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Residential child care manpower and training needs

Song K. Cho
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(RESIDENTIAL CHILD CARE MANPOWER
AND TRAINING NEEDS)

by

Song K. Cho

A Practicum Report Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Social Work

School of Social Work
Portland State University
1971

Approved by Faculty Committee

[REDACTED]
Harold A. Jambor, Chairman

June 4, 1971

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ACKNOWLEDGMENTS

This research was undertaken in response to the request of Sister M. Clarilda and Dr. Harold A. Jambor for an initial movement in Child Care Manpower Development in Oregon.

Planning started at the beginning of Fall term of 1970-1971 academic year and the First Survey was conducted on November 13, 1970, the 10th Annual Oregon Association of Child Care Workers Conference at Dunes, Lincoln City, Oregon. A Progress Report was submitted to the Research Committee on January 4, 1971. The questionnaire for the Second Survey was distributed on February 17, 1971, and the last questionnaire was returned on May 2, 1971.

For advice and cooperation I am debted to Sister M. Clarilda at Clackamas Community College, to the former and present Presidents of OACCW, Tom Gus and John Pugh, to Fred Hutchinson, Executive Director of Albertina Kerr Homes, to Ray Peterson, Children's Care Specialist of Oregon Mental Health Division, and to Deane Clarkson, Research Consultant at Portland State University, School of Social Work. I am also debted to the many members of OACCW, and to the directors of Residential Child Care agencies in Oregon who were interviewed and asked to answer questionnaires. I am especially debted to the many members of the staff of the Division of Continuing Education and the members of an ad hoc committee on Child Care Manpower Development for encouragement and support.

I hope the findings of this study will respond at least a part of my debt to the above people who have a profound concern for the residential care of children in Oregon.

Portland, Oregon
May 21, 1971

Song K. Cho

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I. INTRODUCTION

1. Statement of Problem and Study Objectives

National movement and local demands indicated the necessity of training programs for child care workers (herein referred to as CCW's) in Oregon. In 1966, the "First National Survey of Children's Residential Institution" was done by Pappenfort & Kilpatrick.¹ This survey showed that the primary concern of directors of children's institution was the quality of CCW's. A national conference was held in Cleveland in 1967 to study the characteristics essential to excellent performance and make recommendations for training programs of CCW's in residential treatment for children.² There have been numerous expressions of the demands for training programs in Oregon by directors of agencies³ as well as the Oregon Association of Child Care Workers.⁴ (herein referred to as OACCW).

The objective of this research was to study residential child care in Oregon as a service delivery system, and to study the

¹. Pappenfort & Kilpatrick, "First National Survey of Children's Residential Institution", Social Work Review, September, 1969.

². Mayer & Matsushima, "Training for Child Care Work", Child Welfare, November, 1969.

³. An official letter from Mrs. Evelyn Kemper, Supervisor of Social Services at Waverly Children's Home to Mrs. Betty Leonard, Programmer at the Division of Continuing Education dated August 24, 1970.

⁴. An official letter from Sister M. Clarilda, Chairman of Education Committee of OACCW to Dr. Harold A. Jambor dated March 10, 1970.

manpower element of the system in relation to the development of a feasible training program for CCW's serving now or in the future in various private or public residential child care agencies in Oregon.

2. Methodology

Under auspice of both OACCW and Portland State University it made possible for researcher to attend various meetings and visit several different agencies related with residential child care in Oregon; interview many CCW's on the job as well as directors and supervisors; toured facilities and observed the children in care; and obtained necessary documents which provide relevant information for the research. In order to verify the number of children currently in service, telephone calls were made to concerned officer, as well as currently issued printed reporter were used.

First survey was conducted on the participants of the 10th Annual OACCW Conference. A questionnaire was developed (Appendix I) with a brief memo explaining the nature of the study. John Pugh, the elected president of the association, administered the survey to 78 participants in the three workshops held at the same time at the meeting. The collected data was sorted by means of computer programming.

The second survey was designed to be administered through mail by sending questionnaire to directors of the eleven child

agencies⁵ sampled according to the type of services and geographical location. The questionnaire was mailed out on February 17, 1971, with a short letter from researcher attached (Appendix II). A letter from John Pugh asking for cooperation was also sent to all the directors who received the research questionnaire. Due to the time limitation to complete the study, the data collection was closed by May 2, 1971, leaving one agency not responding to the questionnaire yet. Therefore, the data was collected from ten out of eleven sample agencies.

