit the CDA training program as soon as he/she demonstrates the CDA Competencies. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. The trainee can receive credit by exam and/or credit upon award of the CDA credential. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Self-Analysis for F. Criterion 6: Training must be flexibly scheduled so that length of training time can vary and so that exit from the training program depends on each trainee's acquisition of the CDA Competencies.

Review your responses to the indicators for meeting this Criterion.

- A. If your response was No to #1 and/or #2 of the three indicators, you may want to review the references listed and complete the activities suggested for assistance in identifying areas of need and directions for program improvement.

- References: The Child Development Associate Program: A Guide to Training
- Activities: Review Section 5, Program Management, and Section 7, Program Process, presented later in this Self-Analysis, for suggested methods for improvement in this Criterion.

- B. List those areas of improvement needed to more fully meet this Training Criterion.

- C. Following review, indicate the actions you plan to take to more fully meet the Criterion, Flexible Scheduling.

5. PROGRAM MANAGEMENT AND ADMINISTRATION

- A. Program has written contracts which clearly define responsibilities, relationships, and financial arrangements worked out with their cooperating organizations/units. Yes No

(If no, go on to Question B. If yes, complete 1a - 1c)

1. Written contracts have been developed with the following groups, if applicable:
- a. CDA staff Yes No
- b. Instructional personnel Yes No
- c. Head Start agency and personnel Yes No
- B. A time log is kept on how much time each staff person spends on CDA responsibilities. Yes No
- C. Grade reports, training observations, and anecdotal data are kept on file for each intern. Yes No
- D. Adequate time and money have been budgeted for travel and observation of interns. Yes No
- E. A project accounting of funds is kept by the CDA staff personnel. Yes No

- F. The CDA staff is involved in developing the CDA project proposal. Yes No
- G. The CDA project holds regularly scheduled meetings for purposes of communication and information sharing with:
1. CDA staff members Yes No
 2. Head Start Administrators Yes No
 3. University Administrators Yes No
 4. Regional T/Ta Contractors Yes No
 5. Regional Office Yes No
- H. A written policy has been formulated with the Head Start program for:
1. participation of the CDA trainer in the LAT Yes No
 2. participation of the on-the-job supervisor (i.e., teacher, when trainee is an Aide) Yes No
- I. Agreement has been reached between training institution and grantees on course indicators for meeting the CDA Competencies. Yes No
- J. Agreements have been reached with the institution's registrar concerning such items as:
1. granting credit for CDA courses Yes No
 2. special registration policies, if needed. Yes No
- K. The training institution's administration has been informed of the ACYF CDA Training Criteria and has accepted these criteria for CDA training by the training institution. Yes No
- L. All CDA courses have been approved by the training institution's system. Yes No
- M. The program has a defined management plan. Yes No

(If No, go on to question N. If yes, complete 1a - 1d.)

1. The management plan contains the following elements:

- | | | |
|---|------------------------------|-----------------------------|
| a. Project staffing plan | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Defined staff roles and responsibilities | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Defined procedures for supervisory and support personnel | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. Procedures for staff development | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

N. The program has defined financial management procedures

Yes No

(If No, go on to question O. If yes, complete 1a - 1c.)

1. The financial management procedures address

- | | | |
|--|------------------------------|-----------------------------|
| a. monitoring and controlling costs | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. budgeting and budget modifications | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. financial approval for expenditures | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

O. The program has defined procedures for the institution's administrative offices (registrar, financial, and etc.)?

Yes No

P. The program has defined procedures for program coordination and review.

Yes No

5. Self Analysis for Program Management and Administration

A. Review your answers to questions A, B, D, and M, addressing program management procedures. If you answered No to any of these questions you may have some gaps in your management procedures. You may want to refer to The Child Development Associate Program: A Guide to Program Administration for assistance in identifying needed changes.

1. Based on this review, what problems or needs have been observed and what changes are needed?

77

Problems

Needed Changes

_____	_____
_____	_____
_____	_____

B. Review your answers to questions E and N addressing financial management procedures. If you answered No to either of these questions you may have some gaps in your financial management procedures and you may want to refer to The Child Development Associate Program: Guide to CDA Program Administration for assistance.

1. Based on your review, what problems or deficiencies have been observed and what changes are needed?

Problems

Needed Changes

_____	_____
_____	_____
_____	_____

C. Review your answers to questions C, F, G, H, I, J, K, L, O, and P, addressing program procedures for coordination and communication. If you answered No to any of these questions you may have some gaps on your procedures for coordination and communication and you may want to refer on The Child Development Associate Program: Guide to CDA Program Administration for assistance.

