

COMPETENCIES DESIRED BY OPERATORS AND/OR
DIRECTORS OF DAY CARE CENTERS AND
GROUP DAY CARE HOMES IN THE
PERSONNEL THEY EMPLOY

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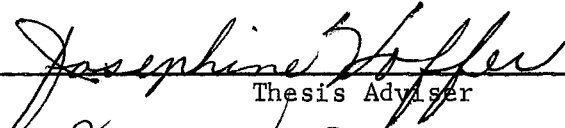
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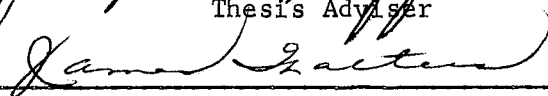
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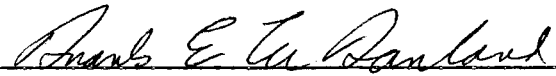
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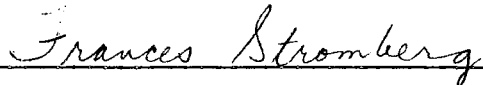
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CHAPTER I

THE PROBLEM

The current study is concerned with the identification of the competencies desired by day care operators and/or directors for the personnel they employ. In recent years the recognition of the need for trained personnel to staff day care centers for children has initiated the establishment of programs for this type of training, and some states already support programs in child development in state colleges and universities to train day care personnel. On the national level a new concept for training professional staff in the field of child care--that of the Child Development Associate, was created by the Office of Child Development (1972); however, no one has identified from the day care operators' point of view the competencies or descriptions of jobs that are available to the so-called trained individual.

Need for Study

The needs of children and society have led to the creation of centers and facilities for the care of children outside their homes. Most communities offer child care services that range from a neighbor who cares for a child in her family home to centers organized for large groups of children. Public recognition of the growing need for facilities for the care of children within the communities has increased the sponsorship of centers by parent groups, churches and social agencies

and in recent years there has been a move to include child care centers in the public schools. The trends in child care have indicated that the need for these types of facilities has continued to grow. Zigler (1972) reported that "the number of licensed day care facilities has tripled since 1960" (p. 72).

With the increase in the need for day care facilities there will be a more accentuated shortage of trained personnel to staff these centers. There are new training programs in the high schools, vocational training programs and in the colleges and universities to alleviate this shortage. The Child Welfare League of America (Mayer, 1969) recorded 40 university-connected programs in operation. Head Start and Community Action Programs have training programs that have been planned to help break the cycle of poverty for both the parents and the children while providing care for the children.

The recognized need for trained personnel has created the problem of the identification of the competencies needed by personnel who may be employed in child care. The competencies as identified by specialists serve as important guides in planning the training programs. However, the recognition of the variety of child care services within the communities necessitates a tailoring of training programs to fill the needs of individual communities. Schneider (1972) stated that "a training program should be designed to be responsible to the delivery system" (p. 7). The Alabama State Department of Education (1972) indicated that a training program's objectives should combine the efforts of all the program's participants, including the director, teaching staff, parents, and community representatives.

The inclusion of the day care operators and/or directors in the

planning of training programs has been recognized as a factor vital in the planning of successful training programs (Haberman, 1969).

Trisdorfer (1972) asked family day care mothers what they wanted in a training program and found that although the specific problems of day care mothers may vary, certain goals of a training program could be ascertained and "that day care mothers do have valuable suggestions and can express needs and wants with respect to a training program" (p. 7). She expressed the need of utilizing the contributions of the day care mothers in the planning and execution of training programs with the recommendations of child development specialists. Mathis (1972) supports the need of utilizing the contributions of the day care mothers by stating that "it appears that the levels of responsibility and roles trainees assume is more often related to the type of job setting than to the nature of preparation" (p. 79).

The investigator contacted persons in state offices in Missouri and found a specific need expressed by those persons who are responsible for the allocations of funds for training child care personnel (Letter in Appendix A). The identification of the competencies which operators of day care facilities view as needed in the personnel they employ would be of value in the evaluation of existing and future training programs. On the basis of operators' recommendations, funds could be allocated to institutions that are able to be realistic and innovative in training programs so trainees may be effective when employed.

Purpose of Study

The purpose of this study was to identify the competencies for day care personnel as defined by the operators and/or directors for the

personnel they employ in the state of Missouri. The investigator anticipated the findings of this study would be of value to those persons involved in any aspect of day care services in Missouri.

Definitions

For this study the following definitions were used by the investigator:

Competency--As stated by Klopff (1971), a competency is "a behavior or range of behaviors carried or enacted in terms of a theory, a principle, a goal, an objective, a construct, or a rationale" (p. 147).

Day Care--The Missouri State Department of Public Health and Welfare (1971) defined "Day Care is care of a child away from his own home for any part of the 24 hour day. Where there are more than four such children, the home must qualify for State License" (p. 4).

Family Day Care Home--As stated by the Missouri State Department of Health and Welfare (1971), "A Family Day Care Home is a family home in which care is given to six children or less, not related to the day care operator, for any part of the 24 hour day. Where there are more than four such children, the home must qualify for State License" (p. 4).

Group Day Care Home--As stated by the Missouri State Department of Health and Welfare (1971), "A Group Day Care Home is day care given in a family-like group in a family home to seven but no more than 15 children, two years of age and older, and shall meet licensing requirements set forth for such services" (p. 4).

Day Care Operator and/or Director--The Day Care Operator and/or Director is the person in charge of the general operation of the program in the day care center or day care facility. These persons may be

responsible for employment and dismissal of staff, the operation of the physical plant and the selection and recruitment of children for the center.

License--A Day Care Operator's license is the permission granted by the Missouri State Department of Health and Welfare to establish, maintain or operate a boarding home for children, a day care home or day nursery for children, or to advertise or hold himself out as being able to perform any of the services as defined in Regulations and Standards for Licensed Day Care Centers (Day Nurseries) and Family Day Care Homes, published by Missouri State Department of Public Health and Welfare, Division of Welfare.

CHAPTER II

RELATED LITERATURE

The History of the Development of Child Care Facilities

Today, as in centuries before, the care and development of young children has been left in the hands of the mother and family. Within the concentric rings of parents, family, community, and the society the child received informal instruction in how to become a human being. He learned what he was and how to relate to his environment. The home has been the most successful agency to provide this humanization process if conditions in the home and community are stable. However, conditions may not remain stable and the home does not always provide the comprehensive care needed for optimum development of the child. Braun (1972) supports the theory that for some children, home is still the best possible medium for optimum development if the home contains adults who are loving, reasonably stable emotionally, articulate, and able to attend to the child, to teach him skills, information, and values that will enable him to utilize further experiences. He contends that "for children who lack such a setting the society must act in loco parentis and provide it in substitute form" (p. 6).

The history of the development of facilities for the development of facilities for day care for children reflect the need for child care for

the children of parents who cannot provide adequate care as the impetus for each stage of the child care movement has been based on extreme needs during periods of social upheaval.

The Development of Child Care

Facilities in Great Britain

Great Britain became the first nation to provide government support for comprehensive child care. In one of Great Britain's most turbulent periods of industrialization, a movement for reform was responsible for the beginning of England's Infant Schools. Curtis (1967) recorded the work of Robert Owen, the founder of British socialism and described Owen as a convinced believer in the power of the environment in the shaping of the individual's personality and character. Owen began his reforms in his position of manager and part owner of a cotton mill of New Lanark by shortening working hours, refusing to employ children under the age of ten, and improving working conditions with an increased level of wages. He provided free instruction for the workers' children up to the age of twelve. His infant school, the first of its kind in Great Britain, was opened in 1816. The New Lanark Infant School catered to children from age one and upward and one of the school's teachers, James Buchanan, helped found other infant schools in Great Britain. The school he helped Lord Brougham found in London in 1818 furnished a model for the experimental school of Samuel Wildespin which was opened in Spitalfields, London, by the Society of Friends in 1820. The National Society for the Study of Education (1929) stated that

Wildespin's chief contribution to the progress of the infant-school movement was the publicity which he gave to early childhood education. He was influential in the adoption of infant-school education in Great Britain as a regular part of public

education, some fifty years later, when schools for children between the ages of three and seven were organized (p. 12).

The need for more comprehensive services for young children was emphasized by the number of health problems in the British army. These health problems caused the Board of Education in England to release a circular proposing the care of children of preschool age. The first nursery school in London was established by Rachel and Margaret McMillan in 1909 to care for the neglected children of poor parents. Braun (1972) reported that the McMillans tried to compensate for the neglect the children received at home and provided nourishing meals, clean clothes, cognitive stimulation as well as medical and dental care in their open-air nursery schools. Training programs for nursery school teachers were established by Margaret McMillan and through her efforts the Fisher Bill (1918) was passed and nursery schools became a part of the British education system. Owens (1923) reported that the bill, later called the English Education Act of 1918

. . . gave communities government support for nursery schools for young children of two-years of age and under five-years of age whose attendance at such a school is necessary or desirable for their health, physical and mental development (p. 12).

The Development of Child Care

Facilities in the United States

The establishment of the day nurseries in the United States as their English counterparts, the nursery schools, had as their primary purpose--the care of children who remained as part of the family unit but who for social or economic reasons could not receive ordinary parental care. Pierce (1971) reported the establishment of a group day care

center to meet the needs for child care for the children of seamen's wives and widows who were employed in 1838. Historically, expansion in all-day nurseries can be traced to periods in which women were urged or forced to become bread-winners and children were neglected. Rambusch (1969) reported that New York had a day care center for the children of working mothers who could provide no other care for them as early as 1845. Wars have created demands for women in the labor force and the National Society for the Study of Education (1929) reported the establishment of a permanent day nursery in Philadelphia to care for the children of women needed to manufacture soldiers' clothing and to clean in hospitals in 1863. During this early period of development of child care services in this country private philanthropy provided the support for the child care services needed by women forced to support their children because of widowhood, desertion, or illness. Jane Addams (1925) related how one such center was established in 1889:

We early learned to know the children of hard driven mothers who went out to work all day, sometimes leaving the little things in the casual care of a neighbor, but often locking them into their tenement rooms. The first three crippled children we encountered in the neighborhood had all been injured while their mothers were at work: one had fallen out of a third-story window, another had been burned, and the third had a curved spine due to the fact that for three years he had been tied all day long to the leg of the kitchen table, only released at noon by his older brother who hastily ran in from a neighboring factory to share his lunch with him. When the hot weather came the restless children could not brook the confinement of the stuffy rooms, and, as it was not considered safe to leave the doors open because of sneak thieves, many of the children were locked out. During our first summer an increasing number of these poor little mites would wander into the cool hallway of Hull-House. We kept them there and fed them at noon, in return for which we were sometimes offered a hot penny which had been held in a tight little fist 'ever since mother left this morning, to buy something to eat with.' Out of kindergarten hours our little guests noisily enjoyed the hospitality of our bedrooms under the so-called care of any resident who volunteered to keep an eye on them

but later they were moved into a neighboring apartment under more systematic supervision.

