### Experiential Training Course for Nontraditional Students in Early Childhood Education (E.C.E.)

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<td>92-0007</td>
<td>Hartnell</td>
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**PROJECT TITLE**

Experiential Training Course for Nontraditional Students in Early Childhood Education (E.C.E.)

**FUNDING CATEGORY & AWARD**

Grant = $14,900

**ELIGIBLE PROGRAM**

A --- Nontraditional Instruction

**PROJECT CATEGORY**

Curriculum Design

**PROJECT PRODUCT**

Curriculum Develop

**PROJECT TOPIC #1**

Child Developm't/Edu

**PROJECT TOPIC #2**

ACADEMIC SUBJECT

**PROJECT DIRECTOR**

Jeanne Hoi Garcia, E.C.E. Instructor

**PROJECT SUPERVISOR**

Gustavo Valadez-Ortiz, Dean of Sciences

**PROPOSAL DESCRIPTION**

This proposal is a grant request. This proposed project provides an Early Childhood Education (E.C.E.) course designed to teach nontraditional students the basic teaching skills and knowledge for employment in licensed day care centers and programs in the community. This course provides a comprehensive experiential teaching approach and materials for students who have difficulty with the traditional E.C.E. college courses. It also provides an internship program of advanced E.C.E. students that will serve as peer tutors and role models for these students.

Those nontraditional students identified to be part of the project will earn the minimum required E.C.E. college units to be eligible as child care workers and be competent as effective teacher aides for work in licensed E.C.E. centers and programs in the area. In the Salinas Valley, there is a need for trained care givers in the community to care for the large and growing population of young children of working parents.
Experiential Training Course for Nontraditional Students in Early Childhood Education (E.C.E.)

This proposed project provides an Early Childhood Education (E.C.E.) course designed to teach nontraditional students the basic teaching skills and knowledge for employment in licensed day care centers and programs in the community. This course provides a comprehensive experiential teaching approach and materials for students who have difficulty with the traditional E.C.E. college courses. It also provides an internship program of advanced E.C.E. students that will serve as peer tutors and role models for these students. Those nontraditional students identified to be part of the project will earn the minimum required E.C.E. college units to be eligible as child care workers and be competent as effective teacher aides for work in licensed E.C.E. centers and programs in the area. In the Salinas Valley, there is a need for trained care givers in the community to care for the large and growing population of young children of working parents.

To help meet the economic and educational needs of the nontraditional student, the E.C.E. department proposes an innovative class which provides actual "hands on" experiences in a preschool session to develop basic level skills and knowledge in E.C.E. It is also anticipated that a workbook with specific learning modules will be developed for this specific training course to be used as an E.C.E. reference. In addition to the experiential curriculum and "hands on" teaching approach, the training course will offer services of a preschool session for children, parent education, and paid internship experiences for advanced E.C.E. students. Student services such as tutoring, financial aid, and basic skills courses will be provided so that those nontraditional students will have a better opportunity in becoming competent teacher aides and care givers of children.

The planning and implementation of the program will be set up by the Project Director and E.C.E. instructors with input from an advisory committee composed of representatives from Job Link, JTPA, Social Services, private counseling firms, child care employers, and the Central Coast Association for the Education of Young Children (CCAEYC). An ongoing evaluation and review of questionnaires, course work, activities, and needs assessments will be done by the Project Director, E.C.E. staff, and this advisory committee.
1. Specific Educational Program Being Addressed

What specific educational program or services the proposal is addressing:

PROJECT OVERVIEW

The Hartnell College profile of the nontraditional students interested in E.C.E. is: a) 95% Latina women, b) over 90% with no previous college background, c) 50% with a fourth grade education or less, and d) 85% parents of young children. Therefore, this project will focus on the specific needs of the large and growing Latino population of nontraditional students to be trained as competent teacher aides in E.C.E. programs and centers in the Salinas Valley. The purposes of this project is to provide:

1) experiential alternative training course that is more relevant and effective in preparing nontraditional students entering into the child care field and in educating adults about basic parenting skills in a preschool session at the Hartnell College Child Development Center. The course will be divided into different learning modules of safety, health, learning environment, creativity, and discipline to train nontraditional students about the basic skills and knowledge to work effectively with children in licensed centers. In this preschool session these students will be able to have "hands on" experiences of arranging the furniture, equipment, and materials for children in the Hartnell College Child Development Center, of assisting teachers with children in different learning centers, of observing interns conducting lessons in music, movement, art, and food, and of making materials such as play dough, paint, manipulatives, and flannel board pieces for creativity, language development, science, and mathematics.