3. Focused Areas of Study are:

- A. Overview of Residential Child Care agencies as a service delivery system
- B. Information and Opinions of CCW's in regard to:
 - 1. Social and Educational description of CCW's
 - 2. Interests on professional education
 - 3. Stability of the profession
- C. Information and opinion from directors of Residential Child Care Agencies on--
 - 1. Staff training program
 - 2. Value of Child Care professional education

⁵. "Residential Child Care Agency" is referring to private and public agencies providing services to children in residential settings in Oregon including juvenile court detentions, Youth Care Centers and mental hospital facilities, excluding foster homes.

"Child Care Workers" is referring to workers who are scheduled to supervise children's life at cottages of the agencies mentioned above.

Actual findings of this study is limited in the scope. However, it is hoped that the findings provide some useful information on Manpower for Residential Child Care in Oregon particularly, in relation with developing a training program for Manpower Development and hope it will be a groundwork for further studies.

II. OVERVIEW OF RESIDENTIAL CHILD CARE IN OREGON AS A SERVICE DELIVERY SYSTEM

Currently, 1330 children are placed in Residential Child Care in Oregon. The major types of service these agencies provide to children are differentiated by whether its primary emphasis is correctional or therapeutic. These agencies whose emphasis is correctional tend to operate in closed settings. However, the degree of closeness depends on three different operational settings: In Juvenile Court Home practically all the rooms in the facility are locked, and in correctional schools, except for some tight security cottages, doors are generally open between rooms in the structure, and in most of the Youth Care Centers, doors are seldom kept locked.

Table 1 Type of Institutions and
Number of Children in care

Type of Service	Number and Type of Operation	Number of Children
Therapeutic	8 Private	361
	1 Public	30
	3 State Mental Hospital	69
Correctional	2 Corrections Schools	440
	19 Youth Care Centers	220
	5 Juvenile Courts	160
Total	39	1330

This additional custodial service of the correctional agencies is due to the fact that the children are all committed by Juvenile

Court order, for the reasons of one or all of delinquent behavior, dependent, or neglected by parents. There are slightly different procedures by which the children were committed into those different type of child care agencies. However, it is rather a matter of a child's age and who first thought the child had a problem.

Educational service for children varies among these agencies. Juvenile court and correctional schools have educational programs running within the agencies. Some therapeutic agencies have a public school system attached to the agency and serve only the children who are in care of that agency. Some other agencies relatively small in size have their children attend regular public schools in the community, and have some teachers in the agency for special programs, e.g. tutorial purposes.

The health service, social service, and child workers ratio vary agency to agency (see Table 2) and sleeping accommodations are different according to the type of service of the agency. Some of the mental hospital settings have children reside with adult patients in the same room. Another difference in operation of Youth Care Centers is that some centers are run by only house-parents which is very similar to the way a foster home would run and some other centers operate more like an institutionalized setting with specialized staffs.

Table 2 indicates that the agencies which provide services to younger children (under twelve years old) demands more workers than relatively older children do, and it also indicates that the Youth

Table 2 Operational Description and Staff Elements
of Ten Sample Residential Child Care

Agencies in Oregon

Residential Setting Services	Age Range	Number of Children	Child Care Worker		Supervisor	Director & Asst. Dir.	Health	Social	Clerical	Maintain & Cook	Total
			Full	Part							
Open Therapeutic	1-12	53	43		2	1		8		19	73
Open Therapeutic	6-12	30	16		1	2	3	7	4	5	38
Open Therapeutic	9-13	40	11	4	2					2	19
Open Therapeutic	9-16	41	12		2	2	1			5	22
Open Therapeutic	12-18	54	22		4	1		4	4	13	48
Open Therapeutic	12-21	57	35			2	2	3	2	3	47
Close Custody	8-17	113	47	30	4	2	3			6	92
Close Custody	9-17	30	18		1	2				5	26
Open Therapeutic Correctional	15-18	11	2	2		1					5
Open Therapeutic Correctional	14-18	13	4			1			1	2	8
Total 10		442	210	36	16	14	9	22	11	55	378

Note: Teachers not included.

Care Center type of service utilize least hours of manpower. The present practice in residential child care the child and CCW ratio is approximately 2.1 to 1 and the ratio between children and all other staff plus CCW's except teachers is 1.2 to 1.

The minimum qualification based on current policy and practice is not standardized yet; some agencies require college education and others hire workers with only high school education. All the agencies, however, require college education for supervisors and some years of experience. Most directors are expected to have graduate education with at least five (5) years experience in the field.