Hull-House was thus committed to a day nursery which we sustained for sixteen years first in a little cottage on a side street and then in a building designed for its use called the Children's House. It is now carried on by the United Charities of Chicago in a finely equipped building on our block, where the immigrant mothers are cared for as well as the children, and where they are taught the things that will make life in America more possible (p. 168).

In this early period of 1880-1900 economic necessity lay behind the growth of the day nurseries. The National Society for the Study of Education (1929) cited some of the factors responsible for day nursery growth:

Until 1900 few cities had any form of outdoor relief for poverty or unemployment. Consequently, the number of children surrendered by their parents to institutional care became alarming. In a report of 1899 for New York City alone 15,000 children were thus cared for at an expense to the public of over a million and a half dollars. Apprehensive over the dangers of lessened parental responsibility, over the unnecessary hardships endured by mothers and children thus separated, and over the great financial burden placed on the tax payer, relief agencies urged the increase of day nurseries as a more humane and less costly method of mitigating these evils (p. 92).

During the period of 1900-1930 many factors complicated the development of day nurseries such as immigration flooding the country with low-paid labor and the industrial expansion. Industry made a direct bid for even lower paid women workers with the result of serious neglect of the children. As a result, two kinds of nurseries appeared, those organized and supported by philanthropy, taking care of the problem created by industry, and those organized and supported by the industries themselves.

Since 1930, two national emergencies--one the financial depression of the 1930's and the other World War II--have been responsible for the development of day nurseries in the United States. Provision for

children's centers as part of the Federal Emergency Relief Administration, 1933, was the first time programs for young children became a part of a federally supported program. Initially, the program was designed to relieve the unemployment of teachers and to supplement the existing educational programs but the increasing concern for young children initiated the development of children's centers.

The nation became aware of the need to provide adequate care for the children of mothers working in the defense plants and legislation was passed to insure that schools for young children were provided through funds made available by the Lanham Act: (Goodykoontz, 1947)

In August, 1942, the War Manpower Commission issued a directive instructing the Office of Defense Health and Welfare Services to present plans for the development and coordination of federal programs for the care of children of working mothers. Very soon thereafter the President made \$400,000 of emergency funds available for the transmittal to the U. S. Office of Education and the U. S. Children's Bureau to assist the states in establishing the needed services. By June, 1943, thirty-nine states had developed plans for extended school services to be developed under state and local educational agencies, and thirty states had similar plans for child-welfare programs to be administered by welfare agencies. These state allotments provided 222 positions in state governments, among them state supervisors for extended school services, which included both nursery schools for young children and before- and after-school programs for children of school age. One of the supervisor's functions was the stimulation of state and local committees for the study of community needs and the development of program plans (p. 61).

The centers and facilities supported by the Lanham Act were phased out as the war emergency period passed and funding ceased; however the interest in child care centers remained. One state, California, continued the centers with the appropriation of funds by the State Legislature. The California child care program was considered a temporary program and had some difficulties with the state legislature. The

authorization to operate child care centers was extended a year or two years at a time from 1946 until 1957 when the termination dates were removed from the law. Recognition that in thirteen years of operation the child care centers fulfilled a need in the social and economic structure of the state, California permanently included child care as part of their educational system. Cos (1960) stated that "California's child care program is unique. Unlike any other state, California controls and supports its child care centers, and affiliates the child care program with the public schools" (p. 205).

During the period immediately after World War II, the need for child care centers decreased but the subject of care for the working mother's children again caught the attention of the nation with the increased employment of women after the Korean hostilities began. The Women's Bureau (1953) indicated that the number of privately operated nursery schools or day care centers increased greatly in the areas visited by the Women's Bureau in 1951-1952.

Perhaps the greatest impact on children's services and facilities emerged in the War on Poverty in the 1960's. With rising unemployment and welfare costs an attempt to break the cycle of poverty for the nation's culturally deprived was initiated with several pieces of legislation enacted between 1962 and 1967. Carlson (1971) listed and explained these pieces of legislation and their impact on day care:

1962--At that time, amendments to the Social Security Act established the Child Welfare Service (CWS). Its intent was to assist the states to provide adequately for the care and protection of children whose parents are working, or otherwise absent from the home, or unable for other reasons to provide parental supervision. The Program continues.

In 1964 the Economic Opportunity Act was enacted, and in 1965, pursuant to authority granted in the act, the Head

Start Program was begun. Head Start continues to provide Day Care, but in a broad context of other services.

In 1967 another major piece of legislation was passed by amendment to the Economic Opportunity Act. This amendment directed that coordination be secured among Federal initiatives and among Federal, state and local programs. The Federal Interagency Day Care Requirements were adopted as a result. Very generally the standards require: Provision of a full range of services including social, educational, and health; parental participation; and opportunity for employment of poor people. Adherence to these standards is designed to introduce coordination, and it has, but problems remain. The lever to mandate coordination and compliance with the standards is Federal funding under major Federal day care enabling legislation.

Also passed in 1967 were sweeping amendments to the Social Security Act which had profound implications for day care programs. The 1967 amendments, insofar as day care was concerned, were shaped to facilitate reductions in welfare case-loads under the AFDC Program. This was to be done by linking work requirements with providing day care facilities for employment, training, or special work projects. Day care program costs and related services are reimbursable from Federal allotments at a current rate of 75 per cent (p. 7).

The chief difference between the 1962 and 1967 amendments to the Social Security legislation is that eligibility conditions are imposed under the later program. Other legislation in the 1960's created anti-poverty agencies and had some support for day care in the programs those agencies sponsored. Supportive services such as construction grants for facilities were nonexistent, and funds for renovation were available in small amounts. Training programs, on the other hand, were numerous. Other types of supportive programs available included educational program aids, supplies and equipment, health services, research and evaluation findings, business loans, surplus foodstuffs and commodities, nutritional information, special program supports for the handicapped (Carlson, 1972).

Trends and Patterns in Day Care

There is a trend toward more children needing the services offered by day care centers and a recognition of the need of quality care in these centers. Pierce (1971) stated that in the United States a

Combination of many factors indicates that during this decade the number of children requiring day care will increase enormously. Planning the expansion of day care services to meet this need involves public policy decisions on several fronts --welfare, manpower, education--with possibilities of great benefit or loss to society (p. 160).

National recognition of the increase in need for child care facilities can be based on the research of the current trends affecting day care and preschool education. Schnieder (1971) in his research on trends affecting day care and preschool education stated that two facts based on empirical data emerged: (1) "the number of women who use day care services will increase; and (2) young adults have more positive attitudes toward day care and related issues than do older adults" (p. 2). Low (1968) pointed to the growing evidence of mothers of young children entering or remaining in the labor force: "Although the majority of American mothers of young children are not in the labor force, the number has risen with astonishing rapidity in the last generation" (p. 1). In 1967 one fifth of the mothers in the labor force had children under three years of age: one fourth of the mothers had children under five years of age and forty-four per cent had children between the ages of six and seventeen. Since 1948 the labor force participation rate of mothers of children of preschool age has doubled and approaching the level that obtained a generation ago, only among mothers of older children (Low, 1968).

Croft and Hess (1972) reported the estimated number of children

likely to be living in the United States in the next ten years. In 1970, there was an estimated 20 million children under five in the United States. By 1975 that figure may rise to 25 million and reach 28 million by 1980. These two authors contend that if the present trend continues, "public kindergarten may become compulsory, voluntary programs will be provided for three- and four-year-olds at public expense and the number of day care facilities expanded" (p. 40).

Public Supported Day Care Programs

The growing need for publicly supported day care facilities to adequately meet the needs of children and society was expressed by Hymes (1968).

We must have public day care centers--this is an especially urgent need. The young children whose mothers cannot be at home with them are our most vulnerable young children. We must have public day care centers that hold sound goals--the same goals as good nursery schools and good kindergartens and good Head Start and Title I programs. We must have public day care centers with skilled counseling staffs to help mothers think through whether or not they should work and, if they must, whether or not group day care is the best solution for their particular child (p. 10).

The Children's Bureau (1964) supported the growing need for publicly supported facilities in stating that "in virtually every community, there are working mothers, and this nation cannot afford to leave to chance the vital issue of whether its children receive adequate care" (p. 8).

There has been a growing recognition of the need of quality programs for young children as research in early childhood education has increased the awareness of the vital importance of providing an environment that helps to promote cognitive development, ego-development, and

social awareness along with optimum health and security. Haberman (1969) stated that "the vulnerability of young children necessitates quality educational programs for them: something is not better than nothing" (p. 2).

Williams and Ryan (1972) stated

The value of quality child care and early education is acknowledged by authorities throughout the world. Likewise the competence of those who work with young children is viewed as perhaps the most important ingredient in a quality program. Competence here being defined in terms of actual performance with children. This increased awareness of the importance of sound early training, as well as other factors such as the growing number of women entering careers outside the home is reflected in the demands of all levels of society for child care and early education. Standards governing the establishment of such programs and the credentialing of personnel have not kept pace with this dynamic situation (p. 71).

Some developments on the national level that have had an impact on the necessity to establish higher standards for personnel working with young children was reported by Presley (1963).

The Teacher Education Committee of the Association for Childhood International defined in 1959 the professional preparation for teachers of children from three to eight years of age.

The 1960 White House Conference gave important emphasis to the day care problem throughout the country and stressed the need for well-prepared teachers in all group programs for young children (p. 269).

Additional developments and recommendations from national sources were cited by Lane (1967). A planning commission for Project Head Start was appointed by the Office of Economic Opportunity in 1964. Recognizing the immediate need for professionally prepared personnel temporary in-service training programs were developed, but "the need for fully prepared and qualified teachers remained critical" (p. 5). Through Title I of the Elementary and Secondary Education Act (1965) provision was made

for programs for the "educationally deprived" preschool and kindergarten children. In 1966, the Educational Policies Commission recommended the universal extension of school experiences to children four years of age. The Commission recognized the need for professionally prepared teachers to achieve program success.