2) a student workbook of the learning modules with the activities, projects, and reprints of basic E.C.E. principles will be compiled for the students as a E.C.E. resource book for reference, as a by-product of this training course.

3) paid internship experiences for advanced E.C.E. students to refine their skills and knowledge with children at the Hartnell College and to serve as role models and peer tutors for those nontraditional students. There will be 2.5 interns who can develop a close working relationship with the nontraditional students. Besides teaching students
about basic concepts of safety, health, learning environment, creativity, and discipline in the center, the interns can listen to the students' apprehensions, doubts, and concerns. The interns can be "lay counselors" by reassuring them that what they feel is normal for all beginning students in E.C.E. and by supporting them with problems in the child development center. In addition to interns at the child development center, the Project Director and E.C.E. instructors will recruit E.C.E. majors to be tutors for the nontraditional students through the college tutorial center.

Activities established through this project will include the following:

1) An advisory committee of representatives of the different agencies and programs will be established to identify basic needs of the nontraditional students, ways to recruit, and types of support system during the entire training period at Hartnell College. During this training period, the Project Director will be gathering data, collecting interview responses, questionnaires, and teacher observations for each quarterly meeting of the advisory committee to review and evaluate for recommendations.

2) A training course of practical "hands on" experiences in a preschool session. The Project Director, full-time E.C.E. instructors, and preschool staff will identify the knowledge, skills, and activities for each learning modules and collect materials for the identified nontraditional students in this course.

3) A development of the E.C.E. internship program for advanced E.C.E. students who have completed at least one semester of student teaching at Hartnell College. The Project Director and E.C.E. instructors will determine criteria, job descriptions, and schedule for the interns in this E.C.E. training course. The interns will be able to get paid work experience in planning, preparing and implementing preschool activities for the children in this preschool session.
2. Specific Problems Being Addressed

Specific Problems addressed:

1. Limited number of alternative approaches of instruction.

Although there has been an increase of nontraditional students in the last five years, the E.C.E. department has not had the funds nor the staff to plan and implement more alternative forms of instruction in the established program to meet the diverse learning needs of nontraditional students. Not only do these nontraditional students need alternative approaches to learn the basic skills and knowledge in E.C.E., but also support services to minimize the stress of limited study and literacy skills. Without the grant funds, the E.C.E. department can not network and coordinate with the different counseling agencies, organizations, and programs to maximize the nontraditional students' success rate in the E.C.E. training program.

2. Limited resources and time for nontraditional students to receive education and training in a two-year vocational program.

With the closing of many agricultural-based companies, more and more nontraditional female students are attracted to careers working with young children. Many of them have experiences working with children as parents. Second, there are a growing number of positions for caregivers and teacher aides who can work with Spanish-speaking children and their parents. However, these students do not have the time to increase basic English reading and writing skills nor the income to be trained for employment for a minimum period of two years. Many are required by their insurance companies and agencies to complete a training program for full-time employment within a 6 to 9-month period. Some insurance and rehabilitation counseling firms have set up an unrealistic plan of vocational training at a college for nontraditional students who lack so many basic reading, writing, and thinking skills. However, this proposed grant provides an "hands on" alternative approach at the child development center so that those nontraditional students will have some effective skills and knowledge working with children in licensed programs.

3. Limited resources for advanced E.C.E. students to continue training at the Hartnell College Child Development Center.

Many of the advanced E.C.E. students are interested in gaining more work experience at the child development center. Even though many of them have completed 2 semesters of supervised student teaching at the center at Hartnell College, the E.C.E. students still want continued supervised teaching for at least another semester to refine their skills and training. However, these students have limited funds and must find employment as soon as possible. With an internship program, more advanced E.C.E. students will not only receive additional training experience but they will be able to earn a stipend working in the weekly preschool session. They will be able to staff the preschool session under the supervision of the E.C.E.
instructor and be valuable role models for nontraditional students who will be beginning their coursework in E.C.E. at the Child Development Center.

4. Limited student access to the available services in the college and community.

The last problem for students is better access and the delivery of support services of counseling, health, tutoring, and job placement. Nontraditional students can not just focus on vocational training and education at college. Many of the students have not been able to complete a training course due to limited academic skills.
3. Population To Be Served

Population(s) to be served by the project.