Table 3 Residential Child Care Institutions
Require Minimum Qualification

Population	<u>Years of Education</u>					Total	<u>Years Experience</u>					Total
	12	14	16	18			1	2	4	5	8	
C.C.W.	3	1	6	-		10	1	-	-	-	-	1
Supervisor	-	-	5	2		7	-	2	1	1	-	4
Director	-	-	1	6		7	-	-	1	4	1	6

*Number of Institution is from ten (10 sample)

III. FINDINGS

1. Child Care Worker- Social and Educational Description

At 39 residential child care facilities there are currently 640 full-time and 107 part-time CCW's that are employed.

Generally speaking more women are in the field of child care than men. However, it is true only in case of CCW's as Table 4 indicates, otherwise both sexes are equally balanced among other staff members.

Table 4 Sex

Population* ¹	Female	Male	Total
Child Care Workers* ²	29	17	46
Other* ³	16	16	32
Total	45	33	78

*¹ Population refers to 78 people among attendants of the 10th Annual OACCW Conference and those who answered the questionnaire.

*² Who identified themselves as CCW's among 78.

*³ Other than CCW's among 78, e.g. directors, supervisors, students, teachers, etc.

The predominant age group ranged between twenty (20) and twenty-nine (29) years old. Table 5 shows the comparison of age between two populations; CCW's are much younger than the Other Population.

Table 5 Age

Population	20-29	30-39	over 40	N/A	Total
C.C.W.	32	8	6		46
Other	2	17	11	2	32
Total	34	25	17	2	78

More than half of the CCW's are still single while the trend of the Other Population is the reverse.

Table 6 Marriage Status

Population	Married	Single	Married before but now single	Total
C.C.W.	21	22	3	46
Other	21	6	5	32
Total	42	28	8	78

Slightly more than three-quarters (3/4) of CCW's have more than high school education, and more than half of them have education higher than two years of college. The impressive fact is that more than 19% of CCW's have some graduate education or hold a masters degree.

Table 7 Educational Background

	12	13-14	15-16	over 17	Total
C.C.W.	11 (24%)	8 (17%)	18 (40%)	9 (19%)	46 (100%)

The educational level of the Total Population of 78 ranged between twelve (12) and twenty (20) years, the average being 15.7 years, and the type of educational background shows a conglomeration of all different kinds of majors. However, the behavioral science represents more than other fields.

2. Stability of the Child Care Profession

During last year, residential child care agencies have experienced 30% turnover rate of CCW's.⁶ Probably many of CCW's had moved one place to another; therefore, statewide system did not have that high rate of turnover. This percentage is applicable in case of individual agency. However, more than three-quarter (3/4) of the CCW's have worked in the field less than two (2) years according to Table 8.

This indicates that many young, single, college workers enter this profession, and a good many of them plan to make it their career. (Table 9) However, after their first year, they find the field not so appealing as they originally thought.

Table 8 Number of Years of Service in the Field

	1	2	3-4	over 5	N/A	Total
C.C.W.	23	9	6	4	3	46

⁶ Out of 210 CCW's employed in ten sample agencies, 63 were replaced and 13 were added during last year.

Table 9 Those who plan to make Child Care as a Career

	Yes	No	Total
C.C.W.	26	20	46

Even though 43% of the CCW's do not plan to make it their career, some of them are not sure when to leave and many of them are still planning to stay at least two more years.

It is necessary to make the child care profession more attractive in order to make it a more stable profession. Meeting the needs of CCW's will be one of the approaches to making it more attractive.

3. Educational Need and Preference

All participants in the survey agree that they need more knowledge to improve their performance on the job. Their preference varies in a certain degree but the survey shows a great demand for staff development program and supplementary training programs through educational system.

Table 10 Preference of Means to Meet Educational Needs

Population	Reading & Experience	Staff Dev. Within Agency	Supplementary Education	N/A	Total
C.C.W.	-	17	28	1	46
Other	2	8	20	2	32
Total	2	25	48*	3	78

*Many persons who are included in the number who prefer supplementary education indicated all the three means are necessary.

The opinion of the need of professional education is more diversified than the need of increasing professional knowledge. CCW's seem not to support professional education as much as the Other Population.

Table 11 Need of Professional Education for Child Care Workers

Population	Yes	No	N/A	Total
C.C.W.	28	16	2	46
Other	26	4	2	32
Total	54	20	4	78

Among those who think professional education is needed, the community college level of education seems predominantly preferable, even though some prefer beyond that level even up to the graduate level.