Professional Preparation of

Day Care Personnel

Katz (1969) cited another development that indicated national recognition of the need to establish standards for the professional preparation of child care personnel.

One encouraging development is the establishment of a Federal Panel on Early Childhood Education in 1968 to guide the development of preschool and day care programs supported wholly or partially by federal funds. Panel membership is made up of representatives of the Departments of Agriculture, Housing and Urban Development, Labor, Health and Education, and Welfare, and the Office of Economic Opportunity.

Interagency requirements for teachers generated by the Federal Panel are:

1. Educational activities (in day care facilities) must be under the supervision and direction of a staff member trained or experienced in child growth and development--
2. Persons providing direct care for children in the facility must have had training or demonstrated ability in working with children (p. 9).

Professional preparation for teachers and personnel in programs for young children was reported by Howe (1971) as one of the priorities listed by the Office of Education in administering the Educational Professions Act for 1970:

Classroom and leadership personnel need to be introduced to the most promising theories and practices in the education of young children. The EPDA program in this area will support the recruitment and preparation of aides, teachers, administrators, and other personnel to serve youngsters between

three and eight years of age in preschool programs, day care centers, kindergartens, and in the early years of elementary school (p. 32).

Recognizing the need for trained personnel, the Office of Child Development (1973) implemented a training program to develop a new professional worker in this country--the Child Development Associate. Using federal funds, the intent of this program is to develop a middle level professional group to care for our nation's children. Zigler (1971) felt that there was a need for an individual who had not had as much scholastic training as those with college degrees, but nevertheless had the competencies to care independently for children. Zigler felt that the Child Development Associate certificate should be nationally negotiable and awarded through a national system. Williams and Ryan (1972) described the Child Development Associate concept as being divided into two major strands:

First the direct funding by the Office of Child Development of a limited number of pilot training programs, which are intended to encourage innovative approaches to the preparation of early childhood personnel, working with children of ages three-six years. Second, the formation of a consortium, the Child Development Associate Consortium, Inc., a private corporation composed of organizations which are directly involved in or have a primary interest in child care and early education. This Consortium is to develop a prototype system for assessing the competence of and for the credentialing of 'qualified' child care and early education personnel (p. 71).

Need for Change

With the growing recognition of the need for facilities for child care there has been a movement for the establishment of child care facilities as a potentially business venture with standards for personnel and facilities to be determined by the margin of profit. The recognition of the educational potential of the early childhood experiences has

initiated research into areas that have not been extensively provided in this country. Butler (1971) reported that areas currently under research in the United States are (1) training programs for parents, (2) effects of early stimulation on infants, and (3) the effect of group care on infants and toddlers. The importance of assessing and developing programs and personnel to help children achieve their potentials has caused educators to make recommendations for changes. Rambusch (1969) recommends

. . . a new blend of early education and child care be developed free of the negative image of 'day care' and called something else (such as Educare) in order to avoid identification with indigence and maternal ineptness and that such a program provide incentives for mothers to become involved so that through training, they achieve self-determination (p. 2).

McGraw (1972) feels

The United States may well be at the threshold of institutional reorganization for the care and education of the young. To develop maximum potentials of children of this age will require special preparation on the part of those responsible for this age group. They need to be not only knowledgeable but intuitive and observant. We have long adhered to the tradition that the biological parents are the ones best qualified to bring up young children. Whether we continue to follow that tradition or turn the education of the young over to specialists--kibbutz fashion--the personnel will require special preparation quite unlike that offered to elementary teachers or even mothers of today (p. 520).

Competencies for Teachers and Personnel in Early Childhood Education

In considering programs for young children the literature stresses the importance of the individuals who work with young children. The personal characteristics of the individual are listed as vital factors in the determination of the success of the individual as a teacher or assistant in early childhood programs. Hymes (1968) stated "what a

teacher is, what a teacher does, how a teacher acts forms a large part of what a teacher teaches" (p. 104). Todd and Heffernan (1970) felt that since the teacher is the key person creating the emotional climate for the children, the selection of a teacher is a critical factor in the success of a preschool group. They stated:

Among the desirable personality characteristics for individuals who wish to work in the preschool field are pleasure and interest in working with young children, flexible personality, concern for the welfare of others regardless of ethnic or religious differences or economic status, good health, enthusiasm, verbal facility, warmth, sense of humor, imagination, sense of responsibility, good appearance, initiative, reliability, and patience. In addition to these important personal qualities, the preschool teacher should have an excellent foundation in general education as a basis for an appropriate professional curriculum including child growth, child nutrition and health care, social problems, mental health, community relations, and family relationships. The prospective teacher should have many experiences in observing and recording child behavior. Her specialization should include studying and using modern methods and teaching materials suitable for the preschool curriculum, including music and rhythmic activities, creative art experiences, children's literature, physical education, science and mathematics and social studies. Her preparation should also include experience in holding conferences with parents concerning problems and development of children (p. 85).

The National Society for the Study of Education (1929) listed four main types of traits needed for the nursery school field:

1. Traits indicating personal adjustment to life:
 - a. The nursery-school teacher should have her own life well adjusted. She should be well-balanced and have a sense of proportion; she should have a wholesome attitude toward mental and physical health and should make a conscientious effort to maintain them, and she should not be afraid of work.
 - b. She should have a cheerful disposition.
 - c. She should have an appreciation of beauty.
 - d. She should have a deep sense of spiritual values.
2. Traits indicating emotional control:
 - a. The nursery-school teacher should have patience.
 - b. She should be even-tempered, showing serenity, a quiet manner that wins respect, and a calm voice.
 - c. She should be gentle and calm in dealing with the children, and graceful and unhurried in her movements.

3. Traits indicating social adjustments:
 - a. The nursery-school teacher should have sympathy, understanding, and love for children. She must have retained a spirit of play and be able to appreciate the child's level of development.
 - b. She must be impartial.
 - c. She must be firm or forceful without being harsh.
4. Traits indicating mental adjustment:
 - a. The nursery-school teacher must have a sense of humor.
 - b. She must have common sense and good judgment.
 - c. She must be resourceful, creative, and imaginative.
 - d. She must be persistent.
 - e. She must be open-minded, alert, and observing.
 - f. She must be neat and have a sense of order.

The National Society for the Study of Education also indicated traits which should be avoided in the selection of nursery-school teachers including:

a sentimental attitude toward children, irritability, a domineering manner, timidity, erratic likes and dislikes, and what is variously described as lack of adaptability, oldmaidishness, and a crystallized point of view. Extreme physical defects, nervous habits, such as stammering, and a marked foreign accent are also considered undesirable personal characteristics (p. 428).

Leeper et al. (1968) felt that

in the selection of teachers of preschool children, special attention is given to qualities of personality and character such as warmth, sense of humor, a ready smile, well-organized and confident, an active body, curious with an urge to explore and to find out, creative, and able to communicate well through speaking clearly and choosing words carefully (p. 106).

Personal characteristics needed by teachers and childcare personnel as listed by Almy (1947) were sensitivity to the needs of common man, faith in his potentiality and determination that he shall have the opportunity for development. These were the first qualifications for a teacher. She added the ability to be world-minded, physical and emotional stamina, an understanding of human development and an alertness to the processes involved in the acquisition of the skills which are

demanded of children in a reading culture such as ours as important characteristics for a teacher.

The Alabama State Department of Education (1969) identified competencies required for an early childhood education teacher to bring about appropriate changes in child behavior as:

1. Ability to promote the development of a positive self concept in children.
2. Ability to create a friendly, supportive environment which provides for a smooth transition from home to school and develops favorable attitudes toward learning.
3. Ability to communicate effectively with young children.
4. Ability to plan for appropriate experiences and activities according to the developmental level and individual needs of each child.
5. Ability to relate principles of child development, the learning process, and knowledge of modern society to the development of programs for children.
6. Ability to plan and evaluate with children.
7. Ability to evaluate pupil learning and make use of the findings in planning activities.
8. Ability to involve parents, para-professionals, and professional personnel in the classroom.
9. Ability to provide for professional growth of staff.
10. Ability to formulate a personal philosophy consistent with the best educational theory and practice available (p. 14).

Haberman (1969) reported the competencies identified in the Preliminary Report of the ad hoc joint committee on the Preparation of Nursery and Kindergarten Teachers. Depending on the background and competence of individual adults, some of these responsibilities may be shared by professionals and are listed below.

A. Independence

1. Arrange materials so that they are accessible to children without adult assistance.
2. Gives assistance when needed but does not intervene unnecessarily in situations such as dressing and undressing, cleanup, eating and serving food.
3. Selects and uses equipment that children can operate independently as well as in groups.
4. Arranges furniture and materials so that children work independently as well as in groups.
5. Does not interrupt a child who is occupied constructively.

6. Follows procedures that encourage children to meet their physiological needs without direct supervision (e.g. toilet, washing, etc.).
- B. Positive self-image
1. Takes time to listen to children.
 2. Responds to children's questions.
 3. Gives praise freely when justified.
 4. Sets up activities which stimulate individual response.
 5. Receives parents with warmth and respect.
- C. Intellectual Stimulation
1. Asks questions which provoke thoughtful response and problem solving (e.g. comparing, contrasting, analyzing, summarizing, imagining, feeling).
 2. Uses daily-life experiences and materials to develop concepts (e.g. relates learning to immediate environment: mathematics concepts by use of familiar objects through natural and physical materials).
 3. Introduces a wide variety of learning resources (e.g. books, people, objects, media).
 4. Responds to children's questions, suggestions and comments in ways which demonstrate that he is knowledgeable.
- D. Creativity
1. Accepts and appreciates divergent and unexpected responses.
 2. Provides materials and encourages children to use them in individualistic rather than prescribed ways.
 3. Reads and accepts imaginative stories.
 4. Uses music, dance and other arts to encourage individual responses.
- E. Socialization
1. Provides activities that stimulate interaction of children with each other and with adults in a variety of roles.
 2. Finds ways to involve isolates in group activities without using pressure or being directive.
 3. Uses materials that require interaction of more than one child (e.g. telephone, games, puzzles).
 4. Helps children to discover and use positive ways of interacting without resorting to aggression (e.g. to use words and reason rather than violence).
 5. Provides activities which meet individual needs for privacy and independence.
- F. Physical Development
1. Provides food and rest when needed.
 2. Conducts an appropriate balanced program that allows for both vigorous and quiet activities.
 3. Provides for appropriate room temperature, ventilation and seating.
 4. Plans for and uses outdoor facilities when feasible.
 5. Secures medical and dental examinations and treatment for children as needed.

