LICENSING OF NURSERY SCHOOLS: OPINIONS OF PARENTS, DIRECTORS, AND SPECIALISTS

Ву

EVELYN R. MANTOOTH

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

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Thesis Approved:

Frances Stromberg
Thesis Adviser

Thesis Adviser

Althor Stinnell

My Surfan

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

Statement of Problem

There is a growing concern in the state of Oklahoma regarding the licensing of child care facilities which operate less than six hours a day. Many variations exist in this type of child care program, such as: nursery schools, drop-in facilities, after-school programs, summer camps, and mother's day out programs. None of these programs is subject to state regulation under the current legal code. A common feeling is that any facility which cares for children in groups should, as a preventive service, be licensed. Whether this should be done by a health department, a welfare department, or a board of education is not a matter of general agreement. Nor is there consensus as to the criteria necessary for regulating programs which keep children for less than a full day.

Day care centers and family day care homes are now licensed in the state of Oklahoma by the Department of Institutions, Social and Rehabilitative Services (welfare department). Licensing of these facilities has been in effect since 1963. The law requiring licensing was enacted as a safeguard to ensure that minimum standards were met. The fire and health departments of each community inspect licensed facilities annually and licensing service workers visit quarterly to evaluate the

quality of the care given. Other facilities which provide care for children outside of their homes are not now licensed in the state of Oklahoma.

In order to obtain a license, a facility must provide a suitable, clean, and safe building, adequate toileting facilities, adequate indoor and outdoor space, sufficient toys, appropriate equipment, and provisions for resting. After a facility is licensed, the licensing service worker continues to work with directors and staff members to upgrade their programs and to improve their skills in developing and sustaining meaningful relationships with and among the children. It is believed by many concerned people that the same conditions should exist in any facility which cares for children other than in their own homes, even for short periods of time. Unfortunately, there are many gaps, loopholes and exceptions which hinder achieving the goal of providing a safe, sanitary, and enriching environment for all young children who are cared for outside of their own homes.

Purpose

The purpose of this study is to gather information which may be used in developing a set of standards which might be appropriate for the licensing of nursery schools in the state of Oklahoma. There is evidence to indicate a need for such standards. Parents, who have children in nursery schools where certain practices are permitted which are not in keeping with good child care, have indicated an interest in the extension of licensing. Day care licensing staffs receive the reports of undesirable practices, yet have no authority to investigate facilities which operate less than six hours per day. Specialists in the field of

child care are interested in promoting quality care for all children regardless of the type of program or hours of operation.

Child care licensing workers throughout the state of Oklahoma report that they are aware of many abuses that occur in facilities which are not now subject to the licensing law. Whether a facility gives alloay care or care for only a part of the day, the child's welfare and safety are a matter of public concern.

Parents, as private persons, often lack the means to ensure their children are in "good" facilities, even though they may have the competency to evaluate those services offered to their children in nursery schools. The question is therefore raised as to who and how these services can be evaluated to ensure that adequate standards are provided and maintained.

Whether the issue being considered is the licensing of an owner to prepare and serve food to the public, or a nursery school operator to give care to unrelated children outside the child's own home, the regulation of such operations is generally accepted as a function of government and is expected because there are risks to the public involved in the use of these services. Various other states have recognized their responsibility to protect children and have extended their licensing to cover all facilities where children are cared for in groups. The published standards of 32 states indicate that any facility engaged in caring for unrelated children in groups is subject to licensing.

The specific purposes of this study include the following:

1. Summarize information regarding licensing of nursery schools available through professional journals and active licensing agencies.

- 2. Develop an instrument (opinionnaire) for obtaining reactions to selected statements regarding standards for nursery schools as reported in the literature.
- 3. Compare the responses to the opinionnaire as expressed by:
 - a. A group of nursery school directors
 - b. A group of parents of young children
 - c. A group of specialists in day care licensing.
- 4. Develop a set of suggested minimum standards based on the responses obtained from the opinionnaire.

CHAPTER II

RELATED LITERATURE

The Need for Regulations of Nursery Schools

Great strides in the regulation of child care programs have been made in the last decade. Daytime programs for children's care and development have been seen as a significant setting for preparing children of all races, economic and social subgroups to live and solve problems together. Regulation of programs has received greater emphasis and wider acceptance as ensuring quality care.

Class (1968) sees licensing of child care facilities as generally the responsibility of the state welfare agency, although in some states the health or education departments bear this responsibility. He further states, however, that licensing is only one means of securing conformity to standards and upgrading of service. Other means are: (a) an accrediting system with voluntary registration; (b) standards for puchase of care that are higher than requirements for licensing; and (c) required registration of certain types of facilities.

Out of his concern for the hygiene at the preschool level, Gesell (1923), even at this early date, felt that day nurseries and nursery schools should be maintained under proper and competent supervision, which could best be carried out by governmental authorities. The health department in most states is the agency regulating sanitation and hygiene

for preschools.

Licensing is only the first step toward quality service, but Hoffman (1963) points out that it does provide a legal base for developing standards and enforcing them. Hoffman (1963) also recommends that some states may need to revise their laws to include facilities which, heretofore, have been exempt from the law.

Costin and Gruener (1965) report that the basic service which licensing offers is the protection of children. Licensing also includes:

(1) Certification that an institution meets certain standards, (2) An attempt to set in motion a process to raise those minimum standards through education, consultation, and community organization, and (3) The protection of three parties—the child, the parent, and the person giving the care.

Kellogg (1949) presents a chart of standards for nursery schools written in a three column form representing minimum, recommended, and maximum requirements, which she offers for the regulation of nursery school operations. Kellogg (1949) further mentions that many states already have laws and are under a system of public licensing of such facilities. The standards as suggested by Kellogg (1949) offer a form which a licensing authority could use in making its own evaluation forms. There are differences of opinion regarding many of the subjects covered in her listings, particularly in the "recommended" column. Kellogg, however, felt that full agreement on the minimum standards should be possible and that knowledge of the "recommended" and "maximum" expectations would do a great deal towards orientating the thinking of many nursery school operators so that they might improve the quality of their programs.

Protection, the Basis for Licensing

Certain requirements of any child care facility are deemed basic by authorities and should be fulfilled before a school can be opened. These requirements are those which have to do with the safety and health of the children who will be given care. The idea behind this philosophy is that a preventive service is necessary to assure parents of young children that a facility will provide a favorable environment for the child who is away from home.

Curtis (1971) states that in choosing a nursery school the most important thing is that the facility be a safe and healthy place for the child. The building should meet fire, health, and building code requirements. A careful study should be made of all local building codes and state day care center regulations in order to determine if these requirements are in compliance.

According to Morgan (1971), child care licensing can be conceptualized in a number of ways. It can be defined as a consumer protection service. It is usually described as a preventive child welfare service, since traditionally it has been provided in most states through welfare agencies, and welfare-trained professionals. Whatever its function, Morgan (1971) believes licensing should apply to all children, and is oriented to the protection from harm in the future.

Programs to which children in the 3- to 6-year age group are exposed may provide a healthy, wholesome atmosphere, or on the other hand, may be one in which the environment is damaging or hazardous. Society owes these children protection as well as support during these most crucial years of learning (Law, 1965).

According to Settles (1972), Parent Cooperative Preschool International has guidelines for safety outlined, which emphasize control of the physical environment to ensure maximum freedom for the children, but with maximum safety. The standards which are set have to do with the building, such as stairways, rooms, lavatories, parking lots, harmful supplies, wading pool safety, fire protection, car pool rules and emergency phone numbers.

An increased awareness of the difference to the child who is placed in a child care facility offering only custodial care as opposed to an educational program has emphasized the need for "good" character and quality of service in any group program, according to Allen and Campbell (1948). A legal basis for licensing all group programs for young children seems to be an essential step in protecting children from the harmful effects of inadequate day-time care under whatever name and auspices. Such licensing should be designed to protect the total welfare of the child--physical, mental, and emotional--and should be implemented by administrative personnel with qualifications and authority to put the standards into effect.

Nursery School Education

The term "education" referring to the preschool level is something which creates much confusion in the minds of many people. Too often this implies a rote learning of the alphabet and numbers. Much lack of specific knowledge necessary to provide a good nursery school environment exists.

Green and Woods (1968) define nursery school education as:

Nursery education provides the optimal development of children during their preschool years. It does not mean formal teaching

from text books. It does not mean taking the child away from his mother. It means that parents and teachers cooperate in providing the best possible environment for the growth and development of young children (p. 2).