Table 12 Preferable Level of Education

Population	2 years of College	4 years of College	Up to Graduate Study	N/A	Total
Who said Yes in Table 12	24	18	9	3	54

Between two populations who want to make child care their career and those who do not want to, there was no difference in preference of educational means and level.

Table 13 Relationship between Career
Oriented Child Care Workers
and Preference of Training Level

Population	Workshop & Reading	Community College	4 year College	Total
Career	10 (10)	5 (6)	12 (10)	27 (60)
Non-career	7 (7)	4 (4)	6 (12)	18 (40)
Total	17	10	18	45

$$\text{Freedom of } 0.5 = 5.99$$

$$x^2 = .25$$

$$x^2 < 5.99$$

Therefore, the relationship is not significant.

4. Present Staff Training and its Content

Except for one, all other directors of the sample of ten (10) agencies answered that they have staff training program within the agency. However, the substance of training program varies a lot among agencies from an hour weekly consultation of psychiatrist to twenty-five (25) hours monthly training programs in different areas, plus forty (40) hours program during the summer.

The contents and methods of in-service staff training in various institutions are:

Contents: Behavior Modification

Skill Improvement

Dynamics of Behavior

Group Process

Understanding Behavior

Dealing with different kinds of problems

Development Needs

Residential Treatment Method

Method: Training Film and Discussion

Guest Speaker

Feedback with Supervisor and Director

Conference with Social Worker

Psychiatrist Consultation

Seminar

Some CCW's attend various workshops conducted in different conferences. OACCW is one of the associations which have workshops at Annual Conferences or occasional workshops throughout the year. The Child Welfare League of America, Youth Care Center Association and Oregon Correctional Association are some of the other associations.

Since the agencies do not accommodate any trainees for other agencies (four of ten agencies provide field placement for college students and Concentrated Employment Program), the training for CCW's, if there is any, is each agency's own program unless CCW's participate in workshops arranged by their association.

In college, graduate school and reality level, directors indicated that the following contents of additional training might be pertinent to meet the career developmental need for CCW's:

Group Behavior
 Growth and Development
 Group Process
 Motor-Perceptual Training
 Contemporary Social Issues (including welfare laws)
 Children with Handicaps
 Case Recording
 Agency Administration
 Behavioral Sciences
 Child Rearing Practice
 Management of Behavior (one to one or in a group)
 Personal Stability
 Theory, Knowledge, Skill with Children in
 Residential Setting
 Field Work in different Agencies.

5. The Value of Child Care Professional Education

Nine out of the ten directors agree with the assumption that meeting the developmental need will help reduce turnover among CCW's and thus increase stability in provision of child care services. Some of them stated other factors which would reduce the turnover rate along with meeting developmental need. Those are to be: (a) Personality of the worker, (b) Better salary, (c) Certification. Those who agree with the above assumption believe that meeting developmental need will provide better understanding methods of delivering service and will reduce

overwhelmingly to be in a group situation. Other positive effects are: The CCW's will be more skilled, will look for better position, status, and advancement; also it will tend to screen out individuals unsuited for those kind of positions. A solid educational program will result in job confidence and security in the mobilities and rewards.

However, one person who disagrees with the assumption sees that there is not much relationship between developmental need and stability of the child care profession. He believes odd working hours and weekends, being continuously with groups of problem children, and being locked in on site with little mobility, are rather more serious causes for turnover than developmental need.

According to Table 14, directors showed their willingness to pay more for CCW's who have professional education in child care and they see that the minimum educational qualification will change the mobilities of child care profession more toward positive direction.

Table 14 Possible Changes Minimum Educational Qualifications can Cause in Child Care Profession

	Possible Change				Total
	None	Some	Quite a bit	Much	
a. Vertical Mobility (position ladder within agency)	1	3	5	1	10
b. Horizontal Mobility (transferability between agencies)	-	4	1	5	10
c. Reward (are you willing to pay more to those who have professional education in child care?)	-	3	4	3	10
Total	1	10	10	9	

All three factors are important variables for attraction in a profession. Therefore, an assumption can be drawn that setting a minimum educational quality and meeting developmental need for CCW's will increase stability in provision of child care services.

6. General Comments from Directors

Some comments and suggestions that directors made in concern of Manpower Development for child care in Oregon are:

To have colleges provide a formalized curriculum in child care workers training program.