- G. Emotional Development
 - 1. Comforts children who are upset.
 - 2. Allows for emotional conflict and deals with conflict situations without being judgmental.
 - 3. Models healthy responses (e.g. use of humor in responding to children, maintains self-control, relates positively to other adults, accepts own mistakes with realization of human frailty).
 - 4. Copes with emergencies without panic.
 - 5. Varies expectations for children on the basis of knowledge of tensions in their out of school situations.
- H. Staff Collaboration and Cooperation
 - 1. Identifies classroom responsibilities appropriate for individual staff members.
 - 2. Demonstrates willingness to delegate or assume responsibilities identified.
 - 3. Sets goals and evaluative processes for assessing progress toward them (pp. 8-9).

The Office of Child Development (1971) described the important qualities for a good caregiver:

- 1. She should be patient and warm toward children. This warmth is the basic ingredient in the caregiver-child relationship. Only with patience can the child be helped to develop, and the caregiver survive the strains of this type of work.
- 2. She should like children, be able to give of herself to them, and receive satisfaction from what they have to offer. She must be able to appreciate the baby as an individual, since this is vital to his growing self-acceptance. A caregiver also needs to have a sense of humor.
- 3. She should understand that children need more than simple physical care. She should have some knowledge of the practical care of children and be willing and able to learn from other people.
- 4. She must be able to adjust to various situations, understand feelings, and help children to handle fear, sadness and anger, as well as to experience love, joy and satisfaction.
- 5. She should be in good health. Since children possess abundant energy, the caregiver must herself be energetic and imaginative in order to teach and discipline them.
- 6. She must be aware of the importance of controlling undesirable behavior, but must not be excessively punitive or given to outbursts of anger.
- 7. She needs to show initiative and resourcefulness in working with children and be able to adapt the program to meet their individual needs and preferences.
- 8. She must be acquainted with, accept and appreciate the children's cultures, customs and languages if they are

different from her own. Helping the child develop a sense of pride in his own uniqueness is vital.

9. She must respect the child and his parents, regardless of their backgrounds or particular circumstances, thus helping the child learn to respect himself. Her own self-respect will aid her in imparting this quality to others.
10. She should be able to work with other adults and get along with the other staff members in order to provide a harmonious atmosphere at the center.
11. She should have a positive interest in learning, understand the importance and variety of learning needs in a young child, and be responsive to the child's attempts at learning in all spheres (pp. 28-29).

Klein (1973) identified the competencies that the Child Development Associate candidates should acquire which reflect broad goals for a child-development program:

1. Setting up and maintaining a safe and healthy learning environment.
2. Advancing physical and intellectual competence.
3. Building positive self-concept and individual strength.
4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment.
5. Bringing about optimal coordination of home and center childrearing practices and expectations.
6. Carrying out supplementary responsibilities related to the children's programs (pp. 289-290).

The School of Home Economics at Texas Tech University (1969) identified the responsibilities of child care aides.

The duties of a child care aide vary from one child care center to another and from day to day, depending on the schedule of activities for the day. It is necessary that the child care aide be flexible and willing to do whatever needs to be done. It is also important that she learn to go ahead and carry out the duties assigned to her without always waiting to be told what to do. Responsibilities which may be assigned to a child care aide are listed below. The aide:

Helps children accept the center and participate in its activities.

Helps children learn the established routines of the center.

Helps children become more independent in removing own garments, such as coats and sweaters.

Helps to develop in the children a sense of 'belonging' in the center.

Assists children in developing good housekeeping habits, such as putting toys away.

Guides children in helping to keep the center clean and attractive.

Assumes some responsibility for helping children prepare for snacks and mealtime.

Helps children to develop good eating habits and table manners.

Helps children to develop positive, acceptable attitudes toward food and eating.

Prepares and serves mid-morning and mid-afternoon snacks.

Sets the table for noon meal.

Assists in arranging mats on the floor for children's rest periods.

Supervises rest period of children.

Stacks or stores mats after children's rest period.

Assumes some responsibility, under supervision, for play and learning experiences of children.

May relieve teacher for short periods, when needed, by reading stories to children, conducting finger plays, and leading songs.

Helps children with nature and science experiences.

Helps prepare and assemble play materials needed by teacher and/or director.

Arranges physical environment, under supervision of director, so it is appropriate for play and learning experiences of children.

Places clean towels and wash clothes on rack for children each day.

Assists children with routines, such as toileting, washing, and hanging towels after use.

Helps to maintain health and safety of the children at the center during rest and play periods.

Helps children establish sanitary habits of toileting and personal hygiene appropriate to their age level.

Practices safety procedures by being alert to situations involving hazards to the safety of children, such as sorting toys that may be unsafe.

Observes accepted procedures for reporting accidents and signs of illness or discomfort in children.

Assists in administering first aid at the center for children's minor accidents, cuts, and bruises.

Works cooperatively with center staff and accepts instructions and guidance from director.

Participates in staff planning and evaluation sessions concerning center policies and program.

Helps to evaluate own progress in meeting responsibilities to the center.

Observes policies of center concerning work schedules, absences, and health regulations.

Follows regularly assigned schedule of responsibilities and assumes other responsibilities as needed.

Assumes some responsibility for maintaining cleanliness

and attractiveness of the center during the day (pp. 13-15).

The Value of Directors' Reactions

The unprecedented expansion in early childhood programs has created a situation where many dedicated but untrained persons are employed in preschool centers. The purpose of raising the teaching level of the child care personnel has initiated training programs from colleges and universities. Bookman (1973) questioned the effectiveness of these programs for child care personnel. He emphasized the importance of the need for methods that are different from the traditional university model and expressed the need for recognition of the individual problems of the child care center. He further stated that

the traditional university model--prepackaged lectures with perhaps some films--is doomed to failure because it is based essentially on four untenable assumptions:

1. Every preschool center basically has the same training needs.
2. The most effective method of transmitting ideas to early childhood workers is through lectures.
3. It is not part of the trainer-consultant's job to participate in the center's working routine.
4. As a person from outside the center, the trainer-consultant does not have to be concerned with the center's power structure (p. 248).

Fox (1973) supports the need for effective educational experience for the paraprofessional child care worker. He stated that "Job experience should be brought into the context of the learning situation to help the learner see the connections between concepts and reality" (p. 313). The director in the discharge of responsibilities associated with her position is familiar with the problems and needs of her particular center. Keyserling (1969) reported that day care mothers can make contributions concerning training programs. She stated that:

As day care mothers became involved and comfortable in a non-didactic relaxed atmosphere, they share their needs. These needs are not necessarily what professionals think they need, but what they actually need and want (p. 2).

Implications for the Present Study

The following findings from the literature have implications for the present study: (1) professionally prepared personnel are needed to assume responsibility in child care facilities; (2) personnel in child care centers need certain skills and competencies in order to achieve goals and objectives in child care programs; (3) evaluation of training programs for child care personnel have been limited; (4) identifying the competencies needed by child care centers will be helpful in assessing the effectiveness of existing training programs.

CHAPTER III

PROCEDURE

The procedure of this study was to identify the competencies desired by the day care operators and/or directors in the personnel they employ. The following steps were used to achieve the purpose of this study: (1) the development and administration of a competency checklist; (2) the selection of the respondents; and (3) the analysis of the data (Chapter IV).

Development of the Competency Checklist

There was no instrument available by which the investigator could ascertain the day care operators' and/or directors' viewpoints concerning the competencies they desired in the personnel they employed. The first step taken to develop such a checklist was to list from the investigator's experience in programs for young children and from a review of the related literature specific skills and/or competencies that specialists in early childhood education considered essential for child care personnel. Thirty-eight skills and/or competencies were arranged into related areas (see Competency Checklist Appendix D). The names and addresses of twenty day care operators and/or directors were selected from a list of licensed day care centers by arbitrarily selecting every fifteenth center that had a current license for ten or more children. These twenty operators and/or directors were asked to identify the

skills and/or competencies necessary for child care personnel to be successful in their centers through an open-end questionnaire. Seven of the twenty operators responded and a summary with their responses is included in Appendix C. The skills and/or competencies were similar to those identified from the literature. Two additional skills were added to the checklist from the responses to the first questionnaire; the two skills were related to music and art. The operators and/or directors also described some personal characteristics they considered essential in personnel such as: ambition, physical stamina, good health, pleasant personality, attractive appearance, mature outlook on life, a sense of humor, patience, and a genuine love for children.

When the skills and/or competencies had been identified, they were organized by the investigator into six areas: (1) setting and maintaining a safe and healthy learning environment; (2) advancing physical and intellectual competence; (3) building positive self concepts and individual strengths; (4) organizing and sustaining the positive functioning of children and adults in a group in a learning environment; (5) bringing optimal coordination of home and center childrearing practices and expectations; (6) carrying out supplementary responsibilities related to the children's program. Four additional questions of an open-end variety were added at the end of the competency checklist to provide opportunity for the respondents to report problems within their center, areas of importance not included in the checklist, and positions of employment available in their center. The competencies were then listed arbitrarily under the six areas.

Sixteen questions were formulated to provide background information on the respondents and their centers. Four questions were designed to

provide the following background information: (1) age of the directors; (2) directors' length of time in present position; (3) directors' responsibilities; and (4) the number of years the directors had been engaged in child care work. Twelve questions were designed to describe the respondents' center in the following ways: (1) the type of center; (2) number of staff employed in the center; (3) staff positions in the center; (4) selection of staff; (5) staff employment time; (6) size of the center; (7) type of service rendered in the center; (8) type of enrollment; (9) hours of operation; (10) days of operation; (11) availability of in-service training programs for personnel in center; and (12) possible support for a training program for personnel outside of the center. The background questionnaire and the competency checklist, complete with cover sheet and open-ended questions composed the instrument to be sent to the respondents (Appendix D).

Specialists' Reaction to Competency Checklist

Four specialists were selected from a list of individuals involved in child care training programs in the colleges and universities in the state of Missouri. The checklist was sent to these specialists who were asked to review the competencies and open-ended questions in order to judge the clarity and to ascertain whether these competencies reflected skills necessary for child care personnel. On the basis of the four specialists' responses, the competencies were revised with changes in wording for clarification of the items as follows: (1) the word important was included in the paragraph with the directions; and (2) in Item 39 the cognitive activities were all listed. The competency checklist with a letter of explanation was sent to 394 respondents.