The main focus will be the nontraditional Latino student who has not succeeded in traditional coursework of college reading materials and textbooks, writing different research papers, and taking comprehensive exams. Many of the nontraditional students lack a formal high school education, have been out of school for twenty to twenty-five years, have limited reading and writing skills in English, come from culturally diverse backgrounds, and who may be parents of young preschool children. Although this training course is for the large and growing population of nontraditional Latino students in the Salinas Valley, it should be noted that the educational components and materials can be easily adapted to any nontraditional student who has limited formal high school education, limited literacy skills, and/or who are parents of young children.

Several factors have contributed to the influx of the nontraditional students in the Early Childhood Education/child care field. First, the agricultural-based businesses and companies have laid off hundreds of employees. These businesses have either transferred their operations to Mexico, have declared bankruptcy and sold their assets to other smaller companies, or have streamlined their operation to cut costs. Many of the laid off female employees have had many years of parenting and find that the increase of job opportunities in child care a logical choice.

Second, many former agricultural workers are disabled and unable to continue jobs as laborers in the produce fields. Many insurance companies and private counseling agencies identify vocational careers that require some training but expect job eligibility after a six- to nine-month education program. Many of these students are enrolled in E.C.E. courses which do not meet the needs of their special learning styles and still lack basic skills and knowledge to be effective with young children in licensed centers and programs.

This project will be designed to establish a comprehensive experiential training course for nontraditional students pursuing a career in the Early Childhood Education field. This training program with the additional student support services and counseling in education and employment will have the following impact.

The short-term impact of the project to the E.C.E. department will be the modification of course offerings to meet the needs of the nontraditional students in the Hartnell College Child Development Center. This proposal will allow the project director, E.C.E. instructors, part-time instructor, and interns to plan and implement a preschool session for additional training and parent education for students and Parents.

The long-term impact of the project will be better trained nontraditional students as teacher aides and child caregivers in licensed centers and programs, therefore an increase in the quality of care for an ever increasing population of young children. This course will provide an
effective alternative E.C.E. training approach to educate nontraditional students who have limited formal education.
PROPOSED OBJECTIVES

In order to establish a successful experiential training program for nontraditional students the following objectives will be met through this project:

1) Sixty-six percent of the nontraditional students enrolled in comprehensive training program will be eligible to work as entry-level aides in licensed E.C.E. programs and agencies in the area by June, 1993, based on the data of number of students and the number who complete the program.

2) A strong partnership through an advisory council with social services, Job Link, JTPA, and private counseling firms will be developed to provide information and support services for nontraditional students needing training and education in E.C.E. by July 1, 1992.

3) A training course which includes a preschool session for nontraditional E.C.E. students and advanced E.C.E. majors as interns will be developed by November 1, 1992.

4) An internship program for advanced E.C.E. students to staff the preschool session and to be peer tutors for the nontraditional students working in the child development center.

5) Supplemental student workbooks with basic E.C.E. principles and strategies, worksheets, and projects on learning modules of safety, health, learning environment, creativity, and discipline will be organized by the Project Director and E.C.E. instructors of the department.

6) A schedule will be planned to disseminate information about the project training course for nontraditional students for possible adaptation in other community colleges.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
THE EXPECTED OUTCOMES OF PROJECT ACTIVITIES:

Project Objectives:

The project director and E.C.E. staff will achieve essential objectives to create a successful innovative experiential training program to train and educate nontraditional students to work in licensed E.C.E. centers and programs and to increase the Hartnell College E.C.E. department's capabilities of meeting the needs of students from culturally diverse backgrounds.

1. At least 10 nontraditional students will acquire competent levels in skills and knowledge working with children with peer teaching under the supervision of an E.C.E. instructor at the Child Development Center.

2. A strong linkage of different agencies, programs, and organizations to disseminate the information about the E.C.E. training course, to provide tours to the Hartnell College campus, to assist in college enrollment, and provide supplemental student services for recruitment and expansion of the program.

3. In addition to job training skills, these nontraditional students will increase parenting skills, understand child development, and have practical and effective approaches in dealing with their children.

4. These nontraditional students will demonstrate higher skills and strategies in working with children than nontraditional students who have enrolled in traditional E.C.E. college courses.

5. An E.C.E. internship program that provides stipends for advanced E.C.E. students to continue their training at the Child Development Center and also be effective peer tutors for entry-level nontraditional students.