Child care workers trained by child care workers, not by therapy oriented, but service oriented people.

A program should be run by who is committed to the area of child care.

It should include feedback sessions as child care workers do the job. Ample opportunities for discussion is needed to develop concept of child care, and to find what the stress, strain, reward means to an individual in the field.

Child care workers should be able to move all spheres of a child's life, social systems, not only limited to dealing within the treatment in living structure.

The home, community, schools and other significant social systems should be open to enter by the child care workers.

If the child care workers develop a standard of qualifications for themselves, this would add to their employment status and probably more uniformed salaries.

Practicum and course work kind of experiences are needed to develop a greater proficiency in child care in Oregon.

Realistically, it is incorrect to consider child care as a long term career for the reasons of unfavorable working hours, confined working situations, and dealing with problem children all the time.

7. Conclusion

In Oregon there are 1330 children placed in 39 residential child care agencies in which 1130 of employees in general and 640 of full-time and 107 of CCW's in particular are presently working. 230 CCW's were hired in 1970.

Child care is a career slightly female dominated in number and with workers education varied widely between twelve (12) and twenty (20) years in amount and widespread in majors.

CCW's feel their need to increase their knowledge and skills in practice, and prefer to have workshops and formal educational courses to meet the need as well as the training in service.

Present staff training is an isolated program in each agency. There is widespread continuum in time of content and amount among training programs of different agencies.

Agency directors see the necessity of Manpower Development of CCW's, and see the value of educational standardization CCW's need in order to increase stability in provision of quality of child care.

Both CCW's and administrators intend to have educational programs emerge from child care field utilizing existing educational systems. The utilization of existing educational

systems is emphasized in order to develop professional education to contain credit courses which will lead to a certification and a degree in different levels.

QACCW has developed enough with a sizeable membership with knowledge and commitment to pursue its objectives for Residential Child Care Manpower Development.

IV. SUGGESTIONS FOR RESIDENTIAL CHILD CARE MANPOWER DEVELOPMENT

1. Suggestions for further research

There could be a significant discrepancy in the background and ideology between the CCW's who attended the Annual Conference of the Association whom this survey in this research was done, and those who did not participate in the conference. In order to see the true total picture, it would be meaningful to conduct another survey of the same nature with those who did not come to the Annual Conference.

Those list opinions on pages 18 and 19 are a collection of independent opinions from directors. It would be necessary to test how much validation it contains as a collective entity. Some directors might agree with the whole even though one or two items are disagreeable while others might agree with one or two items, but disagree with the whole.

2. Recommendations

The Development of Manpower on Child Care Workers in Oregon

Goals: Overall goals in the long run would be to improve the status, recognition, professional development and education of CCW's in Oregon.

Objectives:

I. Career Development

1. Demonstrate the concreteness of the CCW's job by showing
 - a. the many aspects of the job
 - b. that CCW's can verbalize and analyze their job

- c. that CCW's are committed to raising their professional level
 - d. that what gains can come on-the-line and for each agency with training program and formal education.
 - 2. Collect information on job wages, benefits, hiring practices, on the job conditions and define:
 - a. personnel standards
 - b. job specifications
 - c. wage standard
 - 3. Keep the administrators, CCW's and other professional aware, involved, and committed to the development of the staff and field.
- II. Development of public and transferable set of materials, knowledge, and concepts relevant to child care
- 1. Increasing knowledge and skills
 - a. encourage workshops
 - b. write papers
 - c. do research paper
 - d. get editor - edit paper, coordinate monthly session, request contribution
 - 2. Workers on-the-line define and develop ethics of the career
- III. Training Programs
- 1. Short term goal: Fall (1971) Seminar
 - 2. Mid-term goal: 40 credit hour CCW Certificate (one year equivalent)
 - 3. Long term goal: 93 credit hour, curriculum leading to Associate in Arts.
- IV. Develop an evaluation organization directed to professional-ization on CCW's

1. Ethics
2. Self governing body
3. Board
4. Certification

Strategies:

1. Weekend workshops designed to get at objectives
2. Review existing objectives
3. Develop standards, working conditions
4. Develop a curriculum which will lead to a certificate
5. Utilize Division of Continuing Education as educational facilitator

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APPENDIX I

November 12, 1970

To: Participants OACCW Annual Conference

From: Song K. Cho, Student
 School of Social Work, Portland State University

In connection with my second year work for an M.S.W., I am doing a study on Manpower for Child Care in Oregon. The following questions have been developed to obtain some preliminary information for use in planning with a committee of the Oregon Association of Child Care Workers. Your cooperation in answering these simple questions will be appreciated.

