ADMINISTRATOR COMPETENCIES IN RELATIONSHIP

TO CHILD CARE PROGRAM TYPE

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

BY

JOSEPHINE S. STEARNS

DENTON, TEXAS

MAY, 1982

The Graduate School

Texas Woman's University

Denton, Texas

February 5 19 82

We hereby recommend that the ___dissertation___ prepared under

our supervision by ___Josephine S. Stearns___

entitled ___Administrator Competencies in Relationship to___

Child Care Program Type

_____

_____

_____

be accepted as fulfilling this part of the requirements for the Degree of _____

Doctor of Philosophy_____.

Committee:

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

ACKNOWLEDGMENTS

TABLE OF CONTENTS

Chapter

LIST OF TABLES

LIST OF FIGURES

Figure

CHAPTER I

INTRODUCTION

Historical Setting

Care of children in group settings has developed in
response to professional needs, societal needs, or national
needs. Works Project Administration (WPA) child care
centers were maintained partially to utilize the talents
of unemployed school teachers and 24-hour care was insti-
tuted to support women on alternate shifts in war plants
in World War II (Goldsmith, 1972, p. 1). Two amendments
to the Social Security Act Title IV-A effective January
1968, and Title XX, Grants to States for Services, effec-
tive October 1975, were created to meet the needs of chil-
dren and families who were receiving funds under Aid to
Families with Dependent Children (AFDC). Campus child
care centers expanded in the 70's as increasing numbers
of mothers returned to college (Parker, 1972, p. 14;
Fein & Clark-Stewart, 1973, pp. 26-37; Ruopp R., Travers,
J., Glatz, F., Coelen, C., 1979, p. 5-9). Child care in
church settings grew as the proportion of working women
grew. Three-hour nursery school programs serving as
educational programs for children of mothers at home
became a small portion of child care programs available.

1

The needs of working mothers regardless of class or of marital status, stimulated the expansion of child care outside the home.

In the 70's, licensing guidelines and managerial problems required a stable and consistent enrollment (Young & Jackson, 1973, p. 5). Increasingly group child care was available only on a weekly, monthly or long-term basis. Proprietary child care expanded rapidly and is projected as a burgeoning industry. Franchise operations, chains and individual units are all part of this group.

Child care today has its roots in the day care movement beginning in the 18th century and the nursery school movement early in this century. Primarily the day care movement served the welfare of children in low income families and was given impetus by such crises as the Industrial Revolution, the Great Depression, and World War II. Day care services included 10 to 12 hours of daily physical and emotional care of the young child, and professional personnel were usually trained in the area of social welfare (Goldsmith, 1972, p. 117; Steinfels, 1973, p. 86; Fein & Clark-Stewart, 1973, pp. 13-25).

The nursery school movement was started in the 20's and expanded in the 30's during the Depression. In contrast to day care, nursery schools served the

middle-class families and provided a half day educational program to children 3 to 5 years of age. Professional personnel were college trained; most were elementary teachers unemployed in the 30's. In the 40's, colleges expanded training programs in order to conduct research and to provide a broader informational base and special skills for teachers of young children (Decker & Decker, 1980, p. 13; Goldsmith, 1972, p. 117; Steinfels, 1973, p. 66).

In the 60's the Head Start program significantly changed the child care industry. Head Start combined the services of both day care and nursery school movements within one agency. The Head Start programs introduced a multifaceted approach to child care by including education, nutrition, social services, parent involvement, and personnel career ladder components.

The personnel career ladder offered a means of employment and training for parents (Steinfels, 1973, p. 85; Heller & Host, 1971, pp. 103-107). Parents were required to participate in the parent involvement program by being in the classroom, attending parent meetings, or making educational equipment. Parents could be employed in the system to work as aides in the classroom, in the nutritional program, or in other areas of the program. The

personnel career ladder developed a population of para-
professionals working at various levels in the child care
industry (Heller & Host, 1971, pp. 109-119).

In the 70's, the positions for employment in the child
care industry became related to the career ladder concept.
The people employed in the industry were paraprofessionals
and professionals who had received training under the
direction of a variety of programs; Child Development
Associate training (CDA), Child Development/Early Child-
hood programs at community colleges, teacher certification
programs in early childhood education, child development,
and elementary education, and degree programs for social
workers, nutritionists, and child development specialists.

In the 80's training for this variety of personnel is
provided by colleges and universities as preservice and
inservice as well as in degree programs or in continuing
education. It is also provided by project personnel, by
professional associations, and through staff development
within state agencies. Because so many sources provide
professional training, definition of needed competencies
is essential both to effective training by varied sources
and to the coordination of training by alternative levels
and agencies.

A position needing special attention and frequently
overlooked is that of the administrator. The child care
administrator is a pivotal member of the professional team.
However, historically, most have acquired their competen-
cies through on-the-job experience. Today's level of
knowledge related to child care administration permits
systematic training and career development. The continuing
expansion of child care increases the urgency of developing
appropriate education. Defining the needed competencies
of child care administrators is the foundation for such
educational programs (Butler, 1974, p. 63; Decker & Decker,
1980, p. 48; Fox, 1977, p. 75; Keyserling, 1975, p. 18;
Sciarra & Dorsey, 1979, p. 3; Yablans-Magid, 1981, p. 342).

Statement of the Problem

The continuing expansion and great variety of child
care services require specific knowledge of competencies
needed for all child care personnel. The academic training
of administrators must relate to competencies needed for
the various programs. Educational entities need descrip-
tive data on tasks and responsibilities of administrators
and on possible variations related to alternative child
care settings in order to provide appropriate preparation.

Purpose

This study explored the competencies of a randomly selected group of child care administrators through self-reports. Thirty-seven child care administrators completed the Profile of Administrators Skills (PAS). Differences were sought between administrators of profit and of non-profit settings, and between administrators of alternative programs. Programs represented included Head Start, Title XX, proprietary, church-sponsored, franchise, and industrial.

Design

This descriptive research was based on the self-reports of 37 child care administrators randomly selected to represent alternative types of child care. Data were collected in the summer of 1981 utilizing the Profile of Administrator Skills (PAS).

The competencies reported by the administrators were computed in frequencies in order to compare reported center behaviors with the competencies assumed in the instrument. Statistical analyses were completed to compare the child development knowledge scores of administrators of different centers, and to compare the tasks and practices performed by administrators of different centers.

Instrumentation

The Administrator/Manager Assessment and Program Coordinator Assessment Instruments were developed by the Texas Early Childhood Careers Recognition Council (TECCRC) (Bordelon, Stone & Tate, 1981). These instruments were combined to develop the Profile of Administrators Skills (PAS) (Appendix A). The PAS encompassed knowledge of child development and ten categories of administrative respon- sibility: observation and recording, safe environment, healthy environment, learning environment, programming for optimal development, curriculum, home-center relation- ships, personnel, administration, and facility operation. The child growth and development section required a forced choice answer and was utilized to establish the Child Development Knowledge Score (CDK). The remaining ten categories involved a four point scale utilizing responses representing consistent, could improve, not observed, and not applicable.

Hypotheses

In order to compare administrators from profit and nonprofit centers and from alternative programs, four null hypotheses were utilized:

$H_0 1$. The Child Development Knowledge (CDK) of administrators in profit and in nonprofit settings will not differ significantly.

       a. The level of score in Child Development Knowledge section A (CDK-A) evidenced by administrators in profit settings will not differ significantly from the level of CDK-A scores of administrators in nonprofit settings.

       b. The most frequently used practices of administrators in profit settings as reported in Child Development section B (CDK-B), will not differ significantly from the most frequently used practices of administrators in nonprofit settings

$H_0 2$. The Child Development Knowledge (CDK) of administrators of Head Start, Tittle XX, church sponsored, proprietary, franchise and industry related programs will not differ significantly.

       a. The level of scores in Child Development Knowledge section A (CDK-A) evidenced by administrators in six alternative programs will not differ significantly.

b. The most frequent used practices reported
   in Child Development Knowledge Section B
   (CDK-B) will not differ significantly among
   administrators in the six alternative
   programs.

$H_0 3.$ The reported level of consistent task performance
of administrators in profit settings will not differ signif-
icantly from the reported level of consistent task perfor-
mance of administrators in nonprofit settings.

$H_0 4.$ The reported level of consistent task perfor-
mance will not differ significantly among administrators in
Head Start, Title XX, church-sponsored, proprietary,
franchise and industry programs.

Basic Assumptions

This study assumed that administrator competencies
are critical to center success and quality child care. The
center communicates the leadership of its manager via
maintenance of the program schedule, educational goals and
objectives, staff interaction patterns, and children's
behavior (Bogue & Saunders, 1981, p. 412).

The data were collected through self-report of a
randomly selected group of child care administrators. The
study assumed that the data on consistent task performance

was congruent with center behaviors and that task perform-
ancy is equivalent with quality.

This study also assumed that the 10 categories of
administrative responsibility derived from the Framework
for Training by TECCRC provide valid parameters of specific
competencies. The categories have been evolved through
professional consensus of fifty professionals selected by
three state agencies in Texas. The categories are congruent
with the CDA categories originally established at the
national level; therefore, these administrative competencies
are related to the child development/early childhood career
ladder. The categories are also congruent with recent
literature on child care administration (Butler, 1974, p.
61; Hewes & Hartman, 1979, p. 63).

Definitions

Administrator. The person who is responsible for the
personnel, financial, and operational decisions of the
child care center.

Categories of administrative responsibility. Ten
subdivisions identified on the Administrator/Manager
Assessment Instrument (AMAI) and Program Coordinator
Assessment Instrument (PCAI) established in the Framework
for Training, developed by TECCRC.

Child Development Knowledge A (CDK-A). Exact answers are required for 54 of the 109 items in the child growth and development category of the PAS. The specific knowlege relates to physical, emotional, social and intellectual development plus nine questions related to appropriate help from an adult.

Child Development Knowledge B (CDK-B). The reporting of child care practices most frequently used. The specific practices relate to physical, emotional, social and intellectual development of infants, toddlers, preschool and school age children.

Church sponsored programs. Programs held at a church site for children 6 months to 5 years and older, emphasizing intellectual, social, emotional development plus religious training.

Competency. Knowledge, application, and behaviro related to administrative tasks. Competencies were reported by subjects and/or observed by researcher on site.

Consistency of task performance. Categories reported by child care administrators are identified as: consistently performed (*); could be improved (CI); not performed (-); and not applicable (N/A).

Day care. Six to 10-hour per day program emphasizing physical, social, emotional, and intellectual nurturing of young children. Twenty-four hour programs for children with special needs were not included in this study.

Franchise programs. Individual child care centers managed or owned for a larger corporation. The conglomerate of centers usually have a common name and are operated for a profit.

Head Start programs. Programs emphasizing intellectual, social, emotional and physical development for children 3 to 5 years of age from economically disadvantaged environments. The program has social service, health, and parent education components.

Industry related program. Program of child care developed to provide a stable work force for the employer through the care of employees' children. The child program may provide child care for 8 to 24 hours on the industry's work site or in an area convenient to the employees.

Nonprofit programs. Centers not operated for profit and supported usually by public funds or church entities. If parent fees are utilized, more than 1/3 of the financial support is provided by the federal government, local fund raising agency, or a combination of both. The organization

uses its funds for personnel, equipment, and services. The funds are not invested for a financial gain to the investors.

Nursery school programs. Programs for children 3 to 5 years of age emphasizing intellectual, social, and emotional nurturing of young children for 3 hours per day.

Profile of Administrators Skills (PAS). The instrument is a combination of the Administrator/Manager and Program Coordinator Assessment Instruments developed by the Texas Early Childhood Careers Recognition Council (TECCRC) in the 1981 Framework for Training.

Profit programs. Child care centers operated for the purpose of financial return to the proprietors.

Proprietary programs. Child care centers are owned and managed by an individual for the purpose of profit to the proprietor.

Title XX. Full-day program emphasizing intellectual, social, emotional and physical development for children 3 months to 5 years from economically disadvantaged environments. The custodial parent is usually participating in an educational training program that is vocationally oriented. These programs are publically funded to meet established standards.

CHAPTER II

REVIEW OF LITERATURE

Within the last decade increasing attention has been directed to the development and refinement of competency-based education. Competency-based teacher education is the area which received the greatest emphasis. A limited amount of attention has been addressed to competency-based education for supervisors and administrators in public education. This review of literature is limited to competency-based education, administrative competency, and types of child care centers.

Authorities agree that competency-based education provides a process that a person may learn in a college setting but continues to use for professional development throughout the individual's career (Andreyka, 1976; Elam, 1971, p. 4; Feldvebel, 1974; Hall & Jones, 1976, p. 67; & Wolf, 1976). As Feldvebel (1974) states, the level of competency is "an extension of the continuum from theory to performance" (p. 6).

Competency-based Education

Competency-based education is a process that provides individual instruction directed to predetermined needs in

knowledge base, skill performance, and problem solving
techniques (Elam, 1971, p. 8; Hall & Jones, 1976, p. 12;
Hollingsworth, 1974). An essential element of competency-
based programs as defined by Elam (1971, p. 22) is that
competencies are criterion referenced, are individually
demonstrated and assessed, and show specified achievement.
Hall and Jones (1976, p. 67) and Feldvebel (1974) agree
that the most important aspect of competency-based educa-
tion is that the individual can demonstrate the specific
competency.

Involvement in field experience related to the area
of expertise is important to the acquisition of some
competencies. Andreka (1976), Elam (1971, p. 6), and
Hall and Jones (1976, p. 11) identify the need for
competency-based programs to include relevant experiences
that relate to future career goals. In addition the
training needs to include professional meetings and work-
shops for professionally employed.

A competency program requires both an assessment and
an evaluation of behavior. Several authorities agree that
the assessment needs to be performed at the field site
(Hall & Jones, 1976, p. 12; R.O.M.E., 1974). The analysis
process may include the use of a variety of tools such as
questionnaires, observations, checklists, individual or

group interviews (Hollingsworth, 1974). The information

obtained is analyzed to determine areas in which competen-

cies are deficient. According to Hollingsworth (1974),

the assessment process helps to determine the individual's

criterion achievement level, the appropriateness of

instructional content and methods and the criterion for

levels of achievement.