1. Based on your review, what problems or deficiencies have been observed and what changes are needed?

Problems

Needed Changes

_____	_____
_____	_____
_____	_____

6. Program Costs

The focus here is ascertaining the cost of producing credentialed CDAs. In this analysis, it is important to take into account costs that are included beyond funds provided by HSST/CDA (Program Account No. 20).

A. Indicate dollar amounts by category. (State all funding sources your institution/organization received this past year to provide CDA training to Head Start personnel.)

- 1. Head Start Program Account #20 (HSST/CDA) \$ _____
- 2. Other Head Start Funds (non PA #20) \$ _____
- 3. Pell Grants (BEOG) \$ _____
- 4. University Contributions (i.e., facilities, staff not on CDA payroll, travel, materials, etc.) \$ _____
- 5. Tuition Waivers \$ _____
- 6. Other (list) _____ \$ _____
 _____ \$ _____
 _____ \$ _____
- 7. Total (1-6) \$ _____

B. Indicate Cost per Intern:

(Total costs ÷ number of trainees = average cost per intern)

1. $\frac{\text{Total Costs (6A-7)}}{\text{\# of Trainees (2B-3)}} = \text{Average Cost per Intern}$

C. Cost of Field Supervision

- 1. Field supervision is provided from HSST/CDA Funds. Yes No

If Yes, complete a-b; if No, skip to 2.

a. The dollar amount spent is: \$ _____

b. What percentage of the HSST/CDA budget is expended for field supervision?

$(6A-1 \div 6C-1-a = \text{percentage})$ _____

- 2. Other resources are used for support of field supervision. Yes No

If Yes, complete a; if No, skip to b.

a. List these resources and dollar amount:

- 1. _____ \$ _____
- 2. _____ \$ _____
- 3. _____ \$ _____
- 4. Total: _____ \$ _____

b. If you answered No to C1 and C2, describe how field supervision is provided:

3. Compute the overall cost for field supervision (C1-a + C2-a4 = total cost) \$ _____

4. Average field supervision cost per trainee (C3 ÷ # of trainees = average cost per trainee) \$ _____

D. Cost Analysis

1. For each of the following cost categories, please compare budgets and actual costs during the most recent year.

	<u>Budgeted</u>	<u>Actual Cost</u>	<u>Diff. + or -</u>
● Personnel	_____	_____	_____
● Supplies	_____	_____	_____
● Tuition	_____	_____	_____
● Travel	_____	_____	_____
● Field Supervision*	_____	_____	_____
● Final Assessment	_____	_____	_____
● Other (list)	_____	_____	_____

* Not included in personnel

2. Were budgeted costs same as actual costs? Yes No

If No, complete a-c; if Yes, skip to Self-Analysis.

a. Were they: over? Yes No
under? Yes No

b. In what categories were they overrun? _____

c. In what categories were they underrun? _____

Self-Analysis for 6. Program Costs

1. What kinds of identified resources do you need:

2. What budget modifications do you envision to balance cost overruns or underruns?

3. Compare actual average cost per trainee to proposed (budgeted) average cost. If there are differences, what implications for future actions do you see?

4. Did the program lose resources as a result of trainee dropouts? Yes No

If yes, what actions are considered for the future?



Field Supervision Costs

5. What percentage of money expended was required to sustain field supervision?

6. How does the cost compare to the established tuition rates of the institution?

_____ higher _____ lower

7. What impact does this have on available funds and what program or administrative changes may be warranted?

Program Improvement

8. List future actions which you plan to take:

7. CDA Training Program Process, Outcomes and Impacts

Program Process

A. The program has formal procedures for tracking trainee/intern progress. Yes No

If Yes, complete Questions 1a through 1d; if No, skip to Question B.

1. These procedures include:

- a. Conducting initial and ongoing appraisals Yes No
- b. Conducting field observations Yes No
- c. Monitoring course completion Yes No
- d. Monitoring attainment of CDA credential Yes No

- B. The program takes follow-up actions when it is observed that trainee will not complete training within a two-year time period. Yes No

If Yes, complete Questions 1a through 1c; if No, skip to Question C.

1. These actions include:

- a. Revise individual training plan. Yes No
- b. Counsel Trainee Yes No
- c. Other (specify) Yes No
-

- C. The program takes follow-up actions when it is observed that trainees are not participating in training. Yes No

If Yes, complete Questions 1a through 1d; if No skip to Question D.

1. These actions include:

- a. Follow-up with individual trainee Yes No
- b. Follow-up with field trainer Yes No
- c. Follow-up with employing agency Yes No
- d. Other (specify) Yes No
-

- D. The program provides counseling to assist individuals to leave, if deemed appropriate. Yes No

E. Indicate the number of trainees who have been in CDA training:

12 months or less _____

13-24 months _____

more than 24 months _____

Program Outcomes

F. During this program year, there were some trainees who left the program prior to assessment. Yes No

If No, skip to Question G. If Yes, answer 1a-3.