Educators and psychologists, report Green and Woods (1968), are agreed that more learning takes place during the first five years than at any other period in life. Children are entitled to an opportunity to grow and develop under the most favorable conditions. Parents are confused, say Green and Woods by the various names given short day programs such as "preschools," "play groups," and "parent cooperatives." It is their hope that in time there will be no variation in the quality of programs offered young children and that the differences will only be of purpose and sponsorship and not of educational standards. There is evidence of this happening, particularly in the state of California where nursery schools are numerous. There, Green and Woods (1968) report that the State Department of Social Welfare in California is upgrading licensing requirements by consulting with educators, members of the medical profession, fire, health, and zoning agencies and has published a detailed and informative bulletin entitled Standards for Day Nurseries.

James L. Hymes, Jr. (1968) regards the name of the early education program as unimportant as far as teaching the children is concerned. He believes that the education provided ought to be basically the same. Hymes feels that the basic educational equipment, supplies, materials, space requirements, staff-to-child ratio, tone and spirit of the group and methods of teaching should be the same regardless of whether the setting is a nursery school, kindergarten, day care or Head Start program.

Dr. Martin Deutsch, Director of the Institute for the Developmental

Studies of the New York Medical College's Department of Psychiatry is quoted by Hechinger (1966) as hoping for a "move toward an early child-hood concept, running from 3 years to third grade, with early childhood centers built into the schools" (p. 11). The Soviet Union operates a preschool educational system such as this.

In a report given at the 48th Annual Meeting of the American Orthopsychiatric Association by Sidney Levenstein (1971), there are a number
of problems relating to a proposed national program of day care services
for preschool children. It was felt that programs for the 3- to 5-year
age group of children must overlap because little difference exists between developmental programs in child care centers and in more traditional preschool settings such as kindergarten and nursery schools. The
primary difference is in the number of hours per day covered by each
type of program--the nursery schools and kindergartens have shorter
daily schedules than do day care centers.

Physical Settings: Space and Equipment

The most visible component of programs in early childhood education to the casual glance of a visitor at least, is the physical setting. If there are brightly colored rooms, toys, and equipment, a favorable impression is usually made on the parents.

In Fein and Clarke-Stewart (1973) the subject of space, equipment, and physical setting is seen as sometimes deceptive to adults. The subtleties of arrangement and choice of toys can have an immediate yet farreaching impact on teachers, children, and curriculum. Some programs have made equipment and materials central to their teaching practices; for example those inspired by Montessori. Yet even when the physical

environment is not theoretically a central factor, preschool personnel would be well advised to concern themselves with its impact. The quality of space should always be considered when assessing the values of a preschool setting both indoors as well as outdoors. If the space is arranged in optimal ways the more likely the teachers will be able to be sensitive and friendly to the children, to encourage them in self-chosen activities and to teach consideration for the rights and feelings of others. Kritchevsky (1969) in analyzing the effectiveness of play space believes that in a very real sense, the way things are arranged tells us how to act and how not to act. She says further that problems sometimes result because these arrangements affect children and adults differently. Low quality space coerces teachers by forcing them to assume responsibility for order and activity.

Outdoor play space is seen by Baker (1970) as essential to the nursery school children in offering optimal living and learning experiences. She believes that a first consideration should be to see that there is ample play space outside. According to Baker, every child needs to feel the wind and sun against his cheeks, the tickle of grass between his toes and smell the fresh air in a space that is free from traffic and other dangers. These things she believes are essential in the good nursery school.

Goals, Values and Aspirations

While much has been written and a great deal of research has been done about the early years of a child's life, not enough has been done to inform the public at large of the necessity of planning for young children during their formative years. Licensing workers in Oklahoma with

backgrounds in child development and early childhood education are in a position to implement ideas and help directors of child care facilities develop programs which can help make the environment for young children more enriching. Assistance in developing programs which contribute to the learning of socially acceptable attitudes and values is particularly needed.

Waring (1968) gives four key principles for guidance of young children:

- 1. Adult affection gives the child security.
- 2. Adult respect for the child builds his self-respect.
- 3. Adult help stimulates abilities in the child.
- 4. Adult approval fosters values in the child's own achievement (p. 26).

Waring (1968) believes that for people who care about children, the above principles can help guide them into being healthy, happy, adults. These principles are included in the appendix section of the present standards for licensing care center and family day care home in Oklahoma and could well be used as guidance principles for all facilities which care for children.

Making choices and developing responsibilities are proposed by

Nixon and Nixon (1971) as major goals of life and education. In order

for young children to have opportunities to work toward achieving these
major goals of choice and responsibility it was suggested that a program

should be provided which includes the freedom to learn, an atmosphere
conducive to learning, appropriate equipment, interaction with equip
ment and people, and a self-accepting person as a teacher. Other major

goals for young children which Nixon and Nixon (1971) feel are important

in all programs are becoming able to solve problems, acquiring knowledge,

being able to use individual creative potential, developing skills and

insight, competence, and moral values.

Children learn, with or without instruction, according to Leeper (1971), and attitudes and habits are developed as children work and play together in an environment which provides opportunities for physical, mental and social growth. If goals and aspirations are to be realized, there is a need for consistency between purposes and actions. These can be built on as the child explores his own resources, interests, and needs.

The unprecedented expansion in early childhood programs has created a situation where many dedicated, but untrained persons are employed with spirit, but no skills. Bookman (1973) has written concerning an on-the-job training program for personnel in early childhood programs in which many universities send trainer-consultants into the preschool to provide training. He discounts the lecture type training in favor of the following method: (a) to recognize that every preschool has unique needs and for the trainer-consultant to take these into account when designing the training program, (b) to encourage the staff to become more active and inquisitive in the training sessions, (c) for the trainer-consultant to participate in the staff working routines, and (d) for the trainer-consultant to work with and within the preschool center's power structure. By using the above method of training, Bookman (1973) believes that the effectiveness of such programs can be enhanced.

Minimum Standards for Nursery Schools

In considering licensing standards for nursery schools, the minimum state standards for day care centers can serve as a guide, but in most states they are so general that, in a sense, they merely set standards

for custodial care. Efforts are now underway to revise Oklahoma standards and also to include definition and descriptions of the various programs offered for children who are cared for in groups. These definitions should help parents in selecting the school that is best for their own child. Hildebrand (1971) states that, although the name of a school may not appear important, it should provide some guidance to parents in their selection. Frequently the name is misleading and creates a problem. Without some basic criteria to use in selecting a program and some clear indication of what the program offers, the public is left uninformed. A set of program definitions and a license which specifies the type of program being offered could do much to clarify to parents exactly which services are being purchased.

Couvillion (1968) suggests that minimum standards for the safe care of children are indicated by means of a licensing program, but that licensing should go beyond this and help to mold ideas and attitudes of persons who are untrained to help them to keep abreast of current knowledge in child development and early childhood education. Couvillion (1968) further states that the licensing worker can help develop good practices and encourage growth in knowledge and understanding of children among the untrained teachers who are actively teaching preschoolers.

At the 24th annual conference of the Southern Association on Children Under Six held in Houston, April 11-14, 1973, one discussion group focused on minimum standards for the care of children in groups. These standards were viewed at two levels:

- The prevention of common hazards and foreseeable dangers, both physical and psychological.
- 2. The assurance of a nurturing environment, both human and nonhuman. Its methods are regulatory and educational,

with major reliance on standards adopted as licensing requirements and on standards as goals.

In a discussion on standards for children, Allen (1962), thinks that standards which result in satisfactory learning are those which value creativity and divergent thinking. Such standards are set on experiences which generate productive thinking, allow freedom of expression, stimulate individuality, value ingenuity, satisfy curiosity, and promote personal satisfaction.

Guides for Day Care Licensing (Department of Health, Education, and Welfare, Office of Child Development, 1972), discussed one of the problems of legislation of child care programs—that programs operated under certain kinds of names, such as "play school" or "nursery school" are not covered by the laws of many states. The inclusion of such programs creates gaps and inconsistencies in regulation and licensing, therefore, some children are unequally protected by the law.

Research indicates a widespread interest in the possibility of some means of regulating the services offered to preschool age children in all types of programs, regardless of the number of hours these services operate. It is not possible to conclude whether this might be accomplished best by the enactment of licensing for facilities other than day care facilities or by some other regulatory means.

Summary

Standards have been suggested as a means of protecting the health and safety of children in preschools and nursery schools. It is hoped that educational standards as well as standards for physical facilities will be developed and maintained through improved programs, adequate

physical settings and qualified personnel working with young children.