Administrative Competency

The administrative position of a director/manager in

a child care center requires mastery of an extensive list

of competencies. Authorities agree that the responsibili-

ties of management skills include planning for curriculum

and staff development, providing leadership in school

policy and community involvement, maintaining facilities,

and managing financial affairs. Curriculum planning

involves the development of an educational program that

meets the needs of the children and families of the center.

Staff development and recruiting procedures reflect the

philosophy and goals of the center. School policy includes

identifying limitations and developing a compatible

philosophical base for the interests of the children,

staff, and families. Financial management encompasses

seeking operational funds, maintaining an operational

budget for all expenses, and supervising building

maintenance (Butler, 1974, p. 61; Decker & Decker, 1980,

p. 48; Hewes & Hartman, 1979, p. 63; Sciarra & Dorsey, 1979,

p. 2; Stevens & King, 1976, p. 303).

Research studies conducted in the 70's reviewed the

related competencies needed in the related field of child

care occupations, administrative job inventory, and admin-

istrative training. These studies related to jobs and

tasks, to training, and to cost efficiency in the child

care industry (Fox, 1977; Iowa State University &

University of Northern Iowa, 1974; Krashinsky, 1978, Ruopp,

1979; Texas Early Childhood Careers Recognition Council,

1981; Zaccaria & Hollomon, 1976).

Jobs and Tasks

The first child care job inventory research study

reflected in the literature was conducted in 1974 by the

Department of Home Economics at Iowa State University and

the University of Northern Iowa (Iowa Department of

Instruction, 1974). The purposes of the study were to

determine the primary jobs available which required less

than a baccalaureate degree; to identify and determine

frequency performance of tasks; to formulate relevant task

clusters; and to determine tasks common to all child care

occupations. The sample of 136 different persons completed

a questionnaire which provided a possibility of 239

separate responses related to specific job tasks. Using a 5-point scale, the subjects responded to a scrambled order of 251 individual child care tasks. An additional personal data questionnaire was completed by each subject.

The results identified a tentative career ladder, job description and six job categories. The job categories were determined by the task clusters most frequently used in the performance of a specific job. A one-way matrix was developed for each occupation. The matrix shows the descending frequency of task performance of a specific occupation. Using the matrix, the identified six jobs were Day Care Mother, Foster Parent, Houseparent, Nursery School/Day Care Center Owner/Director, Nursery School/Day Care Teacher, Nursery School/Day Care Center Teacher Aide/ Assistant/Volunteer.

Beginning late in 1974 the Texas Committee on Early Child Development Careers explored identification of career levels. The Action Format reflects the consensus of 50 professionals representative of agencies training institutions and professional associations (Bordelon & Tesar, 1976).

Zaccaria and Holloman (1976) developed and analyzed a job inventory study in Texas. The job inventory was administered to 684 individuals representing a range of

day care positions in private, nonprofit, proprietary, and federally funded centers. For this study, four instruments were developed with each involving a Child Day Care Center Job Inventory of 167 tasks. The research identified nine original duties which have a number of tasks listed under each category. The nine original duties of the inventory were clustered into 10 job descriptions, five of which were related to teaching and five to administration. According to these researchers, this was the first attempt to "use scientific procedure and research findings in developing job descriptions and career progression for child care personnel" (Zaccaria & Holloman, 1976, p. 13).

Training

A 1977 Texas Department of Human Resources research study directed by Fox revealed that the majority of child care administrators had not had college or university level courses related to the operation of a child care center. A questionnaire completed by 300 subjects identified that the training courses taken were related to areas of child development, educational theory, and child care management. The research indicated that future training at the college and university level is needed in management and day care facility operation (Fox, 1977).

The Framework for Training (1981) is the product of a 5-year project developed and published by the Texas Early Childhood Careers Recognition Council, whose membership is representative of every major Texas early childhood organization (Appendix B). The Framework encompasses the five objectives established by the 1976 Texas Committee on Early Childhood Development Careers and published in the Action Format for Early Childhood Development Careers (Texas Department of Community Affairs, 1976).

The Action Format reflects a consensus of 50 early childhood professionals, working on a regular basis beginning in November of 1974. The background history of this development is summarized in Appendix B.

The objectives identified as segments of the Framework include a matrix of career levels, skill areas, and specializations; the training topics and related tasks of 11 positions; the suggested performance criteria for task completion; and the competency-based assessment instruments for each of the 11 positions. The research and development for the Framework of Training was funded by monies from a Membership Action Grant from the National Association for the Education of Young Children, Texas early childhood organizations, and Title XX training funds from the Texas Department of Human Resources.

The portion of the Framework for Training to be used in this research are the competency-based instruments for the positions of administrator/manager and program coordinator. The two instruments are adapted and combined into one assessment instrument named the Profile of Administrators Skills (PAS) (Appendix A).

Cost Effectiveness

Krashinsky (1978) observed 93 day care centers in Toronto and Ottawa and found the per diem costs to vary among the centers. Using multiple regression of least squares the researcher identified a significant relationship between the degree of government subsidization and the per diem rate. The statistics can be interpreted into a per diem rise of 30 cents in commerical centers and 36 cents in nonprofit centers. The researcher suggested moving the subsidized children from public child care centers to private centers to reduce the per diem costs. The results of the study showed the additional operational costs of public child care centers are associated with higher salaries, higher child/adult ratio, and reduced donated services.

Yoakam (1978) had twenty child care directors participate in the evaluation of their administrative competencies. Child care specialists evaluated the degree to

which the selected center attained model status. Each
director selected three parents from its center to evaluate
the center. A high correlation resulted between the score
of the Competency Evaluation Instrument and the Parent
Rating Scale indicating that the more competent directors
administrate a more model-like child care center.

In 1974, the Office of Child Development initiated
the study which was to become the National Day Care Survey
(NDCS) directed by Ruopp, R. and Travers, J., Glantz, F.,
Coelen, C., (1979) for Abt Associates, Inc., of Cambridge,
Massachusetts. Sixty-four day care centers located in the
three cosmopolitan communities of Atlanta, Detroit, and
Seattle were studied. The research investigated the cost
effects of staff/child ratio, group size, and caregiver
qualifications. These three areas are critical factors
in state and federal regulations. Based on the results
of the research, NDCS recommended amendments to the federal
day care requirements that addressed group size, caregiver/
child ratio, and caregiver child-related education/training.

Studies related to child care administration began to
appear in the 70's. They are limited in number and are
related primarily to definition of roles, training needs,
and cost effectiveness. Figure 1 summarizes them by
instrument, problems, ad results.

Figure 1

Summary of Related Research Studies

Author/Sample	Instrument	Problem	Results
Departments of Home Economics Education Iowa State Universi- ty, University of Northern Iowa, Iowa Department of Public Instruc- tion, 1974--136 persons.	Questionnaire listing 251 individual tasks, scram- bled in random order, personal data questionnaire.	Determine the primary jobs available in child care in Iowa which require less than a baccalaureate degree; identify and determine frequency of performance of tasks for child care workers in the various occupa- tions; formulate relevant clusters of tasks; determine tasks common to all child occupations and those unique to each occupa- tion.	Tentative career ladders and job descriptions and six categories were identi- fied; Day Care Mother, Foster Parent, Houseparent, Nursery School/Day Care Center Owner/Director, Nursery School/Day Care Center Teacher Aide/Assis- tant/Volunteer.
Bordelon, K. and Tesar, S., Texas 1976, 50 persons	Questionnaire	Determine the career levels and child care professional speciali- zations in Texas.	Action Format reflects a consensus of 50 early childhood professionals working on a regular basis. 1974-1980.

23

Figure 1--Continued

Author/Sample	Instrument	Problem	Results
Zaccaria and Hollomon, Texas, 1976-- 648 persons.	Survey of specific tasks; consequences of Inadequate performances; Task Learning Difficulty; Training Priority evolved Child Day Care Center Job Inventory of 167 tasks.	Develop, administer and analyze job inventory of individuals in day care centers.	Cluster groups evolved five job descriptions of teaching type and five of administrative type. Career progression for teaching contained three levels. Level I, entry level; Level II, skilled teaching, Level III, teacher/administrator.
Fox, Texas, 1976-- 300 persons.	Questionnaire	Assess the training needs and preferences of child care administrative personnel and design and implement a multilevel leadership training institute for early childhood program leaders.	No specific courses related to child care center operations available at college and university level. Most courses taken related to child development, educational theory--a few child care management courses available.

Figure 1--Continued

Author/Sample	Instrument	Problem	Results
Krashinsky, 1978, Toronto and Ottawa-- 93 child care centers.	Show test for equality between coeffi- cients for commercial and nonprofit cen- ters.	Examine and compare the cost effectiveness of child care programs operated by private entities or public agencies.	Government subsidized child care tends to cost more. Rise in costs are associated with salary rises, increase in quality care, child/adult ratio is greater, and decrease in donated goods and services.
Yoakam, 1978 20 child care directors.	Competency Evaluation Instrument Parent Rating Scale.	Utilize the Competency Evaluation instrument to describe the child care directors compe- tencies and to use the Parent Rating Scale to determine the quality of child care centers as judged by parents and child care specialists.	Competency of director related to quality of center.
Ruopp, National Survey, 1979-- 64 day care centers-- Atlanta, Detroit, and Seattle.	Telephone interviews, site interviews	Determine cost effects of staff/child ratio, group size and care- giver qualifications in the operation of a child care center.	Care giver/child ratio major determinant of cost. Caregiver qualifications have a slight effect on wages received. Wages are extremely low.

Figure 1--Continued

Author/Sample	Instrument	Problem	Results
Texas Early Childhood Careers Recognition Council, 1981--750 persons.	Questionnaire	Identify career levels and child care professional specializations; coordinate staff training plan; and develop competency assessment instruments.	<u>Framework for Training</u> identified six career positions and 20 possible training areas. The competency assessment instruments developed for six career positions. Six career positions include administrator, manager, program coordinator, social worker, teacher, assistant teacher, and teacher aide.

Types of Child Care Centers

Child care was provided in a variety of settings in the 70's. Bane (1979) reported on the costs, arrangements, and types of payment for child care used by working parents. The variety of child care arrangements ranges from at home with a relative, at the home of a relative, nursery school, day care center, parent cooperative, and funded programs. The dollar costs span from the least expensive through government subsidized programs. In 1977, Title XX Social Services served 799,000 children at an estimated cost of 809 million dollars. In the same year, Head Start served 349,000 children at an estimated cost of 448 million dollars.

The settings included in this research were child care centers operated for profit or not-for profit (nonprofit). They were selected from the six areas of Head Start, Title XX, church sponsored, proprietary, franchise and industry related.

Profit Centers

According to Aikman (1977, p. 15) profit organizations may be a sole proprietorship, a partnership, or a corporation. The sole proprietorship is owned and operated by a single individual. The individual assumes full personal

liability for the financial consequences for the center's operation including liability of debts, breaches of contract, torts, taxes, tax penalties, and regulatory fees. The sole proprietor has the full authority for decision making.

Partnership can be general or limited. In general partnerships, two or more individuals are associated for the purpose of the financial business commitment. The individuals have equal commitment and responsibility to the child care center's obligations. Each partner is coequal in financial obligation, and decision making. In limited partnerships, the individual is liable to the amount of financial investment contributed to the center's operation (Aikman, 1977, p. 19).

A corporation is an entity organized for the purpose of making a profit. The legal existence of the corporation is separate from the persons who created and operate the center. The financial liability, breach of contract, torts or tax penalties are charged to the corporation. The Board of Directors are the governing body which is legally liable for the decision process. The director of the center works under the direction of the Board (Aikman, 1977, p. 21).

Nonprofit Child Care

Aikman (1977, P. 15) identifies that a not-for-profit
(nonprofit) center can make a profit. However, the profit
cannot be paid to its organizers. The profit can be
reinvested in the center for supplies, salaries for
personnel, or program improvements. Nonprofit centers may
be operated by a larger tax exempt organization or govern-
ment funded agency.

Maxwell (1972) summarizes the efforts of several
large corporations participating in employee-subsidized
child care. Corporate administrators agreed that employer-
subsidized child care is not for every company. Careful
planning is needed to determine if child care will solve
a specific problem for the corporation. Child care needs
to be compatible with employee's needs, children's ages,
and corporation's goals.

It is recognized that not much financial planning
is available to day care administrators (Henderson, 1975).
Henderson developed a hypothetical center that met specified
space and program regulations and financial requirements.
After extensive discussion of cash flow, Henderson con-
cluded that to be profitable, the hypothetical center
needed to maintain a weekly income of approximately
$3,000 to be profitable.

Summary

The literature related to child care administration is recent and limited. Literature on competency based education reflects the need for task definition based on field performances, and the need for pre- and post assessments for training programs. However, the preparation of child care administrators is hampered by the lack of clear task definitions. Efforts have been made to identify competencies or tasks of child care personnel, but few studies related to administrator competencies. The literature suggests that administrator tasks may differ by profit or nonprofit status, or by the type of center setting.

CHAPTER 3

METHODOLOGY

This study was designed to identify the competencies
of administrators employed in alternative types of child
care centers. It explored the child development knowledge,
preferred child care approaches, and tasks consistently
performed by a group of child care administrators from a
north Texas metropolitan area. The study was completed
in the summer of 1981.

Design

This descriptive research was based on the self-
reports of 37 child care administrators randomly selected
to represent alternative type of child care. The sample
represented profit and nonprofit centers and the program
categories of Head Start, Title XX, proprietary, franchise,
church, and industry. Data were collected in the summer of
1981 utilizing the Profile of Administrator Skills (PAS).
Statistical analyses were completed to compare the child
development knowledge scores of administrators of different
centers, and to compare the tasks and practices performed
by administrators of different centers.

Population

The Dallas regional office of the Texas Department of Human Resources provided a list of 715 licensed child care facilities in Dallas County and Plano. These facilities were identified as: family day care homes, group day care homes, day care centers, kindergarten and nursery school, and private school, grades kindergarten and above. Of the 715 licensed facilities, 417 were day care centers. From this population, the sample of 45 for this study was drawn.

Sample

The subjects were administrators of child care centers selected through a cluster sampling technique. Each cluster represented a specific type of child care center differentiated by its major source of financial support. Of the population of 45, comparable numbers were not available for each cluster. Each potential subject was contacted, and a total of 37 participated within the time frame of the study. The sample is summarized in Table 1 by center type and population, sample drawn, and subjects participating.