1. a. Indicate the number of trainees who left the program prior to assessment. _____
- b. Indicate the number who left early enough to be replaced by another trainee without additional cost. _____

2. List below the total number of trainees who left the program, by reason for leaving:

<u>Reason</u>	<u>Number</u>
---------------	---------------

- | | |
|---------------------------------------|-------|
| a. Left Head Start employment: | |
| --while in CDA training | _____ |
| --after being credentialed as a CDA | _____ |
| b. Dropped out of CDA training | _____ |
| c. Were counseled out of CDA training | _____ |
| d. Other (please specify reason) | _____ |
| _____ | |
| _____ | |

3. Calculate the attrition rate for your program during the last program year. (Number of trainees who left before credentialing ÷ the number of trainees enrolled X 100).

$$\frac{\# \text{ who left before being credentialed}}{\# \text{ trainees enrolled}} \times 100 = \text{attrition rate}$$

G. Indicate the number of trainees currently enrolled in your program who are expected to receive their CDA credential by the end of the program year.

1. Indicate the average length of time these trainees have been enrolled in your program. _____

2. For this group of trainees, indicate the shortest time taken to complete the program as well as the longest time.

Shortest time: _____

Longest time: _____

- H. Indicate the percentage of trainees completing the program who have been credentialed.

- I. Indicate the total number of trainees who enrolled in a degree program after receiving their credential. (The total cumulative number since the beginning of your CDA training program.)

Program Impacts

- A. The presence of this CDA project has had a positive impact on the training institution. Yes No

If Yes, complete Questions 1a through 1f; if No, skip to Question B.

1. These impacts include:

- | | | |
|---|------------------------------|-----------------------------|
| a. changes in the regular curriculum | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. increased emphasis on competency-based instruction | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Increased field experiences | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. Increased materials and resources | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. additional faculty | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. Other (specify) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
- _____
- _____

- B. The presence of this CDA project has had a positive impact on the regular student population in the institution. Yes No

If Yes, complete Questions 1a through 1d; if No, skip to Question C.

1. These impacts include:

- | | | | |
|----|---|------------------------------|-----------------------------|
| a. | more varied field settings
for student practicum | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. | enriched opportunities for
learning from work experi-
ences of CDA trainees | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. | Increased materials and
resources | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. | Other (specify) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

- C. The presence of this CDA project has had an impact on the university department in which it is located. Yes No

If Yes, complete Questions 1a through 1f; if No, skip to Question D.

1. These impacts include:

- | | | | |
|----|--|------------------------------|-----------------------------|
| a. | courses are jointly taught | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. | faculty are informed and
involved in CDA program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. | faculty participate as
consultants in CDA program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. | greater emphasis on field
practicum | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. | greater emphasis on
competency-based education | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. | Other (specify) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

- D. The CDA project has become a part of the regular academic program Yes No

If Yes, complete Questions 1a through 1e; if No skip to Question E.

1. The incorporation of the CDA project is reflected in the following ways:

- a. CDA course offerings are listed in the college catalog Yes No
- b. course credits are applicable to a degree program Yes No
- c. credits are applicable as core credits rather than elective credits Yes No
- d. CDA staff also have non-CDA teaching or administrative responsibilities Yes No
- e. Other (specify) Yes No
- _____
- _____

7. a. Self Analysis for CDA Training Program Process, Outcomes and Impacts

A. Program Process

1. Are changes needed in program procedures for tracking trainee progress and ensuring adequate trainee progress towards the CDA credential? Yes No
2. If Yes, what program changes are being planned/considered?
- _____
- _____
- _____

(You may want to refer to the following documents for assistance in identifying program changes: CDA Pilots: Innovations in Training and The Child Development Associate Program: A Guide to CDA Program Administration.

B. Program Outcomes

1. Have you identified problems related to trainee retention or attrition? Yes No

2. If Yes, what program changes are being planned/considered?

C. Program Impacts

1. Has the CDA project had an adequate impact on the training institution, student population, university or department in which it is located? Yes No
2. If No, what program changes are being planned or considered?

7. NAME OF PERSON TO CONTACT IF ADDITIONAL INFORMATION REGARDING THIS FORM IS NEEDED:

Name

Title

Telephone

8. NAME AND TITLE OF APPROVING OFFICIAL

(Institution/Organization Director or other individual responsible for certifying that this form is the institution's authorized response.)

Signature

Title

Date

9. COMMENTS

Comments (continued)

END OF PART II .

Mail one copy of Part II Self-Analysis to each Head Start agency whose staff you train for CDA, the ACYF Regional Office, and the ACYF National Office.