It is recognized that standards concerned with program and personnel are much more difficult to enact and to enforce than are those standards dealing solely with physical facilities.

CHAPTER III

PROCEDURE

Subjects selected were (a) Licensing service workers for day care facilities in the state of Oklahoma, (b) Directors of nursery school, preschool, and mother's day out programs, and (c) Parents of children enrolled in nursery school, preschools, and mother's day out programs. The total sample is composed of 33 licensing workers, 33 directors, and 32 parents.

Selection of Subjects

All of the state day care licensing workers in Oklahoma responded to the opinionnaire, a total of thirty-three persons. Directors of nursery school programs operating in metropolitan areas of Oklahoma were selected to respond to the opinionnaire, and parents of children enrolled in the same metropolitan area preschool or nursery school programs also responded to the statements.

In order to identify directors of nursery schools as subjects for this study, a list of preschools in both Tulsa and Oklahoma City was developed from information supplied by the Licensing Units in each area, plus listings advertised as private schools in the Yellow Pages of the telephone directory in each city. The schools in Tulsa and in Oklahoma City were listed separately and names drawn to obtain a random sampling of approximately one half of the facilities in each of the two major

metropolitan areas of Oklahoma. The drawing supplied 11 names from Oklahoma City and 16 from Tulsa. In addition to the random sample of facilities in Tulsa and Oklahoma City, all six programs advertised as private nursery schools or preschools in Norman, Oklahoma, were selected to participate in the study, making a total of 33 directors who were asked to respond to the opinionnaire. All 33 S's did respond. The director of each of these facilities was contacted and asked to respond to the opinionnaire and also to provide a list of at least three parents who might be contacted to participate in the study. The directors were given the following suggested criteria in the selection of parents: that parents must have a child enrolled in the program at the time and that it would be preferable to select parents who had this child or another child in the program previously. It was felt that parents who were experienced in preschool programs would be able to evaluate the suggested standards in this study more effectively than could a random sampling of parents which might include parents whose experience with preschools was very limited.

Development of the Instrument

Letters (Appendix A) were written to each of the states in the nation and to the territories of Puerto Rico, Guam, and the Virgin Islands requesting copies of standards for all types of child care facilities which are licensed by them, regardless of the number of hours of operation. From the responses, 32 states were identified, who license facilities operating less than 6 hours of the 24 hour day. These 32 states and the agency which licenses each one may be found in Appendix B.

The facilities licensed include nursery schools, drop-in service,

church-sponsored mother's day out programs, and others.

A similar letter (Appendix C) was sent to the 40 member nations of the International Union for Child Welfare requesting the same information. Only five of these nations responded. Since so few nations responded, it was felt by this investigator that this information was not sufficient to use as a basis of comparison with information from the states.

The RIC Computerized Search System for ERIC files was utilized in an effort to obtain additional information from professional journals on standards or regulations for licensing nursery schools and preschools.

This search resulted in only three usable references.

The Department of Health, Education and Welfare, National Institute of Mental Health was contacted for a NCMHI literature search on the subject of licensing of preschools and nursery schools. Only one source of information was obtained through this search.

The licensing regulations of the 32 states which licensed facilities operating less than six hours per day were analyzed by item. As a result of this analysis, 52 regulations (Appendix D) were identified as common regulations held by all 32 states. A screening committee composed of a representative from a drop-in facility, a nursery school, and a mother's day-out church sponsored program were selected to discuss each of the 52 items. It was the recommendation of this committee to eliminate certain items from the list before preparing a questionnaire. This was done in order to shorten the questionnaire to a more usable length. At the suggestion of this committee, 22 items (Appendix E) were eliminated from the original list. The items which were eliminated were those which were related to the business operation of the facility and

those which the screening committee felt were covered sufficiently in one of the other statements.

A pilot questionnaire was designed with the remaining 30 items (Appendix F) based on the common requirements reported by licensing agencies. This pilot questionnaire was submitted by the investigator to the subcommittee of the Child Care Advisory Board of the state of Oklahoma at their regular meeting on April 18, 1974. In attendance at this meeting, in addition to the board members, were three representatives of the Greater Oklahoma Licensed Proprietary Day School Association. All persons attending this meeting (Appendix G) were concerned with the investigation of standards for facilities operating less than 6 hours of the 24 hour day. The participants were asked to respond to each item on a four point continuum: strongly agree, mildly agree, mildly disagree, or strongly disagree. Frequent reactions expressing need for room for comments were noted. The reactions of the people who were in attendance at this meeting indicated that they had difficulty in giving clearly defined answers. As the people were responding to this questionnaire, feelings of antagonism were observed. At the conclusion of the meeting, it seemed that the antagonism resulted out of confusion over trying to group all of the various kinds of programs operating less than six hours per day under a single set of standards.

As a result of the written comments of the subcommittee group, it was decided to eliminate the fire and health department requirements from the opinionnaire, since such regulations would be enforced by an agency other than the usual licensing agency. One such statement was dropped. Four other statements were also dropped on the unanimous recommendation of the advisory committee because these items either did not

apply to short programs or were considered to be impossible to enforce. The five items dropped may be found in Appendix H. Discussion by the state subcommittee lead to the addition of nine statements to the questionnaire. Each of the statements reflects an item which had been included in the original list of 52 common regulations, but which had been deleted at the suggestion of the screening committee (Appendix I). Some of the original statements were reworded for clarity and the items were also reordered so that the first few were ones which had primarily responses of agree on the pilot test. The middle section of the opinionnaire contained items which were most controversial, and the last items on the opinionnaire contained statements which had received primarily agree responses on the pilot questionnaire.

Description of the Instrument

Nursery School Licensing Opinionnaire (Appendix J) and was used to obtain reactions to possible standards for the licensing of nursery schools. These items were selected from the published standards for licensing nursery schools from the 34 states identified as licensing these facilities and were accepted by the screening committee and/or the subcommittee of the Child Care Advisory Board of the state of Oklahoma. The Nursery School Licensing Opinionnaire includes only standards which apply to programs which operate less than six hours per day, i.e. regulations applying to naps and main meals were eliminated since these might not be generally applicable. The instrument contains 34 statements which the respondent was asked to rate on a four point continuum

as follows:

A a d D

Strongly Mildly Mildly Strongly Agree Agree Disagree Disagree

Opinions were indicated by drawing a circle around the "A" for strong agreement, around the "a" for mild agreement, around the "d" for mild disagreement, and around the "D" for strong disagreement. A line under each statement was provided for comments. A page of explanatory notes was included to clarify and define terminology.

The items in the opinionnaire have to do with the organization, staff requirements, physical facility, equipment, program, guidance and discipline, health program and transportation requirements. The specific items which are normally checked by the health and fire department were omitted.

Collection of Data

Copies of the <u>Nursery School Licensing Opinionnaire</u> were mailed to the state licensing workers, since it was felt that they are familiar with most of the items and did not need interpretation. The directors and parents were called for appointments. The investigator delivered the opinionnaire and waited while the subject responded in order to answer questions concerning interpretation of statements. The subjects participating in the study were informed that their answers were to help in determining the opinions of Oklahoma residents concerned with the care to children and to give them an opportunity to react to some of the regulations which have been used in other states. They were also informed that there were no right or wrong answers and that their answers would be important and helpful in developing standards which are

appropriate for the licensing of nursery schools in Oklahoma. The time for answering the opinionnaire required no more than a half an hour for any respondent.

Treatment of Data

The responses to the <u>Nursery School Licensing Opinionnaire</u> were analyzed by tallying the frequency of "strongly agree," "mildly agree," "mildly disagree," and "strongly disagree" responses to each item by each group of subjects and also for the total group. From these frequencies, percentages of "agree" responses (strongly agree plus mildly agree) by each group of subjects and by the total group were calculated for each item in the opinionnaire. The ranges and medians of the percentages of agreement were also determined. In addition to these descriptive statistics, the responses of each group to each item on the opinionnaire were analyzed by means of chi square.

CHAPTER IV

RESULTS

Responses to the Opinionnaire

The subjects selected to participate in this research were 33 directors, 32 parents, and 33 licensing specialists. The total of 98 subjects participated in this study by responding to the <u>Nursery School Licensing Opinionnaire</u>. The responses of the three groups consisting of directors, parents, specialists and the total are also presented in Appendix K. Examination of a summary of this data presented in Table I reveals percentages of "agree" (strongly agree plus mildly agree) responses ranging from 68.8 to 100 with a median of 97.9 per cent for the total group and medians of 97, 96.9, and 100 per cent respectively for the subgroups of subjects.