Table I

Sample

Kind of Center	Popula-tion	Sample Drawn	Sample Partic-ipating	% Popula-tion
1. Nonprofit				
a) Public				
Head Start	8	4	3	38
Title XX	33	10	8	24
b) Private				
Church Sponsored	125	10	8	3
2. Profit				
a) Proprietary	500	10	9	1
b) Franchise	47	10	8	18
c) Industry-related	2	1	1	50
Totals	715	45	37	

Instrumentation

The Profile of Administrator Skills (PAS) was a combination of the Manager Assessment and the Program Coordinator Assessment (Bordelon, Stone & Tate, 1981). For this study the Child Growth and Development section was modified to provide a knowledge section requiring exact answers and a professional practice section requiring the

reporting of the most frequently used approach. The remainder of the instrument covering ten categories, involved a four point scale. In these sections the subject reported one of four choices: 1) consistently performed on the site; 2) could improve; task was usually done and could be done more often or better; 3) task not performed at the site; 4) task did not apply to that site.

One hundred and nine of the items related to child development knowledge which was examined in two parts. Child Development Knowledge A consisted of 54 items requiring exact knowledge of development and Child Development B consisted of 55 items reflecting the most frequently used procedures. The remaining 159 items of the PAS were representative of ten other areas of administrative concern: observation and recording, safe environment, healthy environment, learning environment, programming for optimal development, curriculum, home-center relationships, personnel, administration, and facility operation.

Procedures

1. <u>Human Research Review Committee</u>. Approval from the Human Research Review Committee of Texas Woman's University was obtained prior to beginning the research. Permission was secured from each agency and each participant prior to the site visit (Appendix C).

2. <u>Pilot study</u>. Through a pilot study with a comparable sample, data collection and analysis procedures were evaluated. Ten subjects from Denton county were selected for the pilot. They represented three forms of nonprofit centers and two forms of profit centers. Non-profit types were Head Start, Title XX, and church sponsored. Profit types included proprietary and franchised centers. There was no industry related center available in Denton county for the pilot.

The pilot study provided a test of reliability by the test-retest method. The second administration of the PAS instrument was completed ten days after the first administration. Comparison of the scores supported reliability at the .50 level.

The pilot study also revealed the efficacy of eliminating the structured interview utilizing the PAS instrument. Instead subjects were asked to complete the PAS instrument in advance of the on-site visit. This permitted completion of the form in privacy, and diminished researcher influence.

3. <u>Randomization</u>. Subjects were identified by randomly selecting child care centers within clusters. The clusters were: Head Start, Title XX, Church, Proprietary, Franchise, and Industry. Of the population of 715 licensed

facilities, unequal numbers of centers were available in each category (Table II). Utilizing a table of random numbers, a sample of ten was drawn when numbers permitted. Of those selected, 37 completed PAS questionnaires and were utilized for the study.

4. Coding. All data were coded on Scan-tron 2200 forms which have 200 items per form. Therefore, each participant had two forms credited to their identifying number in order to record 268 items. Their identifying number reflected the type of center: Head Start (1-10); Title XX (11-20); church (21-30); proprietary (31-40); franchise (41-50); and industry (51-60).

The researcher prepared the Scan-tron forms from the completed PAS questionnaires. The Scan-tron 2200 forms have five possible answers for each item: A. B, C, D, and E. The child growth and development section of the PAS was designed with five possible answers to adapt it to this type of data analysis. Items 110 to 268 of the PAS instrument required the subject to select one of four symbols: * Task consistently performed on site; CI Could Improve, task usually done and could be done more often or better; - Task not performed on site; and N/A Not Applicable. The researcher coded these responses respectively to the ABCD categories.

In these procedures the researcher transferred data directly to Scan-tron sheets as an alternative to the summarizing of data on a Fortran sheet and key punching. Since 268 items were included for each subject these procedures seemed to diminish error and expedite processes.

5. Analysis. The Scan-tron 2200 forms were submitted directly to the DEC-20 system computer for analysis. The Statistical Package for the Social Sciences (SPSS) Version 8, was utilized for analysis. Those analyses appropriate to these nonparametric data were the Mann-Whitney U Test comparing independent samples, and the Kruskal-Wallis one way analyses of variance. Data related to the consistency of administrator performance were tabulated for reporting of frequencies.

6. Research follow-up. Upon completion of the study, a report of the results was sent to each of the subjects participating in the pilot and in the study itself.

CHAPTER IV

RESULTS

The sample of thirty-seven administrators reported on
the PAS consisting of 268 items. Of the total items, 109
items in the Child Development Knowledge portion were
divided into 54 items in section A requiring a correct
answer and 55 items in section B identifying the preferred
child care practices. The remaining 110 items referred to
the level of task performance completion used at the child
care sites.

The reporting of the results in this section is
divided into four sections: 1) child development knowledge
relating to Hypothesis I and II, 2) task performance
relating to Hypothesis III and IV, 3) task performance
overall, and 4) discussion.

Child Development Knowledge

Hypotheses I and II

Hypothesis I sought to identify differences in child
development knowledge by administrators in profit and non-
profit settings. Hypothesis II sought to identify
differences in child development knowledge by administrators
in different types of programs. The child development

knowledge section was divided into two sections, A and B. Section A, 54 items, related to descriptions of physical, intellectual, social, and emotional development for four age levels: infants, toddlers, preschool, and school age. Section B, 55 items, described approaches most frequently used with the same age groups.

Child Development Section A

The data on these 54 child development knowledge items were explored in relationship to profit/nonprofit setting using the Mann Whitney U test and the Chi-square of independent samples. The data on these same 54 child development knowledge items were explored in relationship to program type using the Kruskal-Wallis ANOVA and Chi-square.

Profit/nonprofit Settings. The Mann Whitney U test for differences in central tendency was utilized to detect how the quality points (1st, 2nd, or 3rd) were ranked by profit and nonprofit administrators. The test identified one item out of the 54 items as being significant at the .05 level. Item 56 yielded a Z of -1.99 (Siegel, 1956, p. 118).

Program Type. The Kruskal-Wallis ANOVA for three or more categories was utilized to detect differences in central tendency. No significant levels were identified. /

The Chi-square statistic was utilized with data from the 54 items to evaluate the distribution in relationship to program types. Of the 54 items studied, two items, item 28 and item 34, reflected significant differences by type of program. Item 28 yielded a Chi-square of 13.33 with 5 df and a significance of 0.02. Item 34 had a Chi-square of 11.33, with 5 df and a significance of 0.05.

Only one item out of 54 items analyzed by Mann Whitney U was significant; only two items out of 54 items analyzed by the Chi-square statistic were significant. Because of these findings and also the possible distortion, the hypotheses relating to program type and Child Development Knowledge A could not be rejected (Huck, Cormier, Bound, 1974, p. 219).

Child Development Knowledge B.

This section of Child Development Knowledge consisted of 55 items describing approaches most frequently used. The items reflected four age groups: infant, toddler, preschool and school age. In each case, the administrator chose from five possible approaches.

Profit/nonprofit Settings. Utilizing the Chi-square analysis, two items out of 55 were significantly related to program setting. Item 16 relating to intellectual stimulation of toddlers had a Chi-square of 6.97 with

2 df and a significance of 0.03. Item 72 related to biting
by preschoolers had a Chi-square of 4.48 with 1 degree
of freedom and a significance of 0.03. In both instances,
cell frequences of less than five appeared, and therefore,
an inflated or distorted calculated Chi-square could be
expected (Huck et al., 1974, p. 219).

Program Type. Utilizing the Chi-square analysis, the
55 items on Child Development Knowledge B were explored in
relationship to program type. Three analyses reflected
significant differences at the .05 level. These items
were item 17 relating to spilled paint with a one-year-old,
item 47 relating to a toilet accident of a toddler, and
item 76, helping a preschooler in learning to get along
with other children. In each of these cases, the low cell
frequency suggests a possible distortion of the calculated
Chi-square. The respective computations were: item 17,
Chi-square 28.88, 15 df, and $p < .02$; item 47, Chi-square
18.58, 10 df, and $p < 0.05$; item 76, Chi-square 25.10, 15 df,
and $p < 0.05$.

Consideration of Hypotheses I and II

Hypothesis I. This hypothesis sought relationships
between child development knowledge and program setting.
Both Child Development Knowledge A (development) and Child
Development Knowledge B (practices) were explored in

relationship to profit or nonprofit settings. Eleven of the 54 items in Child Development Knowledge A were significantly related to program type. The nonprofit settings disproportionately omitted the items for infants and toddlers or missed the items. Child Development Knowledge B (practices) was explored in relationship to profit and non-profit settings. Only two items out of 55 were calculated as significant and low cell frequency suggested possible distortion.

The hypothesis that child development knowledge of administrators in profit and in nonprofit settings would not differ significantly was not rejected.

Hypothesis II. This hypothesis sought to identify differences in child development by administrators in different types of programs. Both Child Development Knowledge A (development) and Child Development B (practices) were explored in relationship to alternative program types: Head Start, Title XX, Church sponsored, proprietary, franchise and industry related. Within the Child Development A section (development) of 54 items, only item 17 showed a level of significance. Child Development section B (practices) was explored in relationship to alternative program types. Of the 55 items: items

47 and 76 were calculated as significant and low cell frequencies suggested possible distortion.

The hypothesis that Child Development Knowledge (CDK) of administrators in alternative programs would not differ significantly was not rejected.

Task Performance

For purposes of this study, task performance was identified through 159 items relating to 10 categories of administrative responsibility: observation and recording, safe environment, healthy environment, learning environment, programming for optimal development, curriculum, home-center relationships, personnel, administration and facility operation. The administrators reported how the task was performed at their child care site. The four possible responses were:

* The task is consistently performed on your site

CI Could Improve (The task is usually done and could be done more often and better)

— Task is not performed at your site

N/A The task does not apply to your site.

Hypothesis III

The third hypothesis explored the relationship between administrative setting and consistency of task performance. The Chi-square of significance was utilized to analyze these data.

Significant Findings. Of the 159 relationships examined, 19 resulted in a Chi-square value significant at the p 0.05 level. The nineteen significant relationships are summarized by category on Table II. Seven of the 10 categories contained some significant relationships. The three categories in which no significant relationships were identified were: observation and recording; safe environment; and facility operation. The percentage of items performed at significantly different levels varied from twenty three percent in learning environment down to 7% in personnel, health, and environment.

Consideration of Hypothesis III.

Eleven of the 17 relationships were based on low cell frequencies. Furthermore, only 19 out of 159 items were found to differentiate administrators in profit and non-profit settings significantly.

Table III provides a frequency distribution of significantly different practices in profit and nonprofit settings. In each case the low frequency might indicate some distortion of Chi-square finding. Because of the low cell frequency, and the small ratio of significant relationships revealed, Hypothesis III was not rejected.

Table II

Number of Significantly Different Task

Performances in Different Settings by Category

Distribution of Common Task Items

Administrative Responsibility Category	Item Numbers	Number of Items Per Category	Number of Significant Items Per Category	%
Learning Environment	163-171	9	2	23
Curriculum	185-220	36	7	19
Home-center Relationships	221-236	16	3	19
Program for Optimal Development	172-184	13	2	15
Administrative Styles and Skills	250-265	16	2	13
Personnel	237-249	13	1	7
Healthy Environment	136-162	27	2	7
Observation and Recording	110-125	16	0	
Safe Environment	126-135	10	0	
Facility Operation	266-268	3	0	
Total		159	19	11.9

Table III

Significantly Different Practices in Profit and Nonprofit Setting

Category	Consistent		Total %	Could Improve		Total %	χ^2	P
	NP	P		NP	P			
Healthy Environment								
Clean and maintain program materials (137)	14	14	80.0	7	0	20	5.83	.026
Maintain bathroom (138)	15	14	85.3	5	0	14.7	4.10	.043
Learning Environment								
Transitions (170)	9	11	57.1	12	3	42.9	4.38	.04
Positive guidance techniques (171)	11	14	71.4	10	0	28.6	9.33	.00
Program Optimal Development								
Objectives based on goals (174)	11	13	68.6	10	1	31.4	6.39	.012
Program objectives with use of routine procedures (178)	13	14	79.4	7	0	20.6	6.17	.01
Curriculum								
*Provide language model (187)	11	13	68.6	9	0	25.7	10.17	.02
Encourage vocabulary building (188)	11	14	71.4	10	0	28.6	9.33	.00
Provide Creative expression (190)	13	13	74.3	8	1	25.7	4.21	.04
Support concept development (197)	15	13	84.8	5	0	15.2	3.83	.05
Encourage expression of feelings (198)	13	13	78.8	7	0	21.2	5.78	.02

*Some entrees do not add to 100% because of two additional categories not observed and do not apply.

Table III-<u>Continued</u>

Category	Consistent		Total %	Could Improve		Total %	X^2	P
	NP	P		NP	P			
Curriculum								
Help child develop body awareness (200)	14	12	81.3	6	0	18.8	4.43	.04
*Establish and implement realistic and clear expectations for behavior (210)	13	13	76.3	7	0	20.6	7.16	.03
Home-center Relationships								
*Discuss child rearing practices (224)	9	12	60.0	10	2	34.3	6.63	.04
Appropriate referrals for children with special needs (232)	14	13	81.8	6	0	18.2	4.77	.03
*Conduct workshops (234)	7	2	27.3	6	2	24.2	7.99	.05
Personnel								
Supervise support staff (243)	13	13	83.9	5	0	16.1	4.31	.04
Administration								
*Secure funding sources (252)	5	7	36.4	8	0	24.2	14.50	.00
Facility Operation								
*Work with governing/advisory board (265)	16	4	58.8	4	1	14.7	13.43	.004

*Some entrees do not add to 100% because of two additional categories not observed and do not apply.

Hypothesis IV

This hypothesis explored the relationships of consistency of task performance to program type: Head Start, Title XX, church-sponsored, proprietary, franchise, and industry. The Chi-square of significance was utilized.

Consideration of Hypothesis IV

Because of the low cell frequency, and the small ratio of significant relationships revealed, Hypothesis IV could not be rejected.

Significant Findings

Of the 159 relationships examined, 26 were calculated at the $p < .05$ level or less with the Chi-square test. These are summarized in Table IV which shows the number of significantly different task performances by category.