Selection of the Respondents

The respondents for this study were operators and/or directors of day care centers and group day care homes licensed by the Division of Welfare in the state of Missouri. The names and addresses were selected from a list of 3,237 day care facilities obtained from the Division of Welfare. Subjects for this study were selected on the basis of the size of facility for which the license was issued. To obtain a clearer picture of the needed skills and/or competencies of large and small centers with full-time and part-time staff, or intermittent staff, the investigator arbitrarily selected centers licensed for ten or more children. In the selection 394 centers fell into this category of being licensed for ten or more children.

A letter accompanied the competency checklist explaining the need for such an investigation and the possible uses of the results (Appendix D). A self-addressed, stamped envelope was included for the convenience of the respondents. Effort was made to assure anonymity of the respondents by indicating that signing their name to the checklist was optional. Table I reflects the number of respondents receiving the competency checklist for each category according to size and the number of respondents for each.

Personal Data on Respondents

Personal data on respondents reflecting the operators' and/or directors' age, responsibilities of their position, length of time in their present position, and the length of time the operators and/or directors have been engaged in child care work is given in Tables II, III,

IV, and V. Almost three fourths of the operators and/or directors were over 30 years of age (Table II). Fourteen did not respond to the question.

TABLE I
CLASSIFICATION OF RESPONDENTS ACCORDING TO SIZE OF CENTER

Size of Center Number of Children	Receiving Checklist		Returning Checklist		
	Freq.	%	Freq.	%	
10 - 20	178	45	47	39	
21 - 30	55	14	29	24	
31 - 40	40	10	17	14	
41 - 50	50	13	9	08	
51 - 60	21	05	7	06	
61 - 70	15	04	5	04	
Over 71	35	09	6	05	
			No Response	2	02
Total	394	100	122	100	

TABLE II
AGE OF DIRECTORS
N = 122

Ages	Frequency	Percentage
21 - 30	28	23
31 - 40	25	20
41 - 50	28	23
51 - 60	18	15
61 - 70	09	07
No response	14	11

TABLE III
 RESPONSIBILITIES OF DIRECTORS
 N = 122

Duties	Frequency	Percentage*
Personnel	114	93
Hiring, training, evaluation		
Supervision of teachers and aides		
Public Relations	105	86
Interpretation of program to community		
Coordination of agencies		
Interviewing parents		
Soliciting of volunteers		
Financial	101	83
Budget		
Banking and payroll		
Bill payments		
Clerical	100	82
Staff work records		
Attendance records and health records		
Inventories		
Government forms and correspondence		
Program Implementation	92	75
Teaching or substitution		
Coordination of all activities		
Testing, work with specialists		
Service	43	35
Cooking		
Maintenance		
Laundry		

*Note: More than one responsibility for directors may be reported by each respondent.

TABLE IV
 LENGTH OF DIRECTORSHIP
 N = 122

Number of Years	Frequency	Percentage
Under 5 years	73	60
6 - 10 years	23	19
11 - 20 years	15	12
Over 21 years	05	04
No response	06	05

TABLE V
 LENGTH OF TIME DIRECTORS HAD BEEN ENGAGED
 IN CHILD CARE WORK
 N = 122

Length of Time	Frequency	Percentage
1 - 3 years	30	25
4 - 6 years	23	19
7 - 9 years	12	10
10 - 12 years	11	09
13 - 16 years	05	04
17 - 20 years	16	13
21 - 23 years	04	03
24 - 26 years	06	05
Over 27 years	10	08
No response	05	04

Table III indicated that there is a wide range of responsibilities performed by the directors. Most of the operators and/or directors indicated they had been in their present position under five years, however many indicated they had been engaged in child care work for longer periods of time (Table V).

CHAPTER IV

ANALYSIS OF DATA

To achieve the purpose of this study which was to identify the skills and/or competencies desired by day care operators and/or directors in the personnel they employ, a competency checklist was developed and sent to 394 operators and/or directors of licensed day care centers and group day care homes in the state of Missouri. Responses were received from 122 operators and/or directors and data from this number are presented by frequencies and percentages reflecting their responses in the following categories: (1) background information on the centers and homes; and (2) the responses to the competency checklist.

The competency checklist data are presented under the following headings: (1) setting and maintaining a safe and healthy learning environment; (2) advancing physical and intellectual competence; (3) building positive self-concepts and individual strengths; (4) organizing and sustaining the positive functioning of children and adults in a group in a learning environment; (5) bringing optimal coordination of home and center childrearing practices and expectations; and (6) carrying out supplementary responsibilities related to the children's program. Responses from the open-end questionnaire are also included in this chapter.

Background Information on Day Care Centers
and Group Day Care Homes

Tables VI, VII, VIII, IX, and X present data concerning the background information on the centers and group day care homes of the respondents. Table VI indicates that more than 50 per cent of the operators and/or directors reported their child care facility as a privately owned day care center. The centers receiving some local, state or federal support represented 24 per cent of the 122 day care centers and group day care homes. Four of the centers or three per cent were classified as industrial day care centers and 19 per cent were classified as group day care homes by the respondents.

TABLE VI
TYPE OF DAY CARE CENTERS AND DAY CARE HOMES
N = 122

Type	Frequency	Percentage
Private	63	52
State or Federally Funded Neighborhood	30	24
Industrial Day Care Center	4	03
Family Group Day Care Home	23	19
No Response	2	02

TABLE VII
SIZE AND NUMBER OF STAFF IN DAY CARE CENTERS
AND GROUP DAY CARE HOMES
N = 122

Number of Staff	Frequency	Percentage
1 - 2	31	25
3 - 4	25	20
5 - 6	19	16
7 - 8	15	12
9 - 10	12	10
11 - 12	12	10
Over 13	8	07

TABLE VIII
 POSITIONS IN DAY CARE CENTERS AND
 GROUP DAY CARE HOMES
 N = 122

Position	Frequency*	Percentage of Centers Reporting Position*	Percentage of Positions Reported
Administrative Staff			
Director	15	12	.05
Assistant director	3	02	.01
Coordinator	4	03	.01
Teaching Staff			
Teaching supervisor	9	07	.03
Teacher	71	58	.23
Assistant teacher	27	22	.09
Teacher aides	63	52	.20
Trainees (college, NYC)	5	04	.02
Service Personnel			
Cook	47	39	.15
Food service aides	4	03	.01
Bus drivers	5	04	.02
Custodian, cleaning aides	19	16	.06
Secretary, clerks	16	13	.05
Special Service Staff			
Parent coordinator	7	06	.02
Nurse	3	02	.01
Social service workers	11	09	.03
Art, music, speech teachers	3	02	.01
Psychiatric counselor	1	01	.00
Total positions identified in 122 centers	313		

*Note: Some directors indicated more than one position in a center.

TABLE IX
 STAFF SELECTION IN THE DAY CARE CENTERS
 AND GROUP DAY CARE HOMES
 N = 122

Staff Selected by:	Frequency	Percentage
Owner	32	26
Directors	68	56
Personnel Committee	9	07
Panel of Parents and Community	5	04
Central Head Start	3	02
Head Teacher	1	01
Church Day Care Board	4	03

TABLE X
 TYPES OF EMPLOYMENT REPORTED IN CENTERS
 N = 122

Type of Employment	Frequency	Percentage
Full-time	28	23
Full-time and part-time	41	34
Part-time	13	11
Full-time, part-time, intermittent	24	20
Intermittent	14	11
Full-time and intermittent	1	01
Part-time and intermittent	1	01

Table VII reflects that staff sizes were small in the centers and homes with 25 per cent of the directors reporting only one or two members on a staff. Twenty per cent of the directors reported three or four members on their staff. Table VIII presents the staff positions of the centers and homes classified into four types: (1) administrative staff; (2) teaching staff; (3) service personnel; and (4) special service staff. Some of the directors indicated a number of different positions in their centers and are represented in more than one category. The respondents reported staff selection was more often made by the directors in most of the centers and homes (Table IX). Respondents indicated the centers and homes had both full-time and part-time staff (Table X).

Background information indicating the size of the centers and day care homes, the types of services rendered, types of enrollment, hours of operation, and the days of operation are presented in Tables XI, XII, XIII, XIV, and XV. Table XI indicates a large portion of the centers and homes were small; with 39 per cent of the directors reporting 10 to 20 children in their centers and day care homes. Twenty-four per cent of the directors reported 21 to 30 children in their centers.

Table XII presents the types of services offered in the day care centers and group day care homes. There were various ways in which centers served their enrollment. Sixty per cent of the directors reported their centers offered all-day care with meals. Fourteen centers reported all-day care as well as serving half-day enrollees. Directors reported another type of service which was a combination of all-day care, half-day care with lunch, and a program for children from 4:00 PM until as late as 7:00 PM. The late groups offered no food service.

TABLE XI
SIZE OF DAY CARE CENTERS AND DAY CARE HOMES
N = 122

Number of Children	Frequency	Percentage
10 - 20	47	39
21 - 30	29	24
31 - 40	17	14
41 - 50	9	07
51 - 60	7	06
61 - 70	5	04
Over 71	6	05
No Response	2	02

TABLE XII
 SERVICE PROGRAMS IN DAY CARE CENTERS
 AND GROUP DAY CARE HOMES
 N = 122

Service Program	Frequency	Percentage
All-day care with meals	73	60
Half-day care with lunch	5	04
All-day care and half-day care with lunch	14	11
All-day care, half-day care with lunch and after 4:00 PM services	19	16
All-day care with meals and after 4:00 PM services	1	01
Half-day care with lunch (afternoon) and after 4:00 PM services	9	07
After 4:00 PM services (no food)	1	01

TABLE XIII
 TYPE OF ENROLLMENT IN DAY CARE CENTERS AND
 GROUP DAY CARE HOMES
 N = 122

Enrollment	Frequency	Percentage
Regularly enrolled with daily attendance	107	88
Regularly enrolled with daily attendance and drop-ins	13	11
No response	2	02

TABLE XIV
 DAY CARE CENTERS' AND GROUP DAY CARE HOMES'
 HOURS OF OPERATION
 N = 122

Hours	Frequency	Percentage
5 - 6 hours	7	06
7 - 8 hours	1	01
9 - 10 hours	53	43
11 - 12 hours	58	48
Over 12 hours	3	02

TABLE XV
DAYS OF OPERATION IN DAY CARE CENTERS AND
GROUP DAY CARE HOMES
N = 122

Days	Frequency	Percentage
Monday - Friday	115	94
Monday - Saturday	2	02
Monday - Sunday	5	04

There were also half-day programs that provided lunch (Head Start). Thirty centers offered the late afternoon service with 29 of the centers combining the late afternoon service with other types of services and one center providing the late afternoon service alone (Table XIII).