The responses to each item by each group were analyzed by the use of chi square. The results indicated that the responses of each group of subjects to every item on the <u>Nursery School Licensing Opinionnaire</u> showed a statistically significant level of agreement (p < .001). This result is not unexpected since all of the items were selected from standards which are in use in the United States. However, in attempting to develop a set of standards for licensing nursery schools in the state of Oklahoma it should be recognized that certain individuals and groups will have strong feeling and be outspoken in their opposition to some

aspects of any proposed set of standards which would be effective in protecting children. In preparing for legislative action in support of and later enforcement of a set of standards it seems advisable to identify the areas in which opposition is likely to arise. Therefore, arranging the items on the opinionnaire in decreasing order of acceptance should provide further helpful information for individuals who wish to work on standards for licensing nursery schools in Oklahoma at this time.

TABLE I

RANGES AND MEDIANS OF RESPONSES TO NURSERY SCHOOL LICENSING OPINIONNAIRE EXPRESSED AS PERCENTAGES OF AGREE RESPONSES

Subjects	Median %	Range %
Directors (N = 33)	97	72.7 to 100
Parents $(N = 32)$	96.9	68.8 to 100
Specialists $(N = 33)$	100	87.8 to 100
Total (N = 98)	97.9	83.8 to 100

The total group of 98 responses along with the percentage of "agree" responses to each item are presented in Table II. The items in Table II are arranged in decreasing order of percentage of "agree" responses in order to best show those areas in which controversies may arise should these standards be proposed for Oklahoma.

The results of the total group indicated 100% "agree" responses to 13 of the 34 items, 99% "agree" responses on three items, 97.9% "agree" responses on two items, 96.9% "agree" responses on four items, 95.8% "agree" responses on two items, 94.9% "agree" responses on two items, 93.8% "agree" responses on one item, 92.9% "agree" responses on one item, 89.7% "agree" responses on two items, 87.6% "agree" responses on two items, 84.6% "agree" responses on one item, and 83.8% "agree responses on two items. It should be noted that 26 items received more than 93 per cent "agree" responses. These items reflect a variety of potential standards and may be identified specifically in Table II. The items which received the smallest percentage of "agree" responses from the total group were the ones pertaining to the educational requirements of the teachers and the director, the staff-to-child ratio, the item regarding no corporal punishment, the outside and inside space requirements, and ratio of commodes and layatories to children.

The responses of each of the three subgroups were also arranged by the same system of decreasing order of agreement. The items are ranked by percentage of agreement with the items which received all responses or the most responses of "strongly agree" listed first. The items which received some responses of "mildly agree" and no responses of "disagree" are listed next. All "strongly agree" and "mildly agree" items are given 100% agreement, but are ranked in decreasing order of agreement according to whether they received more "strongly agree" responses or more "mildly agree" responses. The items which received the smallest number of "mildly disagree" responses are listed next in increasing order and "strongly disagree" items are listed last in increasing order of "disagree" responses. Each item which received "disagree" responses

TABLE II

TOTAL RESPONSES IN DECREASING ORDER OF AGREEMENT

	Order	Description	% of Agreement
1.	Item # 1	Record card for each child	100
2.	Item # 7	Keep equipment safe and sanitary	100
3.	Item #32	Storage of potentially dangerous items	100
4.	Item·#27	Flexible atmosphere and constructive play	100
5.	Item #31	Transportation safety	100
6.	Item·#33	Variety of equipment	100
7.	Item #13	Fire inspection	100
8.	Item #15	Only valid advertising claims	100
9.	Item # 3	Direct line telephone	100
10.	Item # 4	Supply first aid kit	100
11.	Item #10	Paper towels or hot air for hand drying	100
12.	Item # 9	Provide hooks for coats	100
13.	Item # 8	First aid training	100
14.	Item # 2	Staff free of communicable diseases	99
15.	Item #28	Provide low open shelves	99
16.	Item # 5	Comfortable heat, light, etc.	99
17.	Item #25	Nondiscrimination	97.9
18.	Item #26	Individual toileting as needed	97.9
19.	Item #12	Have building inspected	96.9
20.	Item #11	Carry liability insurance	96.9
21.	Item #14	Have Health Department inspection	96.9
22.	Item #24	Allow independence in obtaining water	96.9

TABLE II (Continued)

	Order	Description	% of	Agreement
23.	Item #19	Two staff present at all times		95.8
24.	Item #34	Provide isolation room		95.8
25.	Item #29	Outside play each day		94.9
26.	Item #30	Snacks served each program		93.8
27.	Item # 6	Fire drills monthly		92.9
28.	Item #20	35 square feet inside per child	*	89.7
29.	Item #16	Director with a degree		89.7
30.	Item #22	One commode and one lavatory each 15 children		87.6
31.	Item #21	75 square feet outside per child		87.6
32.	Item #23	No corporal punishment		84.6
33.	Item #18	Staff-to-child ratio		83.8
34.	Item #17	Teachers with two years of college		83.8

are listed with the appropriate percentage of agreement of the group which it represents.

The responses of the directors to the 34 statements on the opinionnaire are listed by the same system of decreasing order of agreement as
the total group. The order and the percentage of agreement to each
item are presented in Table III. The directors gave 100% "agree" responses to 16 of the items, 97% "agree" responses on seven items, 93.9%
"agree" responses on one item, 91% "agree" responses on one item, 87.8%
"agree" responses on two items, 85% "agree" responses on one item, 82.2%
"agree" responses on two items, 78.9% "agree" responses on one item, and
72.7% "agree" responses on one item.

In analyzing the opinions of the group of directors, the items which received the most "disagree" responses were those which pertained to the educational requirements of the teachers and the director. Other items which received "disagree" responses from this group were the inside and outside space requirements, the staff-to-child ratio, the item regarding corporal punishment, and the requirement on fire or disaster drills.

The responses of the parents are listed by the same system of decreasing order of agreement. These responses with percentages of "agree" responses are presented in Table IV. This group gave 100% "agree" responses to 16 of the 34 items on the opinionnaire, 96.9% "agree" responses on five items, 93.8% "agree" responses on five items, 90.6% "agree" responses on one item, 78.1% "agree" responses on one item, 75.1% "agree" responses on one item, and 68.8% "agree" responses on one item.

TABLE III

RESPONSES OF DIRECTORS IN DECREASING ORDER OF AGREEMENT

	Order	Description	% of Agreement
1.	Item #27	Flexible atmosphere and constructive play	100
2.	Item #33	Variety of equipment	100
3.	Item # 1	Record card for each child	100
4.	Item # 7	Keep equipment safe and sanitary	100
5.	Item #32	Storage of potentially dangerous items	100
6.	Item # 2	Staff free of communicable diseases	100
7.	Item # 5	Comfortable heat, light, etc.	100
8.	Item #31	Transportation safety	100
9.	Item #10	Paper towels or hot air for hand drying	100
10.	Item #15	Only valid advertising claims	100
11.	Item # 9	Provide hooks for coats	100
12.	Item #13	Fire inspection	100
13.	Item # 3	Direct line telephone	100
14.	Item # 4	Supply first aid kit	100
15.	Item #8	First aid training	100
16.	Item #24	Allow independence in obtaining water	100
17.	Item #28	Provide low open shelves	97
18.	Item #25	Nondiscrimination	97
19.	Item #11	Carry liability insurance	97
20.	Item #26	Individual toileting as needed	97
21.	Item #12	Have building inspected	97

TABLE III (Continued)

	Order	Description	% of	Agreement	
22.	Item #19	Two staff present at all times		97	
23.	Item #14	Have Health Department inspection		97	
24.	Item #34	Provide isolation room		93.9	
25.	Item #29	Outside play each day		91	
26.	Item #30	Snacks served each program		91	
27.	Item #22	One commode and one lavatory each 15 children		91	
28.	Item #23	No corporal punishment		87.8	
29.	Item # 6	Fire drills monthly		87.8	
30.	Item #21	75 square feet outside per child		85	
31.	Item #18	Staff-to-child ratio		82.2	
32.	Item #16	Director with a degree		82.2	
33.	Item #20	35 square feet inside per child		78.9	
34.	Item #17	Teachers with two years of college		72.7	