6. Supplemental reading materials and activities for learning modules in safety, health, learning environment, creativity, and discipline will be organized for use as an E.C.E. reference workbook.

Impact of the project

There will be a significant impact of this project in the community due to the built-in network system of the Department of Social Services, Hartnell College, Monterey County Office of Education, Natividad Hospital, private counseling firms, Job Link, JTPA, CCAEYC, and employers of different child care programs in the community. A strong partnership of these programs will help to recruit more nontraditional students interested in E.C.E. to this training course at Hartnell College and to help them access to services which help them succeed in their education and vocational-related needs. A linkage will also help solve the problem of informing the community about this training course and effectively recruiting nontraditional students for the fall and spring semesters of 1992-93. With a strong partnership with counselors, social services, and organizations dealing with children, nontraditional students
will have a better access to a delivery system of services for recruitment, college training, child care, student support services, and job placement.
PROGRAM EVALUATION

The Program Director will work with an advisory committee composed of counselors, E.C.E. instructors, social services representatives, and community members to monitor and review the program design. During the school year 1992-93, the Project Director will be gathering data from questionnaires, interviews, and surveys about the program, training modules, staff relations, effectiveness of the student services, and quality of the child care/preschool program. All participating agencies, programs, and organizations at the college and the community will provide feedback and evaluation. During the school year, the program director will conduct a self-evaluation of the nontraditional students and interns in this training course. These observations, written data, and comments will lead to revision of the program in its second cycle for the spring semester, 1993 and for the Fall semester, 1993.

Each objective will be evaluated as follows:

1) Students will be evaluated by oral exams, teacher observations, quality and completion of the activities, projects, assigned tasks in the Hartnell College Child Development Center by the Project Director and E.C.E. instructors.

2) The effectiveness of the partnership will be based on questionnaires for students, representatives of the different agencies and programs at the college and community, and staff, as well as review of the partnership’s data on the number of clients receiving information about the program and receiving support services.

3) There will be pre- and post-observations of the parents working with the children in the Child Development Center conducted by the Project Director. The Project Director will rate the times these parents are using nonpunitive strategies, positive language, and guidance techniques as they work with the children in different activities. In addition, the Project Director will interview some of the parents and students about their feelings and comments on their effectiveness with their children in the center and at home.

4) Surveys and questionnaires to child care employers will be conducted by the Project Director for feedback about the nontraditional students’ performance in the licensed programs as well as their input on the competency level of beginning child caregivers and teacher aides.

5) The Project Director and E.C.E. instructors will monitor and review the progress of the interns based on teacher observations, video taping, and self-evaluations. There will also be a questionnaire conducted for feedback from the nontraditional students.

6) The Project Director and the E.C.E. instructors at Hartnell College will review and evaluate the effectiveness of the reading materials and activities from the level of nontraditional students’ degree of competence in the child development center through oral exams, teacher observations, self-evaluations, and completion and quality of the assignments.
8. Dissemination Plan

Dissemination Plan

A dissemination plan, including recommendations for appropriate dissemination for the project.

The project will provide dissemination materials and information to other community college E.C.E. instructors, specialists, consultants, and directors interested in training nontraditional students in the E.C.E. field from May 1993 - June 1993. E.C.E. instructors of the Hartnell College Department will be conducting seminars, in-services, and workshops about this training course for the following organizations: Community College Consortia, CCCECE (California Community Colleges in Early Childhood Education) CAEYC (California Association for the Education of Young Children) and meetings with community colleges near Hartnell College.

All interested E.C.E. instructors and specialists will have a copy of the following:

1) training course description for adaptation in other California community colleges for nontraditional students. The written description will include a course outline, learning modules, and samples of the evaluation process.

2) a written description of the training and internship program. Instructors and specialists will have opportunity to see an outline of the eligibility, criteria, duties and responsibilities, and evaluation of the interns' skills and knowledge as a preschool teacher in the child development center.

3) description of the supplemental reading materials and activities with samples of unedited video tapes that help reinforce the different concepts and skills in safety, health, learning environment, creativity, and discipline. E.C.E. instructors and specialists will have opportunity to review samples of the learning modules, types of activities and projects, and different evaluation forms, questionnaires, and surveys to determine levels of competence of those nontraditional students working with children in a preschool setting.
9. Budget Narrative

Budget Summary

For the completion of this project's goals and objectives, a budget allocation of $14,900 is requested from FIl.