Table XIII reflects the type of enrollment in the directors' day care centers and group day care homes. The respondents reported most of the centers have a regularly enrolled group of children who attend the day care center and group day care home daily. Only 11 per cent of the centers or homes offered a program for children who drop in on an occasional basis.

Tables XIV and XV indicate the hours of operation and the days the day care centers and group day care homes were open. The directors indicated in their responses that most centers operate 10 to 12 hours daily. A large number indicated with written statements on the background questionnaire that the centers operated on a year-round basis. Ninety-four per cent indicated a five day program Monday through Friday.

Tables XVI and XVII present directors' responses indicating the availability of in-service training programs for personnel and possible support for additional training programs. Sixty per cent of the directors reported some type of in-service training programs for the child care personnel within their centers. Directors indicated that additional training programs would receive support if the cost were not prohibitive and the programs offered were quality programs. Several indicated cost would limit their support since profits were not high enough to support additional expense in their centers (Table XVII).

TABLE XVI
 AVAILABILITY OF IN-SERVICE TRAINING PROGRAMS
 FOR PERSONNEL AS REPORTED BY DIRECTORS
 N = 122

Availability	Frequency	Percentage
Centers provide in-service training programs	73	60
Centers do not provide in-service training programs	49	40

TABLE XVII
 POSSIBLE SUPPORT FOR AN ADDITIONAL TRAINING PROGRAM
 FOR PERSONNEL AS REPORTED BY DIRECTORS
 N = 122

Response	Frequency	Percentage
Would support in-service training program	58	47
Would not support in-service training program	24	20
Uncommitted by no response	40	33

Setting and Maintaining a Safe and Healthy
Learning Environment

Table XVIII presents the directors' responses concerning the importance of competence for child care personnel in the area of setting and maintaining a healthy learning environment. The ability to assume some responsibility for maintaining cleanliness and attractiveness of the center was considered an essential skill for child care personnel by 72 per cent of the directors, with 21 per cent indicating this as an important skill for child care personnel.

Skills related to safety of the equipment for children and outdoor safety were reported by the directors as essential skills for child care personnel. The ability to assume proper storage of equipment was reported as an important skill by 45 per cent and as an essential skill by 39 per cent of the directors. The remaining 15 per cent of the directors indicated this skill would be helpful. The ability to plan a balanced program of rest and activity for children was indicated as follows: an essential skill in 74 per cent of the directors' centers; an important skill in 16 per cent of the directors' centers and a helpful skill in 7 per cent of the directors' centers.

The skills in food preparation and service were classified by the operators and/or directors as: (1) the ability to plan a nutritious meal was an essential skill in 40 per cent of the directors' centers, an important skill in 25 per cent of the directors' centers, a helpful skill in 22 per cent of the directors' centers, and was considered a skill of little or no value by 11 per cent of the directors; and (2) the ability to help serve a nutritious meal was reported as an essential

TABLE XVIII

RESPONSES OF DIRECTORS IN DAY CARE CENTERS INDICATING IMPORTANCE OF PERSONNEL COMPETENCE
IN SETTING AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT
N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Assumes some responsibility for maintaining cleanliness and attractiveness of the center.	88	72	26	21	8	07						
Practices safety procedures by being alert to situations involving hazards to the safety of children, such as sorting toys that may be unsafe	105	86	12	10	3	02					2	02
Practices safety procedures by being alert to situations involving hazards to the children in outdoor safety	110	90	8	07	2	02					2	02
Assumes responsibility for proper storage of equipment	47	39	55	45	18	15					2	02
Makes minor repairs	27	22	16	13	70	57	7	6			2	02

TABLE XVIII (Continued)

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Refinishes equipment such as sanding when needed	15	12	14	11	66	54	18	15	7	06	2	02
Helps prepare teaching materials	66	54	40	33	14	11					2	02
Plans a balanced program of rest and activity for children	90	74	19	16	9	07	2	02			2	02
Helps plan nutritious meals	49	40	30	25	27	22	7	06	6	05	3	02
Helps serve nutritious meals	57	47	32	26	27	22			4	03	2	02

skill by 47 per cent of the directors, an important skill by 26 per cent, and a helpful skill by 22 per cent of the directors.

Advancing Physical and Intellectual Competence

In the area of advancing physical and intellectual competence the operators and/or directors indicated the importance of each of the skills as: (1) the ability to identify goals for program planning was an essential skill in 55 per cent of the centers, an important skill in 34 per cent of the centers, a helpful skill in 8 per cent of the centers, and of little value for 2 per cent of the centers; (2) the ability to plan experiences for encouraging discovery and problem solving was reported as being an essential skill in 68 per cent of the centers, an important skill in 28 per cent of the centers, and helpful in 4 per cent of the centers; (3) the ability to arrange materials to encourage initiative and independence was reported as essential skills in 67 per cent of the centers, an important skill in 26 per cent of the centers, and a helpful skill in 7 per cent.

Responses related to literature experiences were as follows: (1) the ability to select appropriate children's books was considered essential in 53 per cent of the centers, and important in 37 per cent of the centers, and helpful in 10 per cent of the centers; (2) the ability to share books, stories and poetry with children was reported as an essential skill in 51 per cent of the centers, and important skill in 43 per cent of the centers, and a helpful skill in 5 per cent of the centers; (3) the skill to create and use music and rhythm with children was reported to be an essential skill in 44 per cent of the centers, an important skill in 47 per cent of the centers and a helpful skill in 7 per

TABLE XIX

RESPONSES OF DIRECTORS IN DAY CARE CENTERS AND GROUP DAY CARE HOMES INDICATING IMPORTANCE
OF PERSONNEL COMPETENCE IN ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE
N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Identifies goals for program planning	67	55	42	34	10	08	3	02				
Plans experiences for encouraging discovery and problem solving	83	68	34	28	5	04						
Arranges materials to encourage initiative and independence	82	67	32	26	8	07						
Selects appropriate children's books	65	53	45	37	12	10						
Demonstrates skill in sharing books, stories and poetry with children	62	51	53	43	6	05	1	01				
Demonstrates skill in creating and using music and rhythm with children	54	44	56	47	8	07	2	02			2	02

TABLE XIX (Continued)

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Demonstrates skill in planning creative art experiences with children	57	47	54	44	11	09						
Gives assistance to children in routine activities	77	63	39	32	6	05						
Plans activities to increase listening, verbal, thinking, physical and visual skills	86	70	28	23	6	05	2	02				

cent of the centers; respondents indicated the ability to plan creative art experiences with children was essential in 47 per cent of the centers, an important skill in 44 per cent of the centers, and a helpful skill in 9 per cent of the centers.

The ability to give assistance to children in routine activities was indicated as an essential skill in 63 per cent of the centers, an important skill in 32 per cent of the centers, and a helpful skill in 5 per cent of the centers. The last competency skill in the area of advancing physical and intellectual competence was the ability to plan activities to increase listening, verbal, thinking, physical and visual skills and was reported as an essential skill in 70 per cent of the centers, an important skill in 23 per cent of the centers and a helpful skill in 5 per cent of the centers.

Building Positive Self Concepts and Individual Strengths

The area of building positive self concepts and individual strengths was indicated an area of needing very strong skills. The operators and/or directors indicated the degree of importance in the following ways: (1) the ability to help children accept the center and join in activities was an essential skill in 81 per cent of the centers, and important skill in 16 per cent of the centers, and a helpful skill in 2 per cent of the centers; (2) the ability to help children handle and understand their feelings was indicated as an essential skill by 84 per cent of the directors, and an important skill by 16 per cent of the directors; (3) the ability to listen to children was reported as an essential skill in 73 per cent of the centers, an important skill in 25

TABLE XX

RESPONSES OF DIRECTORS INDICATING IMPORTANCE OF PERSONNEL COMPETENCE IN
 BUILDING POSITIVE SELF CONCEPTS AND INDIVIDUAL STRENGTHS
 N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Helps children accept the center and join in activities	99	81	20	16	3	02						
Helps children handle and understand their feelings	102	84	20	16								
Helps a child develop a sense of pride in his uniqueness	93	76	26	21	2	02	1	01				
Listens to children	89	73	30	25	3	02						
Shows warmth and respect in working with parents	93	76	27	22	2	02						
Praises freely when praise is justified	89	73	33	27								
Responds to children's questions appropriately	97	80	25	20								

per cent of the centers, and a helpful skill in 2 per cent of the centers; (4) the ability to show warmth and respect in working with parents was indicated as an essential skill by 76 per cent of the directors, an important skill by 22 per cent of the directors, and a helpful skill by 1 per cent of the directors; (5) the ability to praise freely when praise is justified was reported as an essential skill in 73 per cent of the centers and an important skill in 27 per cent of the centers; and (6) the ability to respond to children's questions appropriately as an essential skill in 80 per cent of the centers and an important skill in 20 per cent of the centers.

Organizing and Sustaining the Positive

Functioning of Children and Adults

in a Group in a Learning

Environment

The operators and/or directors indicated the competencies in the area of organizing and sustaining the positive functioning of children and adults in a group in a learning environment as follows: (1) participates in planning and evaluating sessions concerning center policies was reported as an essential skill by 34 per cent of the directors, an important skill by 48 per cent of the directors, a helpful skill by 15 per cent of the directors and of little value by 2 per cent of the directors; (2) the ability to assume some responsibility for play and learning experiences was indicated as an essential skill by 50 per cent of the directors, an important skill by 42 per cent of the directors, a helpful skill by 5 per cent, and of little value by 2 per cent of the directors; (3) competency to relieve the head teacher for short periods

TABLE XXI

RESPONSES OF DIRECTORS INDICATING IMPORTANCE OF COMPETENCE IN ORGANIZING AND
SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS
N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Participates in planning and evaluating sessions concerning center policies and programs	42	34	59	48	18	15	2	02			1	01
Assumes some responsibility for play and learning experiences	61	50	51	42	6	05	2	02			2	02
Competent to relieve the head teacher for short periods of time	55	45	54	44	11	09					2	02
Respects the child and his parents regardless of backgrounds	103	84	19	16								
Stimulates interaction of children with each other and adults	77	63	34	28	7	06	2	02			2	02

of time was indicated as an essential skill by 45 per cent of the directors, an important skill by 44 per cent of directors and a helpful skill by 9 per cent of the directors; (4) the ability to respect the child and his parents regardless of backgrounds was indicated as an essential skill by 84 per cent of the directors, and an important skill by 16 per cent of the directors; and (5) the ability to stimulate interaction of children with each other and adults was indicated as an essential skill by 63 per cent of the directors, as an important skill by 28 per cent of the directors, a helpful skill by 6 per cent of the directors and of little value to 2 per cent of the directors.