Table V provides a frequency distribution by program types of significantly different task performances. In each case the low cell frequency might indicate some distortion of the Chi-square finding.

Table IV

Number of Significantly Different

Performances in Various Programs by Category

Administrative Responsibility Category	Item Numbers	Number of Items Per Category	Number of Significant Items Per Category	
Facility Operation	266-268	3	1	33%
Personnel	237-249	13	4	31%
Learning Environment	163-171	9	2	23%
Curriculum	185-220	36	8	22%
Home-Center Relationships	221-236	16	3	19%
Administrative Styles and Skills	250-265	16	3	19%
Healthy Environment	136-162	27	3	11%
Safe Environment	126-135	10	1	10%
Program Optimal Development	172-184	13	1	8%
Observation and Recording	110-125	16	1	6%
Total		159	26	16%

Table V

Significantly Different Task Performances

Reported by Program Frequencies*

Tasks Item	Consistently							Could Improve							df	x^2	p
	HS	TTXX	CS	P	F	I	% Total	HS	TTXX	CS	P	F	I	% Total			
Observation																	
Behavior of administrators (124)	6	6	1	3	7	0	67.6	3	2	1	1	0	0	20.6	15	25.89	.04
Safe Environment																	
Store materials (130)	7	3	1	6	8	1	76.5	1	5	1	1	0	0	23.5	5	11.17	.05
Healthy Environment																	
Maintain environment (137)	8	4	0	7	8	1	80.0	1	4	2	0	0	0	20.0	5	16.94	.00
Maintain bathrooms (138)	8	5	0	7	8	1	85.3	1	2	2	0	0	0	14.7	5	15.52	.01
Proper handling of soiled linens (143)	9	7	1	7	6	1	91.2	0	0	1	0	0	0	2.9	10	19.11	.02
Purchase food based on inventory (159)	7	7	2	7	8	0	88.6	2	1	0	0	0	0	8.6	10	38.90	.00
Learning Environment																	
Arrange learning centers (166)	5	4	2	4	7	0	64.7	3	3	0	3	1	0	29.4	15	40.26	.00
Plan privacy spaces (168)	2	4	1	3	6	0	45.7	5	4	1	4	2	0	45.7	15	44.51	.00
Provide positive guidance techniques (171)	6	3	2	6	8	0	71.4	3	5	0	1	0	1	28.6	5	11.81	.04

*Percentages do not usually total 100% since columns for not observed and does not apply are not included.

Legend: HS, Head Start; TTXX, Title XX; CS, Church Sponsored; P, Proprietary; F, Franchise; I, Industry.

Table V-Continued

Item	Consistently							Could Improve							df	x^2	p
	HS	TTXX	CS	P	F	I	% Total	HS	TTXX	CS	P	F	I	% Total			
Program Optimal Development																	
Provide eating arrangements (180)	5	4	2	7	6	0	72.7	1	3	0	0	1	0	15.2	15	43.01	.00
Curriculum																	
Provide language model (187)	5	5	1	5	8	0	68.6	4	3	1	1	0	0	25.7	15	45.00	.00
Encourage vocabulary building (188)	6	3	1	7	8	0	71.4	3	5	1	0	0	1	28.6	5	13.56	.02
Encourage exploring problem solving (189)	4	3	2	5	8	0	62.9	5	5	0	2	0	1	32.1	5	11.33	.05
Support concept development (124)	8	5	2	6	7	0	84.8	1	3	0	0	0	1	15.1	5	11.50	.04
Help develop body control (200)	8	4	2	5	7	0	81.3	1	4	0	0	0	1	18.8	5	13.04	.02
Demonstrate adults trustworthiness (213)	9	5	1	7	8	1	88.6	0	3	1	0	0	0	11.4	5	11.53	.04
Provide non-sexist curriculum materials (218)	6	2	1	4	7	0	58.8	1	6	0	2	1	0	29.4	15	25.68	.04
Home-Center Relationship																	
Provide support to families (222)	8	6	0	3	8	0	71.4	0	2	2	2	0	0	17.1	15	31.80	.01
Communicate with parents (228)	7	4	3	7	7	0	75.8	2	4	1	0	0	1	24.2	5	13.64	.02

Table V-Continued

Tasks / Item	Consistently							Could Improve							df	x^2	p
	HS	TTXX	CS	P	F	I	% Total	HS	TTXX	CS	P	F	I	% Total			
Personnel																	
Develop, implement and revise personnel policies (239)	8	5	2	7	7	0	35.3	1	1	0	0	0	0	5.9	15	43.27	.00
Open and close center or or delegate (241)	9	6	1	7	7	0	90.0	0	1	0	0	0	0	3.0	10	21.04	.02
Supervise classroom personnel (242)	7	5	0	7	6	1	78.8	2	4	0	0	0	0	15.2	10	23.77	.01
Supervise support staff (243)	8	3	0	7	7	1	83.9	0	5.	0	0	0	0	16.5	4	17.14	.00
Administration																	
Secure funding resources (252)	4	1	0	2	5	0	36.4	1	5	2	0	0	0	24.2	15	33.84	.00
Establish and collect child fees (254)	9	6	0	7	7	1	90.9	0	2	0	0	0	0	6.1	10	37.60	.00
Maintain financial records (255)	8	4	1	6	5	1	80.6	0	2	1	1	0	0	12.9	15	34.09	.00
Facility Operation																	
Evaluate center operation	7	4	1	4	7	0	67.6	1	4	1	3	0	0	26.5	15	43.97	.00

Task Performance Overall

This study sought to describe the task performance of child care administrators as well as to explore possible differences by setting and program type. The competency based instruments of the Framework for Training were combined to create the Profile of Administrative Skills used as a self-report in this study. The instruments designed for positions of administrator/manager and program coordinator in the Framework for Training were combined. Open-ended format responses were restructured to provide for closed answers format suitable for data analysis (Appendix A).

High Task Performance by Category

The data on task performance revealed that 80% or more of the respondents indicated that 81 tasks were consistently done in their center. Consistency of task performance varied by category. Higher levels of consistency were reflected in the categories of: 1) healthy environment 85%, 2) safe environment 80%, 3) personnel 77%, and 4) facility operation 67%. The number of tasks consistently performed by 80% or more of the administrators are summarized within each category in Table VI. The percentage of tasks reported as performed by 80% or more are provided

in decreasing order by category. The largest percentage
(85%) of tasks were performed by 80% or more of the
administrators in the category of Healthy Environment.
The lowest percentage (11%) of tasks were performed by 80%
or more of the administrators in the area of Learning
Environment.

Table VI

Categories and Number of Tasks

Performed by 80% of Administrators

Category	Number of Items per Category	Number of Common Tasks Consistently Completed 80% or more	% of Total
Healthy Environment	27	23	85
Safe Environment	10	8	80
Personnel	13	10	77
Facility Operation	3	2	67
Administration	16	9	56
Curriculum	36	17	47
Home-Center Relationships	16	5	31
Program Optimal Development	13	3	23
Observation and Recording	16	2	13
Learning Environment	9	1	11
Total	159	81	54

High Task Performance by Item

Table VII summarizes the common tasks items 110 to
268 that had a percentage of 80 or more, as well as the
percentage and number of participating administrators.
The item is asterisked if the item is one that is required
as a minimum standard by the licensing code of Texas.
Appendix D provides the remaining data on task performance.

Discussion

Limitations

Instrument: Since the PAS is not standardized, the
findings cannot be compared to norms of other administra-
tive samples. This study provides some data relating the
test to administrators' performance in field settings.
All the tasks were performed by some administrators. In
addition, more than 80% of the administrators reported
81 tasks were consistently performed.

It is not within the scope of this study to evaluate
the adequacy of the on-site behaviors of the administrators
studied. Support for accurate responses was provided
through the protection of anonymity and through the private
completion of the items. However, individual perceptions
might still be distorted, or incongruent with center
behaviors.

Methodology

Interpretation of the data analysis was difficult in the Child Development Knowledge portion because most respondents elected to answer only those questions related to the age level of children in their center. It is the assumption of the study and of the instrument that a comprehensive understanding of child development is a major competency needed by child care administrators.

The data in the Child Development Knowledge section of this study are clouded by the fact that the incorrect answers might reflect either misinformation or lack of responses. The validity of correct answers can be questioned on a philosophical basis also. Generalizations on the Child Development Knowledge section cannot be supported at this time. Methodologically, it would have been possible to: 1) emphasize to subjects the need to respond to all items; and 2) quickly review completed questionnaires on site to insure the completeness of the responses. Any replication should include these processes.

The sample was representative of diverse programs in the metroplex. However, only two industry centers were identified as possible subject sources and only one participated. The size of the sample proved to be prohibitively small for the desired analysis since low frequency cells made the findings suspect.

Table VII

Tasks Performed Consistently by 80%

or More of the Administrators

Category	Admn.		Category	Admn.	
Tasks	%	N	Tasks	%	N
Safe Environment			**Safe Environment**		
*Post emergency numbers conspicuously (132)	100	34	Stop and redirect unsafe activities (127)	94.3	33
*Maintain first aid kit (135)	100	35	**Healthy Environment**		
Healthy Environment			*Follow procedures for care of ill children (153)	94.3	33
*Assure that staff health requirements are met (144)	100	34	*Store medication properly (154)	94.3	33
*Maintain immunization and health records (145)	100	34	*Provide proper care as needed for wounds and infections (152)	94.3	33
Recognize child abuse and report properly (150)	100	32	*Supervise preparation and hygiene storage of food (160)	94.3	33
Safe Environment			Regulate heating, cooling, lighting and ventilation (142)	94.1	32
*Administer proper first aid (133)	97.1	34	**Personnel**		
Healthy Environment			Hire and dismiss employees (238)	94.1	32
*Providing for heating, cooling, lighting and ventilation of building (140)	97.1	34	**Administration**		
*Review and use individual health records (146)	97.1	33	Maintain staff personnel records (260)	94.1	32
Report to director any signs of illness, discomfort unusual behavior shown by children (148)	97.1	33	Post and maintain attendance (261)	94.1	32
Plan and post menus based on nutrition needs (158)	97.1	33	**Home-Center Relationships**		
*Serve nutritious meals and snacks	97.1	33	Discuss with parents any signs of illness, discomfort or unusual behavior of child (231)	93.9	31

58

Table VII--<u>Continued</u>

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
Personnel			**Home-Center Relationships**		
Supervise support staff (243)	83.9	26	Provide appropriate referrals for parents of children with special needs (232)	81.8	27
Observation & Recording					
Plan for group (116)	82.9	29	**Personnel**		
Plan for group (117)	82.9	29	Promote interpersonal staff relationships (247)	81.8	27
Curriculum					
Provide comfort and security by holding and touching children (201)	82.9	29	**Curriculum**		
			Help child become aware of and develop control over his body (200)	81.3	26
Plan activities that provide for success and that challenge but do not frustrate (203)	82.9	29	**Home-Center Relationships**		
Give appropriate guidance as child solves problems (214)	82.9	29	Seek and share information about child with parents (227)	81.3	26
Healthy Environment			**Administration**		
Recognize unusual behavior (149)	82.4	28	Purchase or secure nonprogram supplies (256)	80.6	25
Program Optimal Development					
Plan and implement daily schedule to meet needs and interests of children (177)	82.4	28	**Healthy Environment**		
			Clean and maintain program materials and learning environment (137)	80.0	28
Administration					
Delegate responsibility (251)	82.4	28	Recognize physical problems such as vision, speech, hearing and motor problems (151)	80.0	28
Curriculum					
Recognize child as a unique individual (199)	81.8	27			
Reinforce evidence of child's self-control (208)	81.8	27			

Table VII--Continued

| Category | | Admn. | | Category | | Admn. | |
Tasks		%	N	Tasks		%	N
Curriculum				Curriculum			
Promote association of words with objects, events, and people (196)		88.2	30	Assist child to plan, accept and understand simple group rules (207)		85.7	30
Home-Center Relationships				Healthy Environment			
Explain to parents center policies, programs and regulations (230)		88.2	30	Bathrooms (138)		85.3	29
Facility Operation				Home-Center Relationships			
Implement and support center policies (267)		88.2	30	Maintain confidentiality of information about child and family (221)		85.3	29
Personnel				Personnel			
Conduct or plan staff training based on staff training needs and evaluations (246)		87.9	29	Develop, implement and revise personnel policies (239)		85.3	29
Seek and share ideas and suggestions with other staff (248)		87.9	29	Administration			
Share ideas and information on center operations and activities (249)		87.9	29	Purchase or secure program supplies, equipment and materials (257)		85.3	29
Establish staffing patterns to assure management responsibilities and to promote stability in child care (240)		87.9	29	Facility Operation			
Safe Environment				Develop and administer center policies on program operation, transportation, parent involvement, social services, health nutrition training, advertising and public relations (266)		85.3	29
*Conduct fire and hazard drill according to written plan (131)		85.7	30	Curriculum			
				Support development of concepts, time, space, numbers, size, shape and color (197)		84.8	28

Table VII--<u>Continued</u>

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
<u>Safe Environment</u>			Administration		
*Enforce safety rules of center (126)	91.4	32	Establish and collect child care fees (254)	90.9	30
*Keep environment in safe conditions (128)	91.4	32	Assist in maintaining compliance with local, state, and federal regulations (259)	90.9	30
<u>Healthy Environment</u>			Safe Environment		
*Kitchen and Kitchen equipment (139)	91.4	32	Keep environment free of hazards (129)	88.6	31
*Model and promote proper personnel hygiene (156)	91.4	31	*Post first aid chart (132)	88.6	31
*Assure proper handling of soiled linens (143)	91.2	31	Healthy Environment		
Recognize signs of physical illness (152)	91.2	31	Purchase food based on inventory (159)	88.6	31
Follow procedures for administering medications (155)	91.2	31	Curriculum		
<u>Administration</u>			Encourage development of self-help skills (202)	88.6	31
Insure compliance with local, state and federal regulations (258)	91.2	31	Demonstrate to child that adults are trustworthy and loving (213)	88.6	31
Keep employee time records (264)	91.2	31	Encourage and expect child to respect rights, feelings, and property of others (215)	88.6	31
<u>Personnel</u>			*Encourage appropriate social play (216)	88.6	31
Determine staff qualifications and job responsibilities (237)	90.9	30	Learning Environment		
Open and close center or delegate (241)	90.9	30	Provide areas for group activities (167)	88.2	30

Table VII--<u>Continued</u>

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
<u>Program Optimal Development</u>					
Establish center philosophy (172)	80.0	28			
Toileting and handwashing (182)	80.0	28			
Promote and encourage development of small and large muscles through use of equipment and materials (186)	80.0	28			
<u>Curriculum</u>					
Provide opportunities for child to make choices and act independently (204)	80.0	28			
Provide for new child's adjustment to group and setting (205)	80.0	28			
Provide for activities that present a variety of choices for both boys and girls (217)	80.0	28			

*All asterisked items are required as minimum standards under Texas licensing.