TABLE IV

RESPONSES OF PARENTS IN DECREASING ORDER OF AGREEMENT

	Order	Description	% of Agreement
1.	Item # 1	Record card for each child	100
2.	Item # 2	Staff free of communicable diseases	100
3.	Item # 7	Keep equipment safe and sanitary	100
4.	Item #31	Transportation safety	100
5.	Item #32	Storage of potentially dangerous items	100
6.	Item #33	Variety of equipment	100
7.	Item #25	Nondiscrimination	100
8.	Item #27	Flexible atmosphere and constructive play	100
9.	Item #13	Fire inspection	100
10.	Item #15	Only valid advertising claims	100
11.	Item #28	Provide low open shelves	100
12.	Item # 4	Supply first aid kit	100
13.	Item # 3	Direct line telephone	100
14.	Item #10	Paper towels or hot air for hand drying	100
15.	Item # 8	First aid training	100
16.	Item # 9	Provide hooks for coats	100
17.	Item # 5	Comfortable heat, light, etc.	96.9
18.	Item #26	Individual toileting as needed	96.9
19.	Item #14	Have Health Department inspection	96.9
20.	Item:#12	Have building inspected	96.9
21.	Item #16	Director with a degree	96.9

TABLE IV (Continued)

	Order	Description	% of Agreement
22.	Item #29	Outside play each day	93.8
23.	Item #11	Carry liability insurance	93.8
24.	Item #30	Snacks served each program	93.8
25.	Item #34	Provide isolation room	93.8
26.	Item #20	35 square feet inside per child	93.8
27.	Item #19	Two staff present at all times	90.6
28.	Item # 6	Fire drills monthly	90.6
29.	Item #24	Allow independence in obtaining water	90.6
30.	Item #17	Teachers with two years of college	90.6
31.	Item #21	75 square feet outside per child	90.6
32.	Item #18	Staff-to-child ratio	78.1
33.	Item #22	One commode and one lavatory each 15 children	75.1
34.	Item #23	No corporal punishment	68.8

The opinions of the parent group indicated the highest percentage of "disagree" responses were on the statement regarding no corporal punishment, with the ratio of lavatories and commodes per child receiving the next greatest "disagree" responses. Other statements which this group gave "disagree" responses to were the staff-to-child ratio, the outside space requirement, teacher educational requirements, monthly fire or disaster drills, and allowing independence in obtaining drinking water.

The responses of the specialists in decreasing order of agreement is presented in Table V. This group gave 100% "agree" responses on 23 items, 97% "agree" responses on seven items, 90.9% "agree" responses on two items, and 87.8% "agree" responses on two items.

The items receiving the most "disagree" responses from the specialists were the items regarding teacher and directors' educational requirements. The other items which this group gave "disagree" responses
to were outside space requirement, staff-to-child ratio, ratio of commodes and lavatories to number of children, and the item regarding no
corporal punishment.

Items Receiving the Same Comment Five or More Times

Additional insight regarding acceptance of the standards included in the <u>Nursery School Licensing Opinionnaire</u> may be obtained from consideration of the written comments which were added to the rating responses to the opinionnaire. There were 17 of the 34 statements on the Opinionnaire which received the same comment five or more times. A description of the item, its number from the Opinionnaire, and the

TABLE V

RESPONSES OF SPECIALISTS IN DECREASING ORDER OF AGREEMENT

	Order	Description	% of Agreement
1.	Item # 1	Record card for each child	100
2.	Item # 3	Direct line telephone	100
3.	Item # 4	Supply first aid kit	100
4.	Item #13	Fire inspection	100
5.	Item #24	Allow independence in obtaining water	100
6.	Item #28	Provide low open shelves	100
7.	Item # 5	Comfortable heat, light, etc.	100
8.	Item # 7	Keep equipment safe and sanitary	. 100
9.	Item #27	Flexible atmosphere and constructive play	100
10.	Item #31	Transportation safety	, 100
. 11.	Item #32	Storage of potentially dangerous items	100
12.	Item #14	Have Health Department inspection	. 100
13.	Item #29	Outside play each day	100
14.	Item #15	Only valid advertising claims	100
15.	Item #19	Two staff present at all times	100
16.	Item:#33	Variety of equipment	100
17.	Item:#34	Provide isolation room	100
18.	Item.#8	First aid training	100
19.	Item # 9	Provide hooks for coats	100
20.	Item #10	Paper towels or hot air for hand drying	100
21.	Item #11	Carry liability insurance	100

TABLE V (Continued)

- .	Order	Description	% of Agreement
22.	Item #12	Have building inspected	100
23.	Item # 6	Fire drills monthly	100
24.	Item # 2	Staff free of communicable diseases	97
25.	Item #20	35 square feet inside per child	97
26.	Item #30	Snacks served each program	97
27.	Item #26	Individual toileting as needed	97
28.	Item #25	Nondiscrimination	97
29.	Item #23	No corporal punishment	97
30.	Item #22	One commode and one lavatory each 15 children	97
31.	Item #18	Staff-to-child ratio	90.9
32.	Item #16	Director with a degree	90.9
33.	Item #21	75 square feet outside per child	87.8
34.	Item #17	Teachers with two years of college	87.8

comments are presented in Table VI.

The comments were not all negative ones. For example, the statement regarding valid advertising claims was enthusiastically endorsed in the comments by all of the groups. The item regarding the staff-to-child ratio was considered to be conservative by those commenting that an educational program required smaller groups and more staff.

The most consistent negative comments were on the two statements regarding educational requirements for teachers and directors. The general consensus was that many qualified and experienced persons who were teachers, but who had perhaps not completed two years of college, would be eliminated. The degree requirement for directors was felt by many to be too narrow and that experience was equally important.

The inside and outside space requirements were two other areas in which the comments were negative. The majority of the comments were that for a half day program the square footage requirements suggested in the opinionnaire was unrealistic, especially since the outside space could be used on a rotating basis, as most preschools are accustomed to doing.

Another area of disagreement was on the item regarding outside play each day. Representatives of the Montesorri schools, in particular, objected to this suggested requirement, on the basis that the curriculum should be the determining factor for this regulation. Other comments, primarily from the parent group, were that this regulation should not be mandatory due to allergies or other health problems which could influence whether the child should go outside each day. Another comment given on this regulation was that the term "extreme weather" needed definition.

TABLE VI

ITEMS WHICH RECEIVED THE SAME COMMENT FIVE OR MORE TIMES

Item	No.	Item	Comment
1.	6	Conduct monthly fire or disaster drills	Children are upset or fear- ful of these.
2.	8	First aid training for key personnel	Felt only one person needed to have this
3.	10	Provide individual paper towels or hot air for drying hands	Paper towels or wash cloths preferredno hot air
4.	15	Make only valid advertising claims which can be substantiated	Felt this was of particular importance
5.	14	Have an initial inspection by the Health Department and annually thereafter or upon request by the licensing worker	Many felt that the Health Department imposed too many rules on facilities who do not prepare meals.
6.	16	Have a director with a degree in Child Development, Social Work or Education	Many comments regarding experience more important than the degree and that degree options were too narrow
.7.	17	Require that teachers have at least two years of college with child development or early childhood education background	Most felt that this requirement was too rigid in that many qualified people, such as paraprofessionals would be eliminated.
8.	18	Maintain staff ratio to children at a. 1-12 for 3's b. 1-15 for 4's and 5's	Most felt the ratio was too high to conduct an educational program. Suggestion was for 1-10 ratio.
9.	19	Have two staff members present at all times	This item was confusing. Many felt it should be determined by number of children present. Some thought it meant two staff members in each room at all times.

TABLE VI (Continued)

Item	No.	Item	Comment
10.	20	Have inside space of:35 square feet per child	Felt this was too high. Some suggested as low as 25 sq. ft. particularly, if other rooms like gymnasiums were used.
11.	21	Have outside space of 75 square feet per child	This item was felt by most to be too high, especially since it could be used in a platoon system or on a rotating basis.
12.	22	Have one commode and one lavatory for every 15 children	Many felt that a 1-20 ratio was sufficient for a $2\frac{1}{2}$ hour program.
13.	23	Allow no form of corporal punishment	Many comments to the effect this would depend on circum- stances such as: parental requests or as a last re- sort.
14.	24	Allow for children to obtain drinking water independently	Many felt this would depend upon age of child, location of fountain, and if child took advantage of privilege.
15.	29	Have outside play each day ex- cept in extreme weather	Comments ranged from: should not be mandatory, depends on curriculum, depends on size and quality of inside area to define "extreme weather."
16.	30	Serve a nutritious mid-feeding (snack) for each program	Most comments were from parents who took this to mean a large snack which would kill lunch-time appetites.