Bringing Optimal Coordination of Home and
Center Childrearing Practices and
Expectations

In the area of bringing optimal coordination of home and center childrearing practices and expectations the operators and/or directors classified the skills as follows: (1) ability to cooperate with center staff and accept guidance was an essential skill in 70 per cent of the centers, an important skill in 25 per cent of the centers and a helpful skill in 5 per cent of the centers; (2) the ability to help children learn established routines was indicated as an essential skill by 57 per cent of the directors, an important skill by 35 per cent of the directors, a helpful skill by 6 per cent of the directors and of little value by 2 per cent of the directors; (3) the ability to keep accurate health records was reported as essential skill by 44 per cent of the directors, an important skill by 34 per cent of the directors, a helpful skill by 12 per cent of the directors and of little or no value by 9 per cent of

TABLE XXII

RESPONSES OF DIRECTORS INDICATING IMPORTANCE OF COMPETENCE IN
BRINGING OPTIMAL COORDINATION OF HOME AND CENTER
N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Cooperates with center staff and accepts guidance	86	70	30	25	6	05						
Helps children learn established routines	70	57	43	35	7	06	2	02				
Keeps accurate health records	54	44	42	34	15	12	7	06	4	03		
Keeps accurate attendance records	67	55	35	29	11	09	2	02	7	06		
Prepares notices for parents	28	23	46	38	35	29	8	07	5	04		
Helps children develop good eating habits	56	46	44	36	18	15	2	02	2	02		
Checks laundry and keeps children's clothing together	34	28	43	35	29	24	6	05	6	05	4	03

the directors; (4) the ability to keep accurate attendance records was reported as an essential skill in 55 per cent of the centers, an important skill in 29 per cent of the centers, a helpful skill in 9 per cent of the centers, and of no value in 6 per cent of the centers; (5) the ability to help children develop good eating habits was indicated as an essential skill in 46 per cent of the centers, an important skill in 36 per cent of the centers, and a helpful skill in 15 per cent of the centers; (6) the ability to prepare notices for parents was indicated as an essential skill in 23 per cent of the centers, an important skill in 35 per cent of the centers and a helpful skill in 29 per cent of the centers; and (7) the ability to check the laundry and keep the children's clothing together was an essential skill in 28 per cent of the centers, an important skill in 35 per cent of the centers, a helpful skill in 24 per cent of the centers, and of little or no value in 10 per cent of the centers.

Carrying Out Supplementary Responsibilities

Related to the Children's Program

The operators and/or directors indicated the importance of competence of child care personnel in carrying out related responsibilities as follows: (1) the ability to follow schedule of responsibility and assume other responsibilities as need was an essential skill in 68 per cent of the centers, an important skill in 30 per cent of the centers and a helpful skill in 2 per cent of the centers; and (2) the ability to observe the policies of the center concerning work schedules, absences, and health regulations was indicated as an essential skill in 75 per cent of the centers, an important skill in 16 per cent of the centers

TABLE XXIII

RESPONSES OF DIRECTORS INDICATING IMPORTANCE OF COMPETENCE IN CARRYING OUT
 SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

N = 122

Competency	Rating of Competency Importance											
	Essential		Important		Helpful		Little Value		No Value		No Response	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Follows schedule of responsibility and assumes other responsibilities as needed	83	68	36	30	3	02						
Observes policies of center concerning work schedules, absences, and health regulations	91	75	20	16	10	08					1	01

and a helpful skill in 8 per cent of the centers.

Responses to Open-End Questionnaire

The responses from the open-end questionnaire are presented in summary form in the following categories: (1) the most serious problem in the operation of the directors' centers; (2) the directors' most serious problem concerning personnel in the centers; (3) areas of importance omitted in the competency checklist as indicated by the directors; (4) employment positions available in the directors' centers; and (5) a list of available positions.

Serious Problems of Operation in Directors' Centers

Written comments of the respondents indicated most of the centers had financial problems either with inadequate funding or fees too low to cover the rising cost of materials and food. The inability to provide substantial salaries for the staff also provided barriers in obtaining enough qualified trained personnel for the centers. Another problem cited by a number of the directors involved parent cooperation in center activities, fee payments, and the protection of the children's health. The lack of time for planning, clerical work, and maintenance were also indicated as serious problems.

Serious Problems Concerning Personnel in Directors' Centers

The directors cited the lack of trained personnel as the most severe problem in their centers. The lack of initiative and interest in

the child care profession as well as interest in the children in the center, was reported as a serious problem. The directors attributed the inability to retain qualified personnel to the long hours, low pay and heavy workloads. Several directors indicated the need for more volunteers from the community to aid staff. One director cited the lack of male personnel in the child care center as a personnel problem.

Area of Importance Omitted in
Competency Checklist

The directors indicated the ability for self-growth for child care personnel was not included in the competency checklist. Many listed different areas of self-growth that should have been included such as: keeping abreast of new ideas, testing new ideas, accepting and utilizing ideas of others, gaining knowledge of community resources to supplement day care, participation in professional organizations, keeping abreast of new materials, and the ability to use supervision in a growth producing manner. Several directors indicated child care personnel needed the ability to recognize children's diseases, have some first-aid training, and the ability to recognize dysfunction in children.

Positions Available for Employment

Twelve directors indicated positions available for employment in their centers with four of them listing their own position as being available in a month. One director indicated that a new center was being built and an entire staff would be needed for the fall of 1974. Most of the directors needed additional staff for the summer months.

The employment possibilities are limited with most of the directors indicating the availability of part-time personnel in the local communities to fill the immediate needs.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of the study was to identify the skills and/or competencies desired by day care operators and/or directors in the child care personnel they employ. To achieve the purpose of this study a competency checklist was developed by which an operator and/or director could indicate the importance of each of the forty competencies listed in six areas. The checklist with four questions concerning problems in the centers, personnel problems, and employment possibilities were mailed with a background questionnaire to 394 licensed day care centers and group day care homes in the state of Missouri. The responses of 122 operators and/or directors were received and these responses comprise the data for this study.

The results of this study indicate the competencies day care operators and/or directors desire in the personnel they employ which were reported by more than 50 per cent of the respondents were as follows:

Essential Skills

1. The ability to assume some responsibility for maintaining cleanliness and attractiveness of the center (72%)
2. The ability to practice safety procedures by being alert to situations involving hazards to the safety of children, such as sorting toys that may be unsafe (86%)
3. The ability to practice safety procedures by being alert

to situations involving hazards to the children in outdoor safety (91%)

4. The ability to assume some responsibility for play and learning experiences (50%)
5. The ability to help prepare teaching materials (54%)
6. The ability to identify goals for program planning (55%)
7. The ability to help plan a balanced program of rest and activity for children (74%)
8. The ability to plan experiences for encouraging discovery and problem solving (68%)
9. The ability to arrange materials to encourage initiative and independence (67%)
10. The ability to select appropriate books for children (53%)
11. Demonstrate skill in sharing books, stories and poetry with children (51%)
12. The ability to give assistance to children in routine activities (63%)
13. The ability to plan activities to increase listening, verbal, thinking, physical and visual skills (70%)
14. The ability to help children accept the center and join in activities (81%)
15. The ability to help children handle and understand their feelings (84%)
16. The ability to help a child develop a sense of pride in his uniqueness (76%)
17. The ability to listen to children (72%)
18. The ability to show warmth and respect in working with parents (76%)
19. The ability to praise freely when praise is justified (73%)
20. The ability to respond to children's questions appropriately (80%)
21. The ability to assume some responsibility for play and learning experiences (50%)

22. The ability to respect the child and his parents regardless of backgrounds (84%)
23. The ability to stimulate interaction of children with each other and adults (63%)
24. The ability to cooperate with center staff and accept guidance (70%)
25. The ability to help children learn established routines (57%)
26. The ability to keep accurate attendance record (55%)
27. The ability to follow schedule of responsibility and assume other responsibilities as needed (68%)
28. The ability to observe policies of center concerning work schedules, absences, and health regulations (75%)

Important Skills

1. The ability to assume responsibility for proper storage of equipment (essential 38% and important 43%)
2. The ability to help plan nutritious meals (essential 40% and important 25%)
3. The ability to help serve nutritious meals (essential 47% and important 26%)
4. Demonstrate skill in creating and using music and rhythm with children (essential 44% and important 47%)
5. The ability to participate in planning and evaluating sessions concerning center policies and programs (essential 38% and important 48%)
6. The ability to relieve the head teacher for short periods of time (essential 45% and important 44%)
7. The ability to keep accurate health records (essential 44% and important 34%)
8. The ability to help children develop good eating habits (essential 46% and important 36%)

Helpful Skills

1. The ability to make minor repairs (70%)
2. The ability to refinish equipment such as sanding when needed (important 11% and helpful 54%)

3. The ability to prepare notices for parents (important 38% and helpful 29%)
4. The ability to check laundry and keep children's clothing together (important 35% and helpful 24%)

The day care operators and/or directors report more of the problems in their center and with their personnel were related to low funds, low salaries for trained personnel, and long hours. Some of the problems reported which were related to these conditions were:

- a) inadequate staff
- b) inability to attract qualified trained personnel
- c) rapid turn-over in staff
- d) inability to purchase sufficient materials and add new equipment

The operators and/or directors indicated from their responses to the questionnaire that the area of self-growth for child care personnel was omitted from the competency checklist and skills related to self-growth were important for child care personnel in day care centers and group day care homes.

Recommendations

In light of the findings, the investigator recommends that individuals in charge of funding programs for training child care personnel could benefit from this study in their evaluation of the existing and proposed training programs for child care personnel. It is hoped that some supportive training could be devised to help the operators and/or directors achieve the higher standards of competency in child care personnel that they desire. The investigator recommends that individuals engaged in the training programs for child care personnel could utilize

the information of this study to evaluate and help structure some of their courses to enable the individuals in the training programs to develop the competencies desired by the operators and/or directors. The investigator recommends that if the training programs do not contain experiences in the establishment, maintenance and all phases of the operation of a day care center, ways of establishing such a program should be investigated.