Since two response modes represented <u>not performed</u> or <u>not appropriate</u>, one could not philosophically expect equal distributions in all cells. However, the statistically computed Chi-square may be distorted by the low frequency cell phenomenon.

Implications

The problem identified for this study has been approached through providing one body of descriptive data on a representative sample of administrators from diverse settings and programs. There was no task on the Profile of Administrator Skills (PAS) that was consistently perceived as inappropriate. Thus, this instrument may be supported as a framework for training.

The hypotheses directed to identifying significant differences between administrators in diverse settings and programs could not be rejected. These findings might suggest a commonality of administrative tasks as a focus for training child care administrators.

The administrators' reports on their knowledge and tasks are another step in the process of training, evaluating, and recognizing child care administrators. This study was an extension of the continuing process of building early child development careers in Texas through

such linkages as the Texas Early Child Development Careers
Committee and the Texas Early Childhood Careers Recognition
Council.

Recommendations

  Further research is needed to continue the process
of developing a competency-based approach to training and
evaluating child care administrators. The findings in this
study would suggest a variety of concerns for future
consideration:

  1. Use of alternative samples. The 37 administrators

    were representative of the metroplex area of

    northern Texas. Samples from other locations

    in Texas or from other states would be appro-

    priate.

  2. Use of a larger sample. The possible differences

    by type could be reexamined with a larger sample

    providing more subjects in each cell.

  3. Exploration of additional possibilities for

    competencies. Several subjects informally

    referred to budgetary tasks.

  4. Procedures requiring response to all child develop-

    ment knowledge items. If one assumes training is

    designed to prepare administrators for varied

settings, the overall knowledge of child

development is essential.

5. On-site observation for confirmation of, or as an

    alternative to, self-report. Observations might

    also be utilized with a small sample of the larger

    sample group.

6. Exploration of existing sources of administrative

    knowledge and training. The varied and inconsis-

    tent levels of knowledge would suggest a variety

    of backgrounds and perhaps the need for the design

    of specialized training programs.

Expanding child care needs suggest continued efforts

on the part of researchers and educators to prepare effec-

tive administrators. This study suggests the following

recommendations for researchers:

1. Utilization of samples representing other geograph-

    ical areas, larger populations, or other ethnic

    groups.

2. Methodology utilizing observation instead of, or

    in addition to, self reports or interviews.

3. Refinement of the instrument, particularly in

    the child development area and perhaps in further

    expansion of tasks.

Educators can use the existing instrument for needs assessment by child care administrators, for planning of training, and for self-evaluation by administrators. The Q-sort technique offers one system to identify priorities or needs.

The responses from the administrators in this study provides evidence of the relevance of the identified tasks to their diverse centers. This field-developed evidence supports the further development of these competencies as a framework for training, evaluation, and recognition systems. Modification of the instrument for alternative uses provides another fruitful opportunity for educational researchers.

Summary

Data on a 268 item Profile of Administrative Skills were provided by 37 child care administrators. The sample included those in the randomly selected sample who completed the PAS within the required time frame. The sample was representative of 713 licensed child care centers in the metroplex area, profit and nonprifit settings, and six program types: Head Start, Title XX, church related, proprietary, franchise, and industry related.

Four null hypotheses were tested using Mann-Whitney U
Kruskall-Wallis, Chi-square, and t tests. Hypotheses I
and II explored relationships between child development
knowledge and setting or program type. Hypotheses III and
IV explored relationships between task performance and
setting or program type. An alpha level of .05 was
established.

A low ratio of significant findings appeared in
relationship to child development knowledge and in
relationship to task performances. Low cell frequencies
appeared because of sample size and because one response
category was directed to identifying the task as inappro-
priate. Because of the low ratio of significant findings
and because of the possible statistical distortion due
to low cell frequency, none of the null hypotheses could
be rejected.

Very few items were judged to be inappropriate by any
administrator. Conversely, the 159 tasks were generally
seen as appropriate. Eighty percent or more of the
administrators indicated 81 of the tasks were performed
consistently in their center. The categories of tasks
most consistently performed by administrators in profit
and nonprofit settings, and in all program types were:
healthy environment, program for optimal development,

curriculum, home-center relationships, personnel, admin-
istrative styles and skills.

CHAPTER V

SUMMARY AND CONCLUSIONS

This descriptive study of the competencies of 37 child care administrators was based on self reports utilizing the Profile of Administrative Skills (PAS), containing 268 items. The PAS contained two types of child development items totalling 109, and 159 items relating to ten areas of administrative tasks.

Texas licensing authorities identified 713 licensed child care facilities in the metroplex area of north Texas. Through cluster sampling, 45 were randomly selected to represent the setting and program types. Of these, 37 administrators completed the PAS in the summer of 1981.

It was hypothesized that both child development knowledge and task performance would be related to profit and nonprofit settings and to the program type; Head Start, Title XX, Church-sponsored, proprietary, franchise, or industry related. Mann-Whitney U, Kruskal-Wallis, Chi-square, and t tests were utilized in evaluating the data. An alpha of .05 was established.

This study tended to confirm the commonality of administrative tasks in child care centers. Neither

setting nor program type significantly differentiated task performance in this study. The 159 tasks were generally seen as appropriate, and 81 items were consistently performed by 80% or more of the administrators. The categories of tasks most consistently performed were: healthy environment, safe environment, personnel, and facility operation.

Only two of the 55 Child Development Knowledge section B items were significantly different by setting and three of these were significantly different by program type. The null hypotheses relating to child development differences were not rejected.

Nineteen of the 159 tasks were significantly different by program setting. Nonprofit centers more frequently indicated could improve in task performance. Twenty-six out of the 159 tasks were significantly differentiated by program type. The null hypotheses relating to task performance were not rejected.

The significant findings reflected a low ratio of significant items, and were suspect because of low cell frequencies. The null hypotheses relating the competencies of administrators to setting and to program type were not rejected in this study.

Conclusions

The results of this study indicated more similarities than dissimilarities among the child care administrators in profit and nonprofit settings and in charge of various program types. Such findings suggest a common base for the effective education of administrators utilizing the assumptions of competency based education.

The knowledge of child development provided the widest discrepancies between administrators from profit/nonprofit settings or from various program types. The responses seemed to reflect that the administrator's knowledge of child development was situation specific. This sample of administrators tended to respond only to questions related to the age group currently served. Few significant differences in approaches to child guidance were identified.

The Profile of Administrative Skills is not a standardized instrument and may be more appropriate for use in competency-based training programs than in research. All items reflected desired functions and may provide a basis for identifying training needs. Sensitivity to the complexity of administrative roles seemed to be enhanced for the participating administrators.

The Profile of Administrative Skills offers a helpful framework for the design of educational programs. The

structure of the PAS into <u>consistently</u> <u>performed</u> and
<u>could</u> <u>improve</u> categories facilitates the identification of
inservice training needs. The high percentage of perfor-
mance of these tasks by administrators in the fields
provides some validation for the use of this spectrum of
competencies as the foundation for preservice training.

APPENDIX A

PROFILE OF ADMINISTRATORS SKILLS

Directions: To be completed verbally or in
writing by the person being assessed.

I. Child Growth and Development

   A. Infants (0 to 18 months)

      1. These are things that infants and toddlers typically
do in four developmental areas (physical, emotional,
social, intellectual). Rank the behaviors in 1,2,3
order by their expected appearance in each box.

PHYSICAL
____ 1. Can creep (on all 4's).
____ 2. Sits propped up.
____ 3. Eyes can't focus.

EMOTIONAL
____4. Cries when uncomfortable, sleepy or hungry
____5. Cries for attention (turns red).
____6. Cries when parent appears.

SOCIAL
____7. Enjoys peek-a-boo
____8. Smiles at mother.
____9. Father becomes important

INTELLECTUAL
____10. Associates mother or caregiver with meals.
____11. Discovers hands.
____12. Begins active exploring

      2. From the activities with babies below, select one in each area
that you use most frequently.

         13. Physical.

           A. Allow child to cry for short periods.

           B. Place clothed child on a blanket on the floor for
freedom of body movement.

           C. Place nude child in lukewarm water for exercising.

           D. Place mobile on the crib within reach of child.

           E. Provide safe space on the floor for the child to
explore.

         14. Emotional.

           A. Hold child when child cries.

           B. Rock the child when crying commences.

Emotional continued

C. Sing to the child when child begins to cry.

D. Place child in a quiet environment for sleeping.

E. Place child in a quiet environment to reduce crying.

15. Social

A. Talk with the child while doing caretaking activities diapering, feeding.

B. Sing with the child while holding the child.

C. Place child in the same room with adults during active conversations and interpersonal interacting.

D. Remove the child from overstimulating activities.

E. Put baby in swingomatic.

16. Intellectual

A. Talk with the child while doing caretaking activities diapering, feeding.

B. Provide the child with a variety of places for doing active behavior i.e. crib, floor changing table, play pen.

C. Hide toys under a blanket for the child to seek the toy.

D. Read picture books to the child.

E. Give child a variety of small objects to hold and let go i.e. rattle, fluffy toy, beads.

3. These are 4 typical things that happen with children. From the activities with a one year old, select one in each area that you use most frequently.

17. Spills Paint

A. Remove the child from the spilled paint.

B. Give child time to explore and use the paint.

C. Encourage child to cleanup spilled paint.

D. Use harsh words while removing child from spilled paint.

E. Give child time to explore and use paint and then encourages child to clean up the spill.

18. Bites/Hits Another Child.

    A. Discipline the aggressor.

    B. Talk only with the hurt child.

    C. Talk only with the aggressor.

    D. Talk with the hurt child and the aggressor.

    E. Ignore the incident.

19. Falls Down and Skins Knee.

    A. Pick up child and hug him/her.

    B. Go to child and administer first aid to the knee.

    C. Have the hurt child come to her/him.

    D. Administer first aid, talk with child and comfort the child.

    E. Ignore the incident.

20. Has a Toilet Accident

    A. Change the child's clothing.

    B. Discipline child for incident and change clothing.

    C. Ignore incident.

    D. Encourage child to change clothes.

    E. Have non-threatening verbal interaction as child is encouraged to change his clothing.

4. Select the preferred adult behaviors in relationship to each new behavior or skill an infant acquires.

21. Creeping

    A. Place toys on the floor a distance from the child.

    B. Place toys on the floor under a blanket a short distance from the child.

    C. Attach a mobile on the legs of a chair.

    D. Adult can get on the floor a short distance from the child and encourage child to come to him/her.

    E. Place child on stomach on the floor and model crawling behavior.

22. Talking.

    A. Make sounds for the child to imitate - vary pitch and rate.

    B. Talk with the child while doing the caretaking tasks of diapering and feeding.

    C. Talk with the child at every possible opportunity when with him/her.

    D. Play records that present a variety of sounds.

    E. Sing songs and do finger plays with animation and movements.

23. Discovering Hands.

    A. Cover child hands with a clean diaper.

    B. Cover adults hands with a blanket.

    C. Have the adult hold one of the child's hands under a blanket.

    D. Play patty-cake or peek-a-boo.

    E. Finger plays with animation.

24. Focusing on objects.

    A. Provide five items for the child to manipulate.

    B. Place a toy under a blanket for the child to find.

    C. Mobile attached to side of the crib.

    D. Place fish bowl or aquarium near crib.

    E. Place pictures, objects at child's eye level -- floor, crib, changing table.

5. Select the age at which you would become concerned and seek appropriate help if these behaviors were not evidenced.

25. a. (Head Control) If the child is unable to hold his head erect and steady w/out support by ____

    C. 18 mos. of age.

26. b. (Walking) If the child does not take steps across the room w/out support and w/out falling down by ____

    A. 4 mos. of age.

27. c. (Sitting) If the child does not sit up on a flat surface without support, for a few minutes by ____

    B. 10 mos. of age.

B. Toddlers (19 months to 3 years)

1. These are things that infants and toddlers typically do in four developmental areas (physical, emotional, social, intellectual). Rank the behaviors in 1,2,3 order by their expected appearance.

PHYSICAL

___28. Sits on a child's chair with only fair aim.

___29. Can walk on tip toes

___30. Can creep downstairs backward.

EMOTIONAL

___31. Wants to "do it himself".

___32. Waits for something for a short time.

___33. Shows interest and pride in toileting success.

SOCIAL

___34. Tells own first name.

___35. Uses words like "mine" and "my".

___36. Plays alongside another child with similar toys

INTELLECTUAL

___37. Most of basic language is acquired.

___38. Not yet frustrated by not being understood when talking.

___39. Uses two-word phrases.

2. From the activities with toddlers below, select one in each area that you use most frequently.

40. Physical

A. Encourage the child to walk, run jump.

B. Provide large wheel toys such as bikes and wagons for large muscle activity

C. Build block structures.

D. Provide puzzles, crayons, manuplatives for small muscle activity.

E. Provide time, place and space for large and small muscle activity.

41. <u>Emotional</u>

   A. Use a variety of art media paint crayons, playdoh and pasting to express self.

   B. Use dance and body movements to music, fast, medium, and slow.

   C. Talk with the child about his/her feelings related to a specific incident.

   D. Use honest body language and verbal communication about feelings.

   E. Provide non-threatening atmosphere for exploratory activities.

42. <u>Social</u>

   A. Talk with the child while participating in activities.

   B. Provide opportunities for peers of comparable age to play.

   C. Encourage the child to participate in activities.

   D. Provide group singing and dancing.

   E. Provide group time (stories, singing) which teaches child relationship of self to others.

43. <u>Intellectual</u>

   A. Talk with the child while participating in activities.

   B. Provide stimulating activities using a variety of media.

   C. Do puzzles together.

   D. Play games requiring the classification of objects.

   E. Read picture books with the child.

3. These are typical things that happen with children. From the activities with two year old below, select one in each area that you use most frequently.