TABLE VI (Continued)

Item	No.	Item	Comment
17.	34	Provide an isolation room for the children who become ill at the school	Most of the "disagree" comments were from those who failed to read in the explanatory notes that this space could be used for other purposes when not needed for the sick child. Others felt this implied that the sick child would remain at school.

The statement regarding lavatory and commode ratio to children was one in which the comments tended to favor a ratio of 1-20 as being sufficient for a short day program. Day care center regulations in Oklahoma require a 1-10 ratio.

Most of the unfavorable comments on the item concerning provision of an isolation room indicated that the wording of the statement was not clear. The comments indicated that those responding felt that a separate room, used only as an isolation room, rather than an area such as an office, would not be required. Other comments on this same statement were that sick children should not remain at school, but should be taken home. The explanatory note referring to the isolation room apparently did not make the point clear that the child would remain in the isolation room only until the parents could pick the child up. The explanatory note on this item mentioned that this room could be used for other purposes when not needed for a sick child, but made no mention of how long the child could remain at the school.

Selection of Items for Proposed Set of Standards

Since a large percentage of the responses on the opinionnaire were "agree" responses, an item analysis using the chi square test would not discriminate among these items. The criterion for acceptance was established to include all items from the total group which received 80% or more "agree" responses. Particular note should be taken of those items receiving 80%-90% "agree" responses since it was felt that these items reflected areas in which more parent and community education is indicated. These items include #17, #18, #23, #21, #22, #16, and #20 in the

order of the lowest percentage of agreement. These items with their percentage of agreement are shown in Table II.

Item 17, which received the smallest percentage of "agree" responses pertains to the educational requirements of teachers. This item received 83.8% "agree" responses from the total group. The comments given to this item were that many qualified people who did not meet the educational requirements would be eliminated.

Item 18 received 83.8% "agree" responses, the next smallest percentage of "agree" responses, from the total 98 respondents. This item concerned the staff-to-child ratio. The written comments suggested that ratios of 1-12 for three-year-olds and 1-15 for four- and five-year-olds were too high. The majority of the comments expressed that, in order to conduct an educational program, a 1-10 staff-to-child ratio was more realistic for all three age groups.

Item 23, in regard to corporal punishment, is a crucial area in which it appears that a need exists to raise public consciousness. In view of the rising numbers of child abuse cases and sadism directed toward children, there is an obvious need to make parents and the general public more aware of the necessity to have regulations and persons to enforce these regulations in order to prevent future abuses. This item received 84.6% "agree" responses from the total group and only 68.8% "agree" responses from parents.

Item 21, concerning the outside space requirements, is another area in which there was a substantial number of "disagree" responses. This item received 87.6% "agree" responses from the total group. This would seem to indicate a need for public awareness to the need, first of the necessity of outside play time each day and secondly to provide adequate

amount and arrangement of outside play space.

Item 22, specifying the lavatory and commode ratio per child, received 87.6% "agree" responses from the total group. The comments, generally, were that a 1-20 ratio was sufficient for a half-day program. The Child Welfare League of America (1960) recommends as a minimum requirement a 1-8 ratio and Green and Woods (1968) recommends a 1-10 ratio.

Item 16 requiring that the director have a degree in Child Development, Social Work, or Education received 89.7% "agree" responses. According to the written comments on the opinionnaire, the options were considered to be too narrow. Other comments were similar to those for Item 17, in that experienced persons who might not have a degree would be eliminated. This would seem to be an indication of the need for more emphasis on the professionalism of directing a early childhood educational program.

Item 20 received 89.7% "agree" responses from the total group of responses to the opinionnaire. This item is in regard to the inside square footage requirement per child and indicates an area in which there was significant disagreement. The Child Welfare League of America considers 50 square feet per child inside play space to be a minimum space allocation. The comments on this item indicated that there was a difficulty among some of the people in grasping the idea of 35 square feet. A few persons suggested as low as 25 square feet per child to be adequate inside space. Some "rule of thumb" guidelines, such as 35 square feet is approximately the size of a double bed, would seem to be helpful in acquainting the public with the concept of space and worthy of stressing as a means of ensuring that adequate space is provided.

All of the 34 items on the opinionnaire were retained for the proposed set of minimum standards for nursery school since none of the items received less than 80% "agree" responses. The suggested standards have in some cases been altered either in specification requirements or reworded for meaning clarification as a result of the number of "agree" responses, the written comments, or because of nationally recognized minimum licensing guidelines. These proposed regulations are presented in Table VII.

TABLE VII

SUGGESTED MINIMUM STANDARDS FOR NURSERY SCHOOLS BASED ON RESPONSES
FROM THE OPINIONNAIRE, RELATED LITERATURE AND FROM
AUTHORITIES IN THE FIELD OF CHILD DEVELOPMENT

- 1. Child record cards with current addresses and health information shall be on file for each child in care.
- 2. All staff members shall be free of communicable diseases. This usually means an annual health examination.
- 3. A direct line telephone shall be available in the facility with emergency numbers posted. (Define what is meant by "direct line.")
- 4. A first aid kit with medical authorization slips shall be provided for parents' instructions and signature.
- 5. Heat, light and ventilation shall be at comfortable levels for children and adults.
- 6. Each facility shall conduct fire and disaster drills at intervals specified by the local fire department.
- All play equipment shall be maintained in a safe and sanitary condition.
- 8. One person who has received first aid training shall be present in the facility at all times when children are there.
- 9. Provision shall be made for storage of children's coats and belongings on low hooks or in cubbies.
- 10. Individual paper towels for hand drying shall be provided for the children.
- 11. Liability insurance shall be carried on the children who are in
- 12. There shall be an initial inspection by the city building inspector.
- 13. There shall be an initial inspection by the fire department and annual inspections thereafter.
- 14. There shall be an initial inspection by the health department and annually thereafter or upon request by the licensing worker. Since nursery schools normally do not serve lunch to the children, less frequent inspections are considered sufficient for these programs.
- 15. Only valid advertising claims shall be made which can be substantiated.

TABLE VII (Continued)

- 16. The director of the facility shall have a college degree. It is recommended that the total staff have continuous training in nursery school administration, child development, early childhood education, health and safety methods.
- 17. Teachers shall have at least one year of college or documented teaching experience with groups of young children. If the program is Montesorri, the teachers shall have certification in this preschool method.
- 18. The ratio of staff to children in preschool programs shall be 1-10 for ages three, four, and five.
- 19. At least two adults shall be present in the facility at all times when the school is in session.
- 20. There shall be at least 35 square feet of inside play space for each child in care. The Child Welfare League of America (1960) considers 50 square feet of play space per child to be optimum.
- 21. There shall be 75 square feet of outside space available for each child. Facilities shall have the option to use outside play space on a rotating basis and/or use an inside gymnasium for large muscle activities when outside space is unavailable. The gymnasium space shall be in addition to the inside space requirement and shall provide for 75 square feet per child, but can be used on a rotating basis.
- 22. There shall be one commode and one lavatory for every 15 children in care. The Child Welfare League of America (1960) requires a commode and lavatory for every 8-10 children.
- 23. Disciplining of children shall be done in a constructive manner with no use of frightening, humiliating, shaming, or physically abusive techniques employed.
- 24. Children shall be allowed to obtain drinking water independently whenever age and circumstances permit.
- 25. There shall be no discrimination of children because of race, creed, color, or religion.
- 26. Children shall be permitted to go to the toilet independently, as needed.
- 27. Constructive play shall be stressed and the atmosphere shall be relaxed. The program shall be flexible with provisions made for alternate active and quiet play.

TABLE VII (Continued)

- 28. Children's play equipment shall be placed on low open shelves within easy reach by the children.
- 29. Outside play is recommended each day.
- 30. A light and nutritious snack shall be served for each program.
- 31. When transportation is offered, the vehicle and driver shall be in compliance with all relevant state and local laws. Children shall be protected by sufficient numbers of adults and by liability and medical insurance.
- 32. Potentially dangerous substances and objects shall be stored out of reach of children.
- 33. A variety of equipment for imaginative play, large muscle development, creative activities, and quiet activities shall be provided.
- 34. Provision shall be made for isolating the child who may become ill while at school. This space can be any area which is away from the other children, but used only until such time as the sick child can be picked up.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this research was to gather information through professional journals, active licensing agencies, and from responses obtained from the opinionnaire which might be used in developing a set of standards that would be appropriate for the licensing of nursery schools in the state of Oklahoma. Regulations from other states that license short-day programs were consulted for their minimum standards. From these regulations and other related literature, the Nursery School Licensing Opinionnaire was developed. Three groups of persons who would be directly involved in the licensing of nursery schools were asked to respond to the opinionnaire. These groups were directors of nursery schools and preschools in Oklahoma, parents of children enrolled in these schools, and specialists in licensing of child care facilities in Oklahoma. From the responses to the opinionnaire, from related literature, and from authorities in the field of child development and early childhood education, a set of suggested minimum standards was developed.