QUESTIONNAIRE

1. Sex: _____ 2. Age: _____ 3. Marital Status: _____
4. Occupation:
 - If employed, Agency: _____
 - Number of years: _____
 - Position, title: _____
5. Education High School _____ years
 College _____ years in major of _____
6. In which of the following areas do you identify yourself as a Child Care Worker? _____.
 - a. Day Care (pre-school, Head Start, etc.)
 - b. Foster home care
 - c. Institutional care (emotionally disturbed, correctional, mentally retarded, handicapped)
 - d. Other (please write in) _____.
7. In delivering service to the children do you feel now you are in need of more knowledge? _____. If YES, in which way would you prefer to obtain more education to meet the need? _____.
 - a. By yourself through reading and experience
 - b. Staff training program in your agency
 - c. Supplementary training through educational system (college, community college, etc.)
 - or What would you suggest as an alternate?
8. Do you think Child Care Workers need a professional education? _____. If YES, in what level? _____.
 - a. Two year (AA Degree)
 - b. Four year (BA Degree)
 - c. Graduate (MSW Degree) or _____.
9. Are you planning to make child care as your career? _____. If not, at least how many more years are you planning to work in child care? _____.

APPENDIX II

Date: February 17, 1971

To: Directors

From: Song K. Cho, School of Social Work, Portland State University

Dear _____

In connection with my second year work for an M.S.W., I am doing a study on Manpower for Child Care in Oregon. A primary survey was conducted at the 10th Annual Oregon Association of Child Care Workers Conference at Dunes, Lincoln City in November 1970. It was done to get information directly from Child Care Workers in the following areas:

1. Description of the population
2. Educational need and preference of ways to meet the need
3. Stability of the profession

The purpose of this survey is to gather information from the Directors of the Child Care Institutions. Your agency has been selected as a sample representative of all Child Care Institutions in Oregon. The criterion which the sample was drawn were the type of service and location of the institutions.

The survey is being carried out in cooperation with Oregon Association of Child Care Workers and Portland State University, School of Social Work.

The information you furnish in this questionnaire will be compiled and analyzed with the purpose of developing an adequate information on Manpower for Child Care in Oregon particularly in relation with the possibility in developing a training program for Manpower Development in Child Care.

Your cooperation in answering this questionnaire will be appreciated.

Thank you,

Song K. Cho
Song K. Cho

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QUESTIONNAIRE

Page 2

A. Operational Description

1. Type of Residential Setting: Open _____ Closed _____

2. Services (e.g., custodial, therapeutic, etc.)

a. _____

b. _____

c. _____

d. _____

3. Age Range of Children served _____

4. Number of Children Presently in Care _____

B. Personnel/Staff Elements

1. Type of Staff Employed

Categories	Number	<u>Minimum Qualification*</u>	
		Education	Experience
Child Care Workers		yrs	yrs
Supervisors		yrs	yrs
Directors		yrs	yrs
Other Staff (specify)		X	

Total

*Based on current policy and practice.

2. How many Child Care Workers did you hire last year?

Replacement _____ Addition _____ Total _____

C. Training

1. With respect to the Staff working directly with children from day to day, do you provide any training in Child Care Development?

Yes _____ No _____

If YES, (if NO ignore next question 2, 3, and 4)

2. What is the content of the training?

a. _____

b. _____

c. _____

3. Where is the training being provided? And for how long?

a. _____

b. _____

c. _____

4. Are you accommodating any trainees for other agencies in the training program being provided?

Yes _____ No _____

5. What kind of additional training might be pertinent to meet the career developmental need for Child Care Workers?

a. Content

b. Level

D. Stability

1. Do you think meeting the Developmental Need will help reduce turnover among them and thus increase stability in provision of Child Care Services?

Yes _____ No _____

Comments: _____

2. If there were a minimum educational qualification for Child Care Workers (like 2 or 4 years of college education) how do you think following factors would be changed?

	Possible Change (circle one)
a. Vertical Mobility (position ladder within agency)	0 1 2 3 *
b. Horizontal Mobility (Transferability between agencies in the field)	0 1 2 3
c. Reward (Are you willing to pay more to those who have professional education in Child Care?)	0 1 2 3

* 0=None 1=Some 2=Quite a bit 3=Much

- E. Comments or suggestions on Training Manpower for Child Care in Oregon.