44. <u>Spills paint</u>.

   A. Remove the child from the spilled paint.

   B. Give child time to explore and use the paint.

   C. Encourage child to cleanup spilled paint.

44. Spills paint continued-

   D. Use harsh words while removing child from spilled paint.

   E. Give child time to explore and use paint and then encourages child to clean up the spill.

45. Bites/Hits Child.

   A. Discipline the aggressor

   B. Talk only with the hurt child.

   C. Talk only with the aggressor

   D. Talk with the hurt child and the aggressor.

   E. Ignore the incident.

46. Falls Down and Skins Knees.

   A. Pick up child and hug him/her.

   B. Go to child and administer first aid to the knee.

   C. Have the hurt child come to her/him.

   D. Administer first aid, talk with child and comfort the child.

   E. Ignore the incident.

47. Has a Toilet Accident.

   A. Change the child's clothing.

   B. Discipline child for incident and change clothing.

   C. Ignore incident.

   D. Encourage child to change clothes.

   E. Have non-threatening verbal interaction as child is encouraged to change his clothing.

4. Select the preferred adult behavior in relationship to each new behavior or skill a toddler acquires.

48. Walking.

   A. Place a low piece of furniture in the room for the child to use as support.

   B. Provide large toys the child can push for support in walking.

C. Hollow blocks on floor that child can step up and down.

D. Walk with toddler holding 2 hands, then 1 hand.

E. Stand short distance from standing child and encourage him/her to walk to you.

49. Talking.

A. Talk with the child while doing an activity.

B. Identify the sequence of steps that occur for an activity.

C. Ask the child questions about his/her activity.

D. Extend the child's verbal interaction by additional verbalization about the activity.

E. Sing and do finger plays with child.

50. Dressing Oneself.

A. Place clothing on a low surface for a child to reach.

B. Provide garments that can be easily pulled on.

C. Keep the child company while the child puts on garments.

D. Observe child dressing self and help only when frustration level builds up.

E. Provide toys to practice using buttons, zippers, snaps and laces.

51. Feeding herself/himself.

A. Provide bite size portions of food.

B. Provide food that can be picked up with fingers.

C. Provide child size eating utensils and time to feed self.

D. Provide a variety of textures and colors of food at a meal.

E. Give child room temperature and moderately seasoned, tender portions of food.

5. Select the age at which you would become concerned and seek appropriate help if these behaviors were not evidenced.

52. a. (Language) If a child does not speak in sentences before ___

B. 2 years of age.

53. b. (Feeding) If the child not hold a glass and drink from it, and use a spoon to feed himself by ___

C. 3 years of age.

54. c. (Climbing) If the child does not climb onto chair, bed, or stair and off by ___

A. 19 months of age.

C. Preschool Children (3-5 years)

1. Some of the things listed are what preschool age children typically do. Place a check in the boxes for those things appropriate for preschoolers. Rank the behaviors 1,2,3 order by their expected appearance.

PHYSICAL
___55. Can spread butter or jam on bread with a knife.
___56. Can ride a tricycle.
___57. Can pump a swing.

EMOTIONAL
___58. Sometimes consoles self or others.
___59. Develops lots of fears especially imagined.
___60. Cries when mother leaves.

SOCIAL
___61. Plays beside but not with others.
___62. Has need for belonging
___63. Shows preferences in playmates.

INTELLECTUAL
___64. Can do a puzzle of six pieces.
___65. Can do a puzzle of 15 pieces.
___66. Can put things in order according to size

2. From the activities with preschool children below, select one in each area that you use most frequently.

67. Physical

A. Provide space and equipment for large muscle activities.

B. Provide place and equipment for small muscle activity.

C. Provide opportunities for creative movement such as dance.

D. Play active games with child

E. Provide child size furniture.

68. Emotional

A. Encourage child to verbalize feelings.

B. Provide a variety of art media to release emotions.

68. Emotional continued-

 C. Adult talk with the child about the adult's feelings.

 D. Model honest body language and verbal communication about feelings.

 E. Provide non-threatening atmosphere for exploratory activities.

69. Social.

 A. Talk with child about activity sequences.

 B. Provide opportunities for peers of comparable age to play.

 C. Encourage child to participate in activities.

 D. Provide dramatic play props for child to experiment with roles.

 E. Plan group experiences that can increase child's awareness of others.

70. Intellectual.

 A. Talk with the child while participating in activities.

 B. Read picture books with child.

 C. Provide stimulating science activities using a variety of media.

 D. Ask questions about activities the child is doing.

 E. Play games requiring the classification of objects.

3. These are four typical things that happen with children. From the activities with 4 year olds, select one in each area that you use most frequently.

71. Spills paint.

 A. Remove the child from the spilled paint.

 B. Give child time to explore and use the paint.

 C. Encourage child to cleanup spilled paint.

 D. Use harsh words while removing child from spilled paint.

 E. Give child time to explore and use paint and then encourages child to clean up the spill.

72. Bites/Hits Another Child.

    A. Discipline the aggressor

    B. Talk only with the hurt child.

    C. Talk only with the aggressor

    D. Talk with the hurt child and the aggressor.

    E. Ignore the incident.

73. Falls Down and Skins Knee.

    A. Pick up child and hug him/her.

    B. Go to child and administer first aid to the knee.

    C. Have the hurt child come to her/him.

    D. Administer first aid, talk with child and comfort the child.

    E. Ignore the incident.

74. Has a Toilet Accident.

    A. Change the child's clothing

    B. Discipline child for incident and change clothing.

    C. Ignore incident.

    D. Encourage child to change clothes.

    E. Have non-threatening verbal interaction as child is encouraged to change his clothing.

4. From the activities with preschool children below, select one in each area that you use most frequently.

    75. Gaining Physical Development.

        A. Encourage activities that use small and large muscles.

        B. Provide place and equipment for small muscle activity.

        C. Participate with child in vigorus physical activity, running, jumping.

        D. Provide the opportunities to experiment with sand and water.

        E. Encourage child to use work bench, dress doll, or wash doll clothes to improve eye hand coordination.

76. <u>Learning to get along with Children</u>.

   A. Expose child to peer group playmates.

   B. Plan activities to encourage interaction and provide equipment and props.

   C. Model positive interaction techniques in the presence of young children.

   D. Read age-appropriate book about interpersonal development.

   E. Evaluate friendships and encourage expansions.

77. <u>Becoming Aware of Sex Differences</u>.

   A. Provide unisex toilet facilities.

   B. Read age-appropriate books about sex development.

   C. Answer questions about sex differences appropriate to the age level.

   D. Provide non-sexist literature and curriculum materials.

   E. Include both men and women as occupational representatives in selecting visitors.

78. <u>Developing Attention Span</u>.

   A. Provide a long enough play time to allow involvement to occur.

   B. Provide a variety of media and encouraging participation.

   C. Provide place and equipment for activities related to child's interest.

   D. Read books that related to the child's interest.

   E. Provide the opportunity for the child to select activities of interest.

5. Match the unusual behavior on the left with the most appropriate statement on the right.

79.	The child reverts to bed-wetting and demands increased physical attention such as sitting on adults lap.___	A.	The child _may_ be over-active and need special help.
80.	The child is extremely physically active and unable to pay attention.___	B.	These combined signs _may_ show mental retarda-tion. The child may need special help.
81.	The child shows delayed intellectual development, poor physical coordination, and social skills.___	C.	The child _may_ be going through some kind of emotional upset.

D. School Age Children (6 to 8 years)

1. Some of the things listed are what <u>schoolage</u> children typically do. Place a check in the spaces for those things appropriate for schoolage children. Rank the behaviors 1, 2, 3 order by their expected appearance.

PHYSICAL
___82. Goes through a rapid growth spurt.
___83. Girls mature faster than boys.
___84. Getting permanent teeth.

EMOTIONAL
___85. Needs to feel safe and have established rules.
___86. Needs to be independent and take responsibility.
___87. Needs to be successful and develop skills.

SOCIAL
___88. Begins to feel independent of family.
___89. Needs to be accepted by other adults.
___90. Needs to belong to a peer group.

INTELLECTUAL
___91. Can read and count in sequence.
___92. Can report elaborate events in sequence.
___93. Can plan and complete independent projects.

2. From the activities with schoolage children below, select one in each area that you use most frequently.

94. <u>Physical</u>

   A. Provide lessons for dancing, gymnastics, and sports.

   B. Provide space and equipment for trampoline, roller skating or climbing.

   C. Provide bicycles.

   D. Provide for small muscle activities, such as painting, pasting.

   E. Plan organized games involving running, jumping or hopping.

95. <u>Emotional.</u>

    A. Talk about feelings.

    B. Watch T.V. and discuss feelings.

    C. Provide role plays to discuss various emotions and develop empathy.

    D. Explore various emotions using books as a source of information.

    E. Plan acts of kindness for someone in crisis.

96. <u>Social.</u>

    A. Develop team efforts on a variety of projects or games.

    B. Plan for varations in clusters of friendships.

    C. Publically recognize desired behaviors and achievement.

    D. Plan with group for group efforts.

    E. Provide rotating responsibilities to the group.

97. <u>Intellectual</u>

    A. Provide a variety of mental games. i.e. guessing, 20 questions.

    B. Provide a variety of language games i.e. classification.

    C. Critique T.V. plots statements and characters.

    D. Speculate and predict outcomes from activities.

    E. Provide props for role playing activities.

3. These are four typical things that happen with children. From the activities with seven year old, select one in each area that you use most frequently.

98. <u>Spills paint.</u>

    A. Remove the child from the spilled paint.

    B. Give child time to explore and use the paint.

    C. Encourage child to cleanup spilled paint.

    D. Use harsh words while removing child from spilled paint.

    E. Give child time to explore and use paint and then encourages child to clean up the spill.

99. <u>Bites/Hits Another Child</u>.

    A. Discipline the aggressor.

    B. Talk only with the hurt child.

    C. Talk only with the aggressor.

    D. Talk with the hurt child and the aggressor.

    E. Ignore the incident.

100. <u>Falls Down and Skins Knee</u>.

    A. Pick up child and hug him/her.

    B. Go to child and administer first aid to the knee.

    C. Have the hurt child come to her/him.

    D. Administer first aid, talk with child and comfort the child.

    E. Ignore the incident.

101. <u>Has a Toilet Accident</u>.

    A. Change the child's clothing.

    B. Discipline child for incident and change clothing.

    C. Ignore incident.

    D. Encourage child to change clothes.

    E. Have non-threatening verbal interaction as child is encouraged to change his clothing.

4. For each of the skills below, select one activity that an adult can do to stimulate development in the following:

102. <u>Participating in physical games</u>.

    A. Coach the children in team sports, baseball, volleyball, basketball.

    B. Organize the children into teams for running, jumping, etc.

    C. Provide daily schedule for running, jumping, skipping.

    D. Provide equipment and space for team sports.

    E. Encourage children to form teams among themselves for games.

103. Finger control.

    A. Provide musical instrument lessons.

    B. Organize card games.

    C. Provide opportunities to work with clay, finger paint, pasting and cutting.

    D. Encourage use of woodworking equipment.

    E. Provide equipment to build model toys planes, boats etc.

104. Respecting Other Person's Ideas.

    A. Provide a model with listening skills.

    B. Point out differences in tours of museums and art galleries.

    C. Develop critical T.V. viewing skills and talk over the programs.

    D. Discuss both sides of an issue when disagreements occur.

    E. Read a variety of literature and discuss.

105. Relating to Adults.

    A. Role play adult-child interaction with child in both roles.

    B. Invite unusual adult guest, i.e. foreign, very old, unusual occupation or talents.

    C. Plan field trips to nursing homes, retirement home, or senior citizen center.

    D. Plan group activities to help or to show appreciation to adults.

    E. Plan individual acts of help kindness or appreciation to an adult.

5. Select most frequently seen evidence of limited development in each of the following areas.

106. Self control.

    A. Exhibits temper tantrums

    B. Talks back to adults

    C. Initiates fights in peer groups.

    D. Stealing other's objects.

    E. Cries or whines unnessarily.

107. Self esteem.

    A. Shy child who will not express self.

    B. Child who says repeatedly, "No I can't".

    C. Child refuses to participate because of braces, glasses.

    D. Child avoids participation in activities or sports when failure is possible.

    E. Child is self-conscious about overweight or lack of beauty.

108. Feeling Successful.

    A. Slouched posture

    B. Stuttering.

    C. Tense body language

    D. Behavior extremes such as   shyness, or over aggressiveness.

    E. Physical or verbal abuse of others.

109. Reading.

    A. Avoids book and storytime.

    B. Does not hear clearly

    C. Shows evidence of language lag.

    D. Limited involvement in perceptual skills i.e. left to right sequence.

    E. Lacks sequencing skills in story telling.

THE FOLLOWING SECTIONS OF THE QUESTIONNAIRE REFER TO TASKS TYPICAL OF MANY CHILD CARE ADMINISTRATORS. PLEASE CHECK EACH TASK IN THE APPROPRIATE COLUMN FOR YOUR CENTER.

COLUMNS SIGNIFY:

* = The task is consistently performed on your site.

CI = Could Improve. The task is usually done and could be done more often or better.

\- = The task is not performed at your site.

N/A = The task does not apply to your site.

*	CI	-	N/A		
					Observations conducted in order to:
				110	Assess and evaluate each child objectively.
				111	Record growth and development.
				112	Screen for special needs
				113	Document interactions (child-child, child-adult)
				114	Group child for optimum growth.
				115	Plan for individual child.
				116	Plan for group
				117	Plan program.
				118	Evaluate curriculum
					Methods of observing used in your center:
				119	Case study: Study of individual child.
				120	Anecdotal Record: Record events of incidents as child interacts with environment.
				121	Diary: Keep running account of behavior of child for stated period of time.
				122	Time Sampling: Observe child or children for specified time, i.e., 5 mins.
				123	Event Sampling: Looking at specific behavior as child uses equipment or material.
				124	Informal: Note behavior in natural and everyday situations.
				125	Developmental Checklist.