The results of the information gathered through responses to the opinionnaire indicated that, of the total group responding, 27 of the 34 statements received more than 90% "agree" responses on a four point continuum of "strongly agree," "mildly agree," "mildly disagree," or "strongly disagree." The seven items which received less than 90% "agree" responses were between 80%-90% of agreement. These seven items

were the ones concerning the educational requirements of the staff, inside and outside space requirements, staff-to-child ratio, lavatory and commode-to-child ratio, and the item concerning corporal punishment.

Conclusions

Oklahomans directly concerned with child care facilities which operate less than six hours of the 24 hour day have indicated a positive reaction to the possibility of licensing these facilities. The fact that the majority of the items on the Nursery School Licensing Opinion-naire received more than 90% "agree" responses supports this idea. According to the written comments on the opinionnaire, some of the items needed to be reworded or altered either in specification requirements or defined for clearer meaning. These suggestions were taken into consideration when developing the suggested minimum standards. Federal interagency minimum standards and standards of the Child Welfare League of America were also consulted when developing the proposed minimum standards.

It is recognized that although licensing of child care facilities offers some degree of protection for young children, licensing is no guarantee that children will be assured of those intangible qualities we want so much. Providing capable staff who respond to children lovingly and warmly is difficult to legislate and laws are an imperfect way to regulate quality care, but they are the best way we now have. The strong support of parents and the community is essential in producing the kind of care necessary for the healthy growth and development of young children in Oklahoma and the ultimate goal is for parents and concerned citizens to demand quality care in all types of child care

facilities.

Discussion

Perhaps the most revealing information gained from any of the subgroups was from the parents, who gave only 68.8% "agree" responses to the item concerning no corporal punishment. This seems to indicate that parents not only approve of the use of physical punishment as a means of correcting their children, but also sanction others to discipline their children by this method. The item which received the next to the lowest "agree" responses from the parents was the one pertaining to commode and lavatory ratio per child. This item received only 75.1% "agree" responses which indicates either an unconcern for the importance of providing adequate toileting facilities for children or a lack of knowledge about proper toileting and hand washing procedures for young children. The consequences of inadequate numbers of commodes and lavatories leads to the time-consuming process of lining up for restroom privileges or to careless sanitation practices.

The group of directors gave only 72.7% "agree" responses to the item concerning the educational requirement for teachers and only 78.9% "agree" responses to the item specifying 35 square feet of inside space per child. These two items involve areas which would naturally be most important to proprietary facilities. According to all available information concerning the financial operation of a child care facility, staff salaries are considered to be the area in which the expense is the greatest. It would seem to follow that the more educated the staff, the greater the expense would be for salaries. A second large expense in a business operation is the cost of owning and maintaining a large physical

facility, therefore, the more children that could be enrolled in a child care facility the more profit to the owner. An inside space requirement of 35 square feet per child would limit the number of children a facility could accommodate.

The group of specialists gave 87.8% or more "agree" responses to all items on the opinionnaire, which was expected, but the two items concerning educational requirements of staff and the outside square footage requirement received the smallest percentage of "agree" responses form this subgroup. These are two areas which specialists in child care licensing would probably find among the most difficult to enforce. There appears to be a rapid turnover of personnel in the child care field and competent staff with or without college educations are many times difficult to attract. This can possibly be explained by the fact that the occupation of caring for young children can be physically and emotionally exhausting. Many preschools and nursery schools operate in churches and some of these, if located in the metropolitan areas, are handicapped by not having the necessary fenced outside space that would be required. This would create a serious problem, especially since there is sometimes no available outside space near these facilities. Licensing staff might be forced to deny an application for a license to a facility offering a high quality program because of the outside space requirement.

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APPENDIX A



DEPARTMENT OF INSTITUTIONS, SOCIAL AND REHABILITATIVE SERVICES

(Department of Public Welfare) STATE OF OKLAHOMA

DIVISION OF SOCIAL SERVICES 504 East Archer Tulsa, Oklahoma 74120

October 5, 1973

Dear

The Tulsa Office of the Licensing Service Unit is in the process of updating its files concerning current licensing standards for all types of child care facilities.

We would appreciate being sent a copy of your state's standards, licensing statute, and forms used in your licensing process. The information is needed for all types of child care facilities that you license, such as Nursery Schools, recreation programs, day care centers, mother's day out programs, before and after school care, any kind of children's camps, or any other type of program where children are cared for in groups for a part of the 24 hour day.

We would appreciate being informed if your Agency licenses these facilities or another Agency licenses these facilities, or if they are not licensed by your state at all.

Thank you for your cooperation in this matter.

Sincerely,

(Mrs.) Evelyn R. Mantooth Licensing Service Worker APPENDIX B

States Which License Facilities Operating Less Than Six Hours Per Day

Agencies Which License These Facilities Welfare (W) Health (H) Education (E)

1.	Alaska	H&W
2.	Alabama	W
3.		Н
4.		W
5.	California	W
6.		. W
7.		Н
8.	District of Columbia	H
9.	Hawaii	W
. 10.	Idaho	. W
. 11.	Illinois	W
1,2.	Indiana	W
13.	Iowa	W
14.	Kansas	H
15.	Kentuc k y	W
16.	Maine	H&W
17.	Maryland	Н
18.	Massachusetts	H
19.	Michigan	W
20.	Minnesota	W
21.	Nevada	W
22.	New Hampshire	· W
	New Jersey	E
24.	New Mexico	H&W
	Ohio	W
26.		W
	Pennsylvania	W
	Tennessee	W
	Texas	W
	Vermont	W
31.	Wisconsin	H&W
32.	Wyoming	H&W

APPENDIX C



DEPARTMENT OF INSTITUTIONS, SOCIAL AND REHABILITATIVE SERVICES

(Department of Public Welfare) STATE OF OKLAHOMA

DIVISION OF SOCIAL SERVICES 504 East Archer Tulsa, Oklahoma 74120

February 15, 1974

Dear Sirs:

A representative from our office visited your country this summer on a summer study tour of child care facilities. This prompted an interest in knowing what the standards are for licensing or regulating the care to children in countries other than ours. In our country we license such facilities as day care centers for all ages of children, nursery schools for ages two to five years (usually half day only), family day care homes, and drop-in facilities. We have a book with these standards listed. Some of the items it mentions are: staff requirements; administration requirements; health, sanitation, and safety; inside and outside space allocation; program; and equipment lists.

If you have similar regulation in your country, a copy of these would be greatly appreciated.

Your cooperation and interest in this matter is gratefully appreciated.

Sincerely,

APPENDIX D

Original Items Selected for Comparison Among the Thirty-Two States Identified As Those Licensing Facilities Operating Less Than Six Hours of the Twenty-Four Hour Day

- Defined child admission policies.
- 2. Defined personnel policies
- 3. Maintain equipment in safe and sanitary condition
- 4. Parent involvement encouraged
- 5. Disaster plan
- 6. Nondiscrimination
- 7. Only valid advertising claims
- 8. Preadmission visits for children
- 9. Required child records with health information
- 10. Adequate liability insurance
- 11. Records of financial operation
- 12. License displayed prominently
- 13. Required tuberculin test for all staff
- 14. Required staff references
- 15. Staff orientation required
- 16. Staff of sound moral character
- 17. Required first aid training of staff
- 18. Staff training program required
- 19. Required two adults present at all times
- 20. Staff-to-child ratio (1-8, 1-10 or 12, & 1-12 or 15)
- 21. Director required to have a degree
- 22. Director required to have two years of college
- 23. Initial building inspection required
- 24. Fire department inspection required annually
- 25. Health department inspection required regularly