Other programs may find this competency checklist useful in terms of designing and conducting their own evaluations. The investigator suggests this study could be utilized in developing a more comprehensive instrument to evaluate the competency of child care personnel in the child care training programs. The investigator recommends that the administrators of training programs for child care personnel consider the needs of the operators and/or directors of day care centers when planning training programs. The investigator hopes that this study will elicit more support for measures to develop the trained personnel and achieve the quality care for children in day care centers as desired by the respondents in this study.

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APPENDIX A

June 11, 1974

Dr. Josephine Hoffer
Department of Family Relationships
and Child Development
School of Home Economics
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Dr. Hoffer:

The vocational home economics program in Missouri should be enriched as a result of the doctoral study of Mrs. Carol Loveall of Central Missouri State University. We hope to use the data to determine employment opportunity in the child development field and to furnish guidelines for training personnel in the various roles and competencies expected.

Sincerely yours,

Mrs. Marie Davis Huff, Director
Home Economics Education

vba

APPENDIX B

February 25, 1974

Dear Director:

I am contacting twenty day care operators and/or directors in Missouri to help in the identification of the skills and competencies needed by child care personnel that might be employed in a child care center.

This information will be helpful in establishing some priorities in the training of child care personnel in order to provide more realistic and relevant training.

A questionnaire is enclosed which requests information related to the responsibilities an employee might incur in your center and the competencies you feel would be useful and necessary for an employee to be successful.

You need not sign your response. An envelope is enclosed for your convenience in returning the questionnaire. Please return the questionnaire no later than March 5, 1974. Your assistance will be very much appreciated.

Sincerely,

Carol Loveall
Assistant Professor
Department of Home Economics
Central Missouri State
University

CL/dm

Encl.

Directions: Please complete as appropriate to the question.

1. What are some of the skills and competencies necessary for child care personnel to be successful in your center?

APPENDIX C

SUMMARY OF COMPETENCIES CONTRIBUTED BY TWENTY
DAY CARE DIRECTORS

Setting and Maintaining a Healthy Learning Environment

Knowledge of proper toys and playground equipment
A regular routine
Knowledge of food for children
Flexibility in Program

Advancing Physical and Intellectual Competence

Plans completely round education program
Freehand drawing skills
Ability to play piano
Training in methods of teaching with music, conservation,
stories, nature materials, using pictures, books.
Knowledge of art materials, paints, play dough, puzzles
and blocks

Building Positive Self-Concepts and Individual Strengths

Understands preschoolers
Each child is unique
Show no partiality
Always have time to listen to their problems
Consideration of the children's parents
Ability to relate to parents--most children think they are
the center of the universe

Carrying Out Supplementary Responsibilities Related to Children's

Program

Obtain physical examination to attest fitness for job
Dependability

Personal Characteristics

Warm personality
Ambitious
Loyal
Efficient
Neat in dress
Loves children
Patient

APPENDIX D

Dear Director:

I am contacting the directors of licensed day care centers to identify the skills and competencies they feel child care personnel need to be employed in a child care center. In addition to skills and competency it will be helpful to know your problems and the type of employment opportunities that exist in your child care center.

A questionnaire is enclosed which requests information related to the responsibilities an employee might incur in your center and the competencies you feel would be useful and necessary for an employee to be successful.

Your cooperation in this research is very much appreciated. Your contribution will help in the identification of skills needed by child care personnel in Missouri. It will be of assistance in the identification of the strengths and weaknesses in the existing training programs for child care personnel.

You need not sign your response. An envelope is enclosed for your convenience in returning the questionnaire. Please return the questionnaire no later than May 15, 1974. You will receive a summary of the findings. Your address will be taken from the original list.

Sincerely yours,

Carol Loveall
Assistant Professor
Department of Home Economics
Central Missouri State University

CL/dm
Encl.

COMPETENCY CHECKLIST

Please check X or fill in answers to all questions. Make sure you have completed all parts of the questionnaire.

✓Name (optional): _____

✓1. Age: _____

✓2. Year you assumed the position of director of your center:

✓3. What are your responsibilities: _____

✓4. Number of years you have been engaged in child care work:

✓5. Type of Center:

_____ Private

_____ State or Federally Funded
Neighborhood

_____ Industrial Day Care
Center

_____ Family Day Care Home

✓6. Number of staff employed in the center: _____

✓7. Staff positions: _____

✓8. Who selects staff: _____

✓9. All Staff Employment Time:

_____ Full-time

_____ Part-time

_____ Occasional or intermittent

✓10. Size of Center:

_____ Average number of children in center

✓11. Type of Service Rendered:

_____ All day care with meals

_____ Lunch with half-day care

_____ After 4:00 PM

12. Type of Enrollment:

_____ Regularly enrolled daily attendance

_____ Drop-ins

✓13. Hours of operation: _____

✓14. Days of operation: _____ through _____

Training Programs:

✓15. Center provides in-service training program for personnel?

_____ yes _____ no

✓16. If unavailable, would you like to have and would you support a training program? _____ yes _____ no

Checklist of Competencies for
Child Care Personnel

Competencies for child care personnel have been listed on the attached checklist. Your response in terms of how essential you feel the skill and competency regarding an individual's performance in each specific area may be indicated as follows:

- ESSENTIAL: You feel this is a vital skill or competency necessary for successful performance in a child care center.
- IMPORTANT: You feel this is an important skill or competency to have as a child care worker.
- HELPFUL: You feel this skill or competency would be of value for an individual in child care, but an individual could function without it.
- OF LITTLE VALUE: You feel that this skill or competency could have some value in isolated situations, but adds little to overall performance.
- NO VALUE: You feel this skill or competency has no value in the overall performance of duties or responsibilities in a child care center.

PART I

COMPETENCY CHECKLIST

Directions: Mark X in one of the columns to indicate how important you feel the skill or competency in each specific area would be for successful performance in the responsibilities you need in your day care personnel.

Competencies					
SETTING AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
21. Assumes some responsibility for maintaining cleanliness and attractiveness of the center.					
22. Practices safety procedures by being alert to situations involving hazards to the safety of children, such as sorting toys that may be unsafe.					
23. Practices safety procedures by being alert to situations involving hazards to the safety of children in outdoor safety.					
24. Assumes responsibility for proper storage of equipment.					
25. Makes minor repairs.					
26. Refinishes equipment such as sanding when needed.					
27. Helps prepare teaching materials.					

Competencies	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
28. Plans a balanced program of rest and activity for children.					
29. Helps plan nutritious meals.					
30. Helps serve nutritious meals.					

ADVANCING PHYSICAL AND INTELLECTUAL COMPETENCE	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
31. Identifies goals for program planning.					
32. Plans experiences for encouraging discovery and problem solving.					
33. Arranges materials to encourage initiative and independence.					
34. Selects appropriate children's books					
35. Demonstrates skill in sharing books, stories and poetry with children.					
36. Demonstrates skill in creating and using music and rhythm with children.					
37. Demonstrates skill in planning creative art experiences with children.					
38. Gives assistance to children in routine activities when needed.					
39. Plans activities to increase listening, verbal, thinking, physical and visual skills.					

Competencies					
BUILDING POSITIVE SELF CONCEPTS AND INDIVIDUAL STRENGTHS	Essential	Important	Helpful	Of Little Value	No Value
40. Helps children accept the center and join in activities.					
41. Helps children develop a sense of "belonging" in center.					
42. Helps children handle and understand their feelings.					
43. Helps a child develop a sense of pride in his uniqueness.					
44. Listens to children.					
45. Shows warmth and respect in working with parents.					
46. Praises freely when praise is justified.					
47. Responds to children's questions appropriately.					
ORGANIZING AND SUSTAINING THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP IN A LEARNING ENVIRONMENT	Essential	Important	Helpful	Of Little Value	No Value
48. Participates in planning and evaluation sessions concerning center policies and programs.					
49. Assumes some responsibility for play and learning experiences.					

Competencies	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
50. Competent to relieve the head teacher for short periods of time.					
51. Respects the child and his parents regardless of backgrounds.					
52. Stimulates interaction of children with each other and adults.					

BRINGING OPTIMAL COORDINATION OF HOME AND CENTER CHILDREARING PRACTICES AND EXPECTATIONS

	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
53. Cooperates with center staff and accepts guidance.					
54. Helps children learn established routines.					
55. Keeps accurate health records.					
56. Keeps accurate attendance records.					
57. Prepares notices for parents.					
58. Helps children develop good eating habits.					
59. Checks laundry and keeps children's clothing together.					

CARRYING OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAM

	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
60. Follows schedule of responsibility and assumes other responsibilities as needed.					

Competencies	Essen- tial	Impor- tant	Helpful	Of Little Value	No Value
61. Observes policies of center concerning work schedules, absences, and health regulations.					

PART II

Directions: Please complete as appropriate to each question.

62. What do you feel is your most serious problem in the operation of your center?

63. What problems do you feel are the most serious concerning personnel in your center?

64. What are some of the areas you feel are important and were not included in the competency checklist?

65. Are there positions available for employment in your center?
_____ yes _____ no

66. Please list these positions: _____

VITA

Carol Ann Loveall

Candidate for the Degree of

Doctor of Education

Thesis: COMPETENCIES DESIRED BY OPERATORS AND/OR DIRECTORS OF DAY CARE CENTERS AND GROUP DAY CARE HOMES IN THE PERSONNEL THEY EMPLOY

Major Field: Higher Education

Minor Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Edinburg, Texas, January 22, 1932, the daughter of Mr. and Mrs. B. Trotter.

Education: Graduated from Vian High School, Vian, Oklahoma, in 1950; attended San Antonio Junior College, San Antonio, Texas, fall semester, 1950; received the Bachelor of Science degree in Fashion Merchandizing and Design from Oklahoma State University in 1954; received the Master of Science degree in Family Relations and Child Development from Oklahoma State University in 1961; completed the requirements for the Degree of Doctor of Education in Higher Education at Oklahoma State University in July, 1974.

Professional Experience: Kindergarten teacher in Lawton, Oklahoma, 1956-1970; Assistant Professor of Home Economics, Central Missouri State University, Warrensburg, Missouri, 1971-1974.

Professional and Honorary Organizations: American Home Economics Association; Missouri Home Economics Association; Missouri State Teachers Association; Central Teachers Association; Association for the Education of Young Children.