*	CI	-	N/A	
				126 Enforce safety rules of center
				127 Stop or redirect unsafe activities.
				128 Keep equipment in safe condition.
				129 Keep environment free of hazards.
				130 Store materials properly.
				131 Conduct fire and hazard drill according to written plan.
				132 Post emergency numbers conspicuously.
				133 Administer proper first aid.
				134 Post first aid chart.
				135 Maintain first aid kit.
				136 Schedule building maintenance. Written plan for maintenance.
				137 Clean and maintain: Program materials and learning environment.
				138 Bathrooms
				139 Kitchen and kitchen equipment
				140 Office and lounge area
				141 Provide for heating, cooling, lighting and ventilation of building.
				142 Regulate heating, cooling, lighting and ventilation.
				143 Assure proper handling of soiled linens.
				144 Assure that staff health requirements are met.
				145 Maintain immunization and health records.
				146 Review and use individual health records.
				147 Conduct daily entry and continuing health observation of children.
				148 Report to director any signs of illness, discomfort, or unusual behavior shown by children.
				149 Recognize unusual behavior.
				150 Recognize child abuse and report properly.
				151 Recognize physical problems such as vision, speech, hearing, and motor problems

*	CI	-	N/A	
				152 Recognize signs of physical illness.
				153 Follow procedures for care of ill children.
				154 Store medications properly.
				155 Follow procedures for administering medications.
				156 Model and promote proper personal hygiene.
				157 Provide proper care, as needed, for wounds and infections.
				158 Plan and post menus based on nutrition needs.
				159 Purchase food based on inventory.
				160 Supervise preparation and hygiene storage of food.
				161 Serve nutritious meals and snacks.
				162 Provide nutrition awareness for children.
				163 Select appropriate and challenging materials and equipment.
				164 Provide soft areas.
				165 Arrange learning environment for maximum effectiveness and aesthetic value.
				166 Arrange room with suitable learning centers.
				167 Provide areas for group activities.
				168 Plan spaces for privacy.
				169 Maintain, with children an orderly environment.
				170 Use transitions to provide smooth movement from activity to activity.
				171 Provide positive guidance techniques.
				172 Establish center philosophy.
				173 Identify long-range goals
				174 Develop objectives based on goals
				175 Assess children's emotional, social, intellectual and physical needs.
				176 Develop program plan based on assessment and objectives.
				177 Plan and implement daily schedule to meed needs and interests of children.

*	CI	-	N/A	
				178 Promote program objectives with use of routine procedures
				179 Dressing and undressing children; feeding and diapering infants.
				180 Setting and cleaning tables for meals, eating family-style, tasting foods.
				181 Making and clearing beds.
				182 Toileting and handwashing
				183 Assisting with room clean-up.
				184 Implement program, maintaining flexibility, by providing time, materials and equipment to allow choices by children.
				185 Encourage body movement and awareness.
				186 Promote and encourage development of small and large muscles through use of equipment and materials.
				187 Provide good language model; support children's native language.
				188 Encourage vocabulary building.
				189 Encourage and reinforce exploring, experimenting, problem-solving, and curiosity.
				190 Provide for creative expression through art, music, dramatic play.
				191 Provide for sensory experiences
				192 Permit sense of daring, extending capabilities, within safe limits.
				193 Stimulate and elicit ideas.
				194 Provide opportunities for initiating, attending, completing
				195 Develop children's skill in observing relationships and categories.
				196 Promote association of words with objects, events, and people.
				197 Support development of concepts of time space, numbers, size, shape and color.
				198 Encourage expression of feelings.
				199 Recognize child as a unique individual.
				200 Help each child become aware of and develop control over his body.

*	CI	-	N/A

201 Provide comfort and security by holding and touching children.

202 Encourage development of self-help skills.

203 Plan activities that provide for success and that challenge but do not frustrate.

204 Provide opportunities for child to make choices and act independently.

205 Provide for new child's adjustment to group and setting.

206 Help child to find acceptable ways of expressing negative feelings.

207 Assist child to plan, accept, and understand simple group rules.

208 Reinforce evidence of child's self-control.

209 Model acceptable behavior.

210 Establish and implement realistic and clear expectations for behavior.

211 Provide positive and consistant reinforcement of children's efforts.

212 Provide for privacy and close relationships.

213 Demonstrate to child that adults are trustworthy and loving.

214 Give appropriate guidance as child solves problems.

215 Encourage and expect child to respect rights, feelings, and property of others.

216 Encourage appropriate social play.

217 Provide for activities that present a variety of choices for both boys and girls.

218 Provide materials to promote non-sexist curriculum.

219 Support home and family language and culture.

220 Provide appropriate special materials and activities.

221 Maintain confidentiality of information about child and family.

222 Provide individualized support to strengthen families

223 Accept and encourage language, culture, and values of homes and families

224 Discuss childrearing practices with parents.

225 Assess needs of each child in terms of values of parents.

*	CI	-	N/A

226 Refer parents to agencies for assistance with social, health, education, economic or legal problems.

227 Seek and share information about child with parents.

228 Communicate regularly with parents concerning progress of child.

229 Hold conferences regularly.

230 Explain to parents center policies, program, and regulations.

231 Discuss with parents any signs of illness, discomfort, or unusual behavior of child.

232 Provide appropriate referrals for parents of children with special needs.

233 Assist in developing and promoting a parent group.

234 Conduct workshops and meetings designed to meet expressed and recognized parent needs.

235 Encourage parent input in center planning.

236 Invite parents to share skills and talents.

237 Determine staff qualifications and job responsibilities.

238 Hire and dismiss employees

239 Develop, implement, and revise personnel policies

240 Establish staffing patterns to assure management responsibilities and to promote stability in child care.

241 Open and close center or delegate.

242 Supervise classroom personnel.

243 Supervise support staff

244 Involve staff in self-evaluation.

245 Evaluate and review with staff duties set for individual staff conferences.

246 Conduct or plan staff training based on staff needs and evaluations.

247 Promote interpersonal staff relationships.

248 Seek and share ideas and suggestions with other staff.

249 Share ideas and information on center operations and activities.

*	CI	-	N/A	
				250 Assess employees' potentials.
				251 Delegate responsibilities.
				252 Secure funding sources.
				253 Plan budget.
				254 Establish and collect child care fees.
				255 Maintain financial records.
				256 Purchase or secure non-program supplies.
				257 Purchase or secure program supplies, equipment and materials.
				258 Insure compliance with local, state and federal regulations.
				259 Assist in maintaining compliance with local, state, and federal regulations.
				260 Maintain staff personnel records.
				261 Post and maintain attendance.
				262 Record developmental progress of children.
				263 Maintain social service records.
				264 Keep employee time records.
				265 Work with and serve as a resource for governing/advisory board.
				266 Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising and public relations.
				267 Implement and support center philosophy, goals, policies.
				268 Evaluate center operation. An evaluation of the total operation is conducted at least annually.

Center:_____

City:_____Zip_____Telephone:_____

What is your job title:_____

Total years of experience with children (excluding your own):_____

Check one major and subcategories which best fit your work setting.

_____Non-profit   _____Half-day Program
    _____Church   _____Full-day Program
    _____Title XX
    _____Head Start

_____Profit
    _____Proprietary (owner)
    _____Franchise
    _____Industry-related

Check category which best describes your duties:

_____I am the administrator/manager/director for this child
     care site.

_____I am the program coordinator for this child care site.

_____I am the administrator/manager/director and program
     coordinator for this child care site.

Check the category or categories which describes how you learned
administrative skills:

_____On-the-job experience

_____Academic coursework

_____Workshops

_____Worked as an assistant to an administrator

Check the highest level of education you have completed:

_____1-3 years of high school

_____High school or GED

_____1-2 years of college, no degree

_____Associate degree

_____3-4 years of college, no degree

_____Bachelor's degree

_____Graduate study

_____Completed graduate degree Circle: Master's   Doctorate

1) Size of budget that you manage is:

   $10,000 to $20,000 _____ $30,000 to $50,000 _____

   $20,000 to $30,000 _____ $50,000 to $70,000 _____

                                     $70,000 and more _____

2) The size of staff that you direct includes the following personnel:

   How many full-time teachers _____

   How many half-time teachers _____

   How many full-time aides _____

   How many half-time aides _____

   How many full-time support staff: cook custodians _____

   How many half-time support staff: cook custodians _____

3) Can the individual worker progress from one type of job to another within the childcare center? _____

4) What administrative task gives you the greatest satisfaction?_____

5) Which administrative task causes you the most frustration? _____

6) What is your current salary level? _____

APPENDIX B

FRAMEWORK FOR TRAINING: HISTORY AND OVERVIEW

I. HISTORY AND OVERVIEW

HISTORY OF CAREERS PROJECT

In November 1974, at the suggestion of the directors of the Texas Department of Community Affairs' Office of Early Childhood Development, representatives of state agencies with responsibility for early childhood programs--the Texas Department of Public Welfare (now the Texad Department of Human Resources), the Texas Education Agency, and the Coordinating Board of the Texas College and University System--began developing a coordinated approach to preparing competent teacher/caregivers for child care programs in Texas. Each of the agencies at that time was involved in facilitating the implementation of Child Development Associate (CDA) training and credentialing in Texas and wished to promote and build upon the CDA concept.

The interagency group agreed that developing a system to prepare child care personnel at all levels of responsibility must involve representatives of all segments of the early childhood professionals, challenging them to develop a "comprehensive system for the preparation and recognition of personnel charged with the responsibility of young children."

The group of teacher-educators, program providers, profes-
sional organization leaders, and state agency staff
constituted itself as the Texas Committee on Early Child-
hood Development Careers. Task groups laid out the frame-
work for three components of a career system: structure,
preparation, and recognition. By June 1976 the committee
had completed the Action Format for Early Childhood Develop-
ment Careers, a set of recommendations which they distrib-
uted widely. An executive committee drawn from the larger
group was named to carry out the objectives in the Action
Format.

Several committee members interested in pursuing further
the difficult question of a recognition system received a
Membership Action Grant for this purpose in May 1978 from
the National Association for the Education of Young
Children. This grant together with monies provided by
early childhood organizations throughout the state was
used as a match for Title XX training funds from the Texas
Department of Human Resources.

Members then invited representatives of all major early
childhood professional organizations to become part of a
new recognition planning group whose purpose would be to
design a multilevel, competency-based recognition system

for early childhood personnel in Texas. The group obtained
a state charter as a nonprofit corporation under the name
Texas Early Childhood Careers Recognition Council. The
council delineated several long-range goals for early child-
hood personnel in Texas:

- to expand career opportunities and rewards

- to increase the number and quality of professionally
  credentialed personnel

- to establish and maintain a career system that would
  promote, support, and recognize independently
  qualified personnel

- to stimulate expectations of higher quality early
  childhood programs by consumers and program
  providers

- to generate support for the early childhood profes-
  sion among policy makers and the public

Framework for Training is a major step in working toward
these goals. Through its corporate bylaws, the Careers
Recognition Council will be able at the appropriate time
to operate as a professional credentialing body for early
childhood personnel in Texas. Provision has been made for
broad membership support and appropriate operational control
by representatives of all segments of early childhood
personnel. Officers have been elected to guide the work
of the council. The next step will be to obtain additional
funding to support the implementation of the credentialing
process and the total recognition system.

OVERVIEW OF FRAMEWORK FOR TRAINING

The Careers Recognition Council began work in March 1979.
At its first meeting the group delineated the career levels
and specializations in the child care profession that would
constitute the basis for its developmental work. The matrix
of positions, presented in Section I, includes four progres-
sive career levels (From teacher aide to program coordinator),
five skill areas (that relate to ages and special needs of
children with whom they work), and three specializations
(administration, social services, and nutrition).

The primary objective of this and subsequent efforts was
to develop a plan for coordinated training of staff in
centers funded by Title XX. Since staff qualificantions in
Title XX and other child care centers generally are per-
ceived to be the same, the council agreed that a staff
training plan designed for Title XX providers would be
applicable to all day care personnel in Texas.

To develop the plan, the council established the following
objectives:

- to survey training needs throughout Texas
- to organize a guide listing appropriate training
  materials according to topic

- to determine basic competencies for all career levels

- to design instruments for assessing competencies for all career levels

Based on its objectives, the council carried out the following tasks:

1. The identification of principal tasks performed by persons at each of the career levels.

   Earlier job analyses developed by Zaccaria and Holloman[1] and later refined by Gifford, Pilot and Lovelace[2], were used to develop a matrix of tasks performed by staff persons at varying job levels. Ultimately the group focused on five positions: administrator, program coordinator, teacher, assistant, and aide.

2. The integration of tasks with training objectives.

   Once a task list was organized, group members were able to determine which training topics would address related groups of tasks.

---

[1] Robert T. Alciatore, John W. Hollman, and Michael A. Zaccaria, Texas Day Care Study, University of Texas at San Antonio, 1976.

[2] Unpublished final report from the City of Sherman (1978) and the City of Texarkana (1979) submitted to the Texas Department of Community Affairs contain job analyses conducted as part of the terms of the cities' contracts with TDCA.

3. A survey of training offered by Title XX training contractors, early childhood organizations, and community colleges.

> Results of this survey, not reported in this paper, confirmed that early childhood personnel have access to innumerable local workshops offered by professional organizations and community colleges. Staff working in Title XX centers have, in most cases, a more consistant program of training provided for them. A systematic training plan, if used by training providers, could provide structure and progression for workers instead of the current piecemeal acquisition of child care information.

4. A review of training materials, organized by training topics, often used by Texas training providers.

> Many instructional materials developed in Texas and elsewhere are used in formal and informal training programs. Of special interest to the group were the books and audiovisuals developed through Title XX funds from the Texas Department of Human Resources. An organization of these materials by training topics can serve as a guide to trainers implementing the council's proposed training framework.

5. A training needs survey of early childhood workers.
   members of the group designed a survey instrument
   in October 1979 to question persons attending
   various early childhood meetings. Respondents were
   asked to review the list of training topics developed
   by the council and identify their present training
   needs.

6. The development of competency assessment instruments.
   The continuing commitment of the group to a compe-
   tency-based approach to both training and creden-
   tialing led to the final developmental task: the
   preparation of assessment instruments with perfor-
   mance criteria based on the task lists and training
   topics.   After being tested and refined, these
   instruments, when used by trained assessors, are
   intended to be the basis for professional creden-
   tials issued by the Texas Early Childhood Careers
   Recognition Council.

APPENDIX C

ADMINISTRATOR CONSENT FORM

Dear Administrator:

You are one of few administrators selected for a study of administrative skills necessary for different types of child care. Your participation is greatly appreciated.

Josephine S. Stearns

I understand that my participation is voluntary, that all data will be handled anonymously, and that I may withdraw at any time. My return of this question- naire constitutes my informed consent.

Further, I am aware that the only benefits to me are my own contribution to my profession, and that no medical service or compensation is provided to subjects by the University as a result of injury from partic- ipation in research.

_____   _____
Date   Signature

APPENDIX D

TASKS PERFORMED CONSISTENTLY BY 79%

OR LESS OF THE ADMINISTRATORS

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
Program Optimal Development			Curriculum		
Promote program objectives with use of routine procedures (178)	79	27	Provide positive and consistent reinforcement of children's efforts (211)	76	26
Curriculum			Home-Center Relationships		
Support home and family language and culture (219)	79	27	Communicate regularly with parents concerning progress of child (228)	75	25
Encourage expression of feelings (198)	78	26			
Personnel			Program Optimal Development		
Supervise classroom personnel (242)	78	26	Assisting with room clean-up (183)	74	26
Administrative Styles & Skills			Curriculum		
Maintain financial record (255)	78	26	Provide for creative expression art, music, dramatic play (190)	74	26
Learning Environment			Stimulate and elicit ideas (193)	73	25
Maintain, with children an orderly environment (169)	77	27			
			Healthy Environment		
Curriculum			Office and lounge area (140)	73	25
Model acceptable behavior (209)	77	27			
			Program Optimal Development		
Safe Environment			Setting and cleaning tables for meals, eating family-style, tasting foods (180)	72	24
Store material properly (130)	76	26			
Program Optimal Development					
Making and clearing beds (181)	76	26	Administrative Styles and Skills		
			Plan budget (253)	72	24
Curriculum					
Provide opportunities for initiating, attending, completing (194)	76	26	Healthy Environment		
			Schedule building maintenance.	71	25
Establish and implement realistic and clear expectations for behavior (210)	76	26	Written plan for maintenance (136)	71	25

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
Learning Environment			**Program Optimal Development**		
Select appropriate and challenging materials and equipment (163)	71	25	Develop objectives based on goals (174)	68	24
Provide positive guidance techniques (171)	71	25	**Curriculum**		
Curriculum			Provide good language model (187)	68	24
Encourage vocabulary building (188)	71	25	**Observation and Recording**		
Home-Center Relationships			Informal: Note behavior in natural and everyday situations (124)	67	23
Refer parents to agencies for assistance with social, health, education economic or legal problems (226)	71	23	**Facility**		
Personnel			Evaluate center operation. An evaluation of the total operation is conducted at least annually (268)	67	23
Evaluate and review with staff duties set for individual staff conferences (245)	71	22	**Program Optimal Development**		
Home-Center Relationships			Implement program, maintaining flexibility, by providing time, materials and equipment to allow choices by children (184)	65	23
Provide individualized support to strengthen families (222)	71	25	**Curriculum**		
Curriculum			Encourage body movement and awareness (185)	65	23
Develop children's skill in observing relationships and categories (195)	70	24	**Healthy Environment**		
Administrative Styles & Skills			Conduct daily entry and continuing health observation of children (147)	64	22
Assess employees' potentials (250)	70	24			

Category Tasks	Admn. %	Admn. N	Category Tasks	Admn. %	Admn. N
Learning Environment Arrange room with suitable learning centers (166)	64	22	**Program Optimal Development** Develop program plan based on assessment and objectives (176)	61	21
Program Optimal Development Assess children's emotional, social, intellectual, and physical needs (175)	64	22	**Curriculum** Permit sense of daring, extending capabilities, within safe limits (192)	61	21
Home-Center Relationships Accept and encourage language, culture, and values of homes and families (223)	64	22	**Learning Environment** Provide soft areas (164)	60	21
Administrative Styles & Skills Record developmental progress of children (262)	63	21	**Program Optimal Development** Dressing and undressing children; feeding and diapering infants (179)	60	21
Observing and Recording Evaluate curriculum (118)	62	22	**Curriculum** Provide for sensory experience (191)	60	21
Curriculum Encourage and reinforce exploring, experimenting, problem-solving, and curiosity (189)	62	22	Help child to find acceptable ways of expressing negative feelings (206)	60	21
Home-Centers Relationships Assess needs of each child in terms of values of parents (225)	62	22	**Home-Center Relationships** Discuss childrearing practices with parents (224)	60	21
			Curriculum Provide for privacy and close relationships (212)	58	20
			Provide materials to promote non-sexist curriculum (218)	58	20

Category	Admn.		Category	Admn.	
Tasks	%	N	Tasks	%	N
Administrative Styles and Skills Work with and serve as a resource for governing/advisory board (265)	58	20	**Observing and Recording** Record growth and development (111)	50	17
Observation and Recording Group child for optimum growth (114)	57	20	**Learning Environment** Plan spaces for privacy (168)	45	16
Healthy Environment Provide nutrition awareness for children (162)	57	20	**Home-Center Relationships** Encourage parent input in center planning (235)	45	15
Learning Environment Use transitions to provide smooth movement from activity to activity (170)	57	20	Invite parents to share skills and talents (236)	45	15
Personnel Involve staff in evaluation (244)	57	19	**Observation & Recording** Case study: Study of individual child (119)	44	15
Observation and Recording Assess and evaluate each child objectively (110)	54	19	Plan for individual child (115)	42	15
Learning Environment Arrange learning environment for maximum effectiveness and aesthetic value (165)	54	19	**Home-Center Relationships** Assist in developing and promoting a parent group (233)	40	13
			Hold conferences regularly (229)	39	13
Program Optimal Development Identify long-range goals (173)	54	19	**Observation & Recording** Event sampling: Looking at specific behavior as child uses equipment or material (123)	38	13
			Screen for special needs (112)	37	13
			Time sampling: Observe child or children for specified time, i.e., 5 min. (122)	36	12

Tasks Performed Consistently by 79%

or Less of the Administrators

| Category | Admn. | | Category | Admn. | |
Tasks	%	N	Tasks	%	N
Administrative Styles & Skills Secure funding sources (252)	36	12			
Observation & Recording Developmental checklist (125)	35	12			
Home-Center Relationships Conduct workshops and meetings designed to meet expressed and recognized parent needs (234)	27	9			
Observation & Recording Anecdotal Record: Record events of incidents as child interacts with environment (120)	24	8			
Diary: Keep running account of behavior of child for stated period of time (121)	24	8			
Document interactions (child- child, child-adult) (113)	20	7			

REFERENCES

REFERENCES

Aikman, W. F. Day care legal handbook: Legal aspects of organizing and operating day care programs. Urbana, Ill.: ERIC Clearinghouse on Elementary and Early Childhood Education, 1977.

Andreyka, R. E. Leadership competencies in vocational education: Implications for preservice education. Pennsylvania State University, University Park. Division of Occupational and Vocational Studies, 1976. (ERIC Document Reproduction Service No. ED 154-114).

Bane, M., Lein, L., O'Donnell, L., Stuene, A., Wells, B. Child care arrangements of working mothers. Monthly Labor Review, U. S. Department of Labor, Bureau of Labor Statistics, 1979, 102, (10), 50-56.

Bogue, E. B., & Saunders, R. L. The educational manager: artist and practitioner. In M. Kaplan-Sanoff & R. Yablaus-Magid, Exploring early childhood: Readings in theory and practice. New York: Macmillan, 1981.

Bordelon, K., & Tesar, S. The action format for early child-hood development careers. Texas Department of Community Affairs, Early Childhood Development Division, Austin, Texas, 1976.

Bordelon, K. J., Stone, N. K., & Tate, D. R. Framework for training: A report of the Texas early childhood careers recognition council. Texas Department of Community Affairs, Children and Youth Services Division, Austin, Texas, 1981.

Butler, A. L. Early childhood education: Planning and administering programs. Van Nostrand, 1974.

Care/development of children: Paraprofessional child care occupations in Iowa. Identification of tasks in home economics related occupations. Developed by Departments of Home Economics Education at Iowa State University and University of Northern Iowa in cooperation with the Iowa Department of Public Instruction, 1974.

Curtis, M. L. Mainstreaming: A needs and attitude
    assessment of day care personnel. Unpublished
    master's thesis, Texas Woman's University, Denton,
    Texas, 1979.

Decker, C. A., & Decker, J. R. Planning and administering
    early childhood programs. Columbus, Ohio: Charles E.
    Merrill Publishing Co., 2nd ed., 1980.

Elam, S. Performance-based teacher education: What is
    the state of the art? Washington, D.C.: American
    Association of Colleges for Teacher Education, 1971.

Exemplary competency-based vocational teacher education
    project: Administration/supervision component.
    Competency and criteria identification phase: Pro-
    fessional competencies and assessment criteria for
    administrators and supervisors of vocational educa-
    tion programs in Florida, Series No. 5, 1976. (ERIC
    Document Reproduction Service No. ED 131-249).

Fein, G. G., & Clarke-Stewart, A. Day care in context.
    New York: John Wiley & Sons, 1973.

Feldvebel, A. M. A rationale for competency-based pro-
    grams in educational administration, 1974. (ERIC
    Document Reproduction Service No. ED 095-117).

Fox, Norris, (Director). A needs assessment of Texas child
    care administrators with implications for potential
    training strategies. North Texas State University,
    Denton, College of Education, 1977. Sponsoring Agency:
    Texas State Department of Human Resources, Austin,
    Texas. (ERIC Document Reproduction Service No.
    ED 170-056).

Goldsmith, C. Better day care for the young child:
    Through a merged governmental and nongovernmental
    effort. Washington, D.C.: National Association
    for the Education of Young Children, 1972.

Hall, G. E., & Jones, H. L. Competency-based education:
    A process for the improvement of education. Englewood
    Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Henderson, R. H. Day care: A business operated for profit.
    Management Accounting, 1975, 56, (10), 39-42.

Hewes, D., & Hartman, B. Early childhood education: A
    workbook for administrators. San Francisco, CA.:
    R & E Research Associates, 2nd ed., 1979.

Hollingsworth, S. A. Competency-based training programs:
    A generic model, 2nd ed. Minneapolis: Minnesota
    University, 1974. (ERIC Document Reproduction Service
    No. ED 145-644).

Hopkins, K. D., & Glass, G. V. Basic statistics for the
    behavioral sciences. Englewood Cliffs, New Jersey:
    Prentice-Hall Inc., 1978.

Host, M., & Heller, P. B. Day care 7 administration.
    U. S. Department of Health Education and Welfare,
    Office of Child Development, 1971.

Huck, S. W., Cormier, W. H. & Bounds, W. G. Reading
    statistics and research. New York, New York:
    Harper and Row, 1974.

Krashinsky, M. The cost of day care in public programs.
    National Tax Journal, 1978, 31 (4), 363-372.

Keyserling, M. D. The magnitude of day care need. In
    S. Auerbach, Ed., Rationale for child care services:
    Programs vs. politics. New York: Human Sciences
    Press, 1975.

Maxwell, T. Corporate day care takes its first steps.
    Administrative Management, 1972, 33 (5), 62-66.

McCleary, L. E., & McIntyre, K. Competency development
    and the methodology of college teaching: A model and
    proposal, 1971, (ERIC Document Reproduction Service
    No. ED 077-138).

Morgan, G. G. Guaranteeing quality in child care, April 3,
    1975. (ERIC Document Reproduction Service No. ED
    116-817).

Parker, R. K., & Knitzer, J. Day care and preschool
    services: Trends and issues. Atlanta, GA.:
    Avatar Press, 1972.

Results oriented management in education: Project R.O.M.E.
    Identification and development of competencies of
    building level administrators of Thomas County,
    Georgia: A project report and appendices. Atlanta,
    GA.: Georgia State Department of Education, Georgia
    University Athens College of Education, Bureau of
    Elementary and Secondary Education (DHEW/OE),
    Washington, D.C., 1974. (ERIC Document Reproduction
    Service No. ED 105-558).

Ruopp, R., Travers, J., Glantz, F., & Coelen, C. Children
    at the center: Summary findings and their implica-
    tions. Cambridge, Mass.: ABT Books, 1979.

Sciarra, D. J., & Dorsey, A. G. Developing and adminis-
    tering a child care center. Boston, Mass.: Houghton
    Mifflin Company, 1979.

Siegel, S. Nonparametric Statistics. New York, New York,
    McGraw-Hill, 1956.

Steinfels, M. O. Who's minding thechildren? The history
    and politics of day care in America. New York:
    Simon and Schuster, 1973.

Stevens, J. H., Jr., & King, E. W. Administering early
    childhood education programs. Boston, Mass.: Little,
    Brown and Company, 1976.

The day care and child development council of America--
    Gould Foundation conference on training of day care
    administrators, etc. Day care and child development
    Council of America, etc. Sponsors. A. G. Gould
    Foundation for children, New York: February 14,
    1969. (ERIC Document Reproduction Service No.
    ED 031-806).

Wilson, G., Pavloff, G., & Linker, L. Assessing staff
    development needs: A guide for child development
    programs. Washington, D.C.: Humanics, 1973.

Wolf, J. M. Training administrators of early education.
    Paper presented at the annual meeting of the American
    Educational Research Association. New York: April
    4-8, 1977). (ERIC Document Reproduction Service No.
    ED 136-906).

Yablans-Magid, R. The process of administering early
    childhood programs. In M. Kaplan-Sanoff & R.
    Yablans-Magid, Eds., Exploring early childhood:
    Readings in theory and practice. New York:
    Macmillan Publishing Co., 1981.

Yoakam, J. M. Competency evaluation of child care direc-
    tors. An unpublished master's thesis, Texas Woman's
    University, Denton, Texas, 1978.

Young, D., & Jackson, E. Introduction. In D. R. Young &
    R. R. Nelson, Eds., Public policy for day care of
    young children. Lexington, Mass.: Lexington Books,
    1973.

Zaccaria, M. A., & Hollomon, J. W. Texas day care study:
    final report occupational analysis of day care
    personnel. San Antonio, TX.: The University of
    Texas at San Antonio, 1976.