- 26. Direct line telephone required
- 27. Adequate heat, light, and ventilation required
- 28. Ratio of commodes and lavatories (1-10, 1-15, & 1-20)
- 29. Facility recommended to be on the ground level
- 30. Inside space requirement (20-25 sq. ft., 25-30 sq. ft., & 30-35 sq. ft.)
- 31. Outside space requirement (50-60 sq. ft., 60-75 sq. ft., 75-100 sq. ft., & not specified)
- 32. Equipment within easy reach of children
- 33. Adequate variety of equipment
- 34. Program relaxed and informal
- 35. Program of alternate active and quiet play
- 36. Corporal punishment not permitted
- 37. Staff able to recognize contagious diseases
- 38. Required medical authorization slips
- 39. Emergency treatment plan posted
- 40. First aid kit required
- 41. Approved water supply
- 42. Drinking water available to children
- 43. Individual toileting as needed
- 44. Potentially dangerous substances stored out of reach
- 45. Required isolation room
- 46. Individual towels provided
- 47. Required outdoor play each day
- 48. Mid-day snack served
- 49. Provisions for rest required
- 50. Appropriate licenses and insurance for transportation
- 51. Procedure defined for license revocation
- 52. Change of ownership cancels license

APPENDIX E

Items Eliminated From Original List by the Screening Committee

- 1. Defined child admission policies
- 2. Defined personnel policies
- 3. Maintain equipment in safe and sanitary condition
- 4. Parent involvement encouraged
- 5. Preadmission visits for children
- 6. Records of financial operation
- 7. License displayed prominently
- 8. Required staff references
- 9. Staff orientation required
- 10. Required--two adults present at all times
- 11. Director required to have two years of college
- 12. Direct line telephone required
- 13. Adequate heat, light, and ventilation
- 14. Program of alternate active and quiet play
- 15. Staff able to recognize diseases
- 16. Required medical authorization slips
- 17. First aid kit required
- 18. Approved water supply
- 19. Potentially dangerous items stored
- 20. Mid-day snack served
- 21. Procedure defined for license revocation
- 22. Change of ownership cancels license

APPENDIX F

This is an inventory of attitudes on the licensing of child care facilities operating less than six hours a day. This sampling of 30 statements is designed to check reactions to standards which <u>could</u> be adopted for these types of facilities:

- 1. Nursery schools and preschools where children, usually $2\frac{1}{2}$ years to 6 years of age-are engaged in a program primarily concerned with cognitive development for approximately $2\frac{1}{2}$ hours.
- 2. Drop-in service exclusively
- 3. School age children cared for exclusively
- 4. Programs operating less than 5 days a week
- 5. Any combination of the above or any facility operating less than 6 hours a day

Read each statement carefully and then rate them.

. A	а	d	D
Strongly	Mildly	Mildly	Strongly
Agree	Agree	Disagree	Disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you disagree strongly.

1.	Director shall have a degree in child develop-	Agr A	-	<u>Disa</u> d	
2.	Teachers shall have two years of college or the equivalent in child training courses.	A	а	d	D
3.	Child record cards including health information shall be kept for each child.	A	а	d	D
4.	Facility shall carry liability insurance on children in care.	A	а	d	D
5.	There shall be an initial building inspection by the City Building Inspector.	A	а	d	D
6.	There shall be an annual fire inspection.	A	а	d	D
.7 .	There shall be quarterly inspections by the health department.	A	а	d	, D

		Agr	ee_	Disa	gree
8.	Staff ratios in the following age groups of:			•	•
	(a) one adult to 4 infants(b) one adult to 6 toddlers	A A	a	d d	D D
	(c) one adult to 8 two year olds	A	a	d	D D
	(d) one adult to 12 three year olds	A	a	d	D
	(e) one adult to 15 four year olds	A	а	d	D
	(f) one adult to 20 six's or older	A	a	d	D
	(1) one death to go bin o of class		<u> </u>	_	
9.	All staff members shall have first aid training.	A	а	d	D
10	Pagement floors shall not be used. Upper	Α	a.	d	D
10.	Basement floors shall not be used. Upper floors shall not be used.	A	a a	d	D
	Tioois shall not be used.	A	a	u	ע
11.	There shall be a minimum of 35 square feet per child inside.	A	а	d	D
12.	There shall be a minimum of 75 square feet per child outside.	A	а	d	D
13.	Provisions shall be made for preschool and school children to obtain drinking water independently.	Α	а	d	D
14.	There shall be outdoor play each day on fenced, equipped playyard.	Α	a	d	D .
15.	There shall be a ratio of one commode and lavatory for 15 children.	A	а	d	D
16.	There shall be individual paper towels supplied.	A	а	d	D
17.	There shall be provision of an isolation area for the child who becomes ill and an emergency treatment plan posted.	A	а	d	D
18.	There shall be provisions for storage of each child's coat and belongings on low hooks and cubbies.	A	а	d	D
19.	Low open shelves shall be provided with play equipment.	A	а	d	D
20.	Program shall be flexible and geared to the age levels of the children who are in care.	A	а	·d	D
21.	There shall be a variety of equipment for imaginative play, large muscle development, creative activities, and quiet activities.	. A	а	d	D

22.	Sufficient numbers of child-sized tables	Agr			gree
<i>L.</i>	and chairs shall be provided.	A,	а	d	D
23.	Cots shall be provided for rest.	A	а	d	D
24.	All staff members shall have an annual tuberculin test.	A	а	d	D
25.	Staff shall be of sound moral character with no convictions of criminal acts.	A	а	d	D
26.	Any form of corporal punishment which inflicts pain is prohibited.	A	а	d	D
27.	There shall be no discrimination because of race, color, or sex.	A	а	d	. D
28.	There shall be attendance by teachers to workshops and in-service training courses in child development twice each year.	A	а	d	D
29.	If transportation is furnished, cars shall have insurance on the children, a current safety inspection, and a licensed driver.	A	а	d	D
30.	There shall be only valid advertising claims which can be substantiated.	A	а	d	D

APPENDIX G

Persons Present at the Subcommittee Meeting of the

Oklahoma Child Care Advisory Board's Regular

Meeting on April 18, 1974, in

Oklahoma City, Oklahoma

Chairperson: Josephine Hoffer, Ph.D., Acting Head, Department of Family Relations and Child Development, Oklahoma State

University

Shirley Angle, Licensing Specialist for Day Care Centers, Oklahoma Department of Institutions, Social, and Rehabilitative Services.

Florence Frank, Assistant Supervisor of Social and Rehabilitative Services for the state of Oklahoma

John Guest, Assistant State Fire Marshall

Mozell Houser, Director of the Village Play School, Inc. and President of the Greater Oklahoma Licensed Proprietary Day School Association

Betty Kerr, North Oklahoma City Day Care Directors Association

Arthur Mansfield, South Oklahoma City Day Care Centers Association

Evelyn Mantooth, investigator and Tulsa County licensing worker for day care centers

Lloyd Parham, sanitarian for the Oklahoma State Health Department

Elizabeth Starkweather, Ph.D., Associate Professor, Department of Family Relations and Child Development, Oklahoma State University

Betty Young, Director of Betty Rowland's Nursery School, Peoria Child Care Center, Yale Bowl Drop-in Child Care Center in Tulsa, Oklahoma, and past president of the Southern Association of Children Under Six and Oklahoma Association of Children Under Six APPENDIX H

Statements Dropped From the Pilot Questionnaire As a Result

of the Recommendations of the Subcommittee of

the Child Care Advisory Board

<u>Item</u>	Statement
10	Basement floors shall not be used. Upper floors shall not be used.
	These statements were dropped since this would be a judgment of the fire department rather than the licensing unit.
22	Sufficient numbers of child-sized tables and chairs shall be provided.
	Since the pilot questionnaire applied to all facilities operating six hours or less per day, tables and chairs sufficient in number for each child enrolled would be a necessity for adequate seating for meals. This requirement would not normally be applicable for nursery schools.
23	Cots shall be provided for rest.
	This requirement would not normally apply to half-day programs in which the children are not present for naps.
25	Staff shall be of sound moral character with no convictions of criminal acts.
	It was felt by the subcommittee members and others present at the subcommittee meeting that this requirement would be the responsibility of the owner of the facility.
28	There shall be attendance by teachers to workshops and in-service training courses in child development twice each year.
	The subcommittee felt that this requirement would be

difficult to enforce.

APPENDIX I

Nine Statements Added to Opinionnaire From the Original List As a Result of the Recommendations of the Subcommittee of the Child Care Advisory Board

1. Have a direct line telephone available with emergency numbers posted (Number 3 on Opinionnaire).

This statement was included from the original list at the recommendation of the subcommittee as a necessary safety precaution in case of emergency.

2. Provide a first aid kit and supply medical authorization slips for parents' instructions and signature (Number 4 on Opinionnaire).

This statement was included at the subcommittee's recommendation as a protective measure for both the child and the owner of the facility.

3. Have heat, light, and ventilation at comfortable levels for children and adults (Number 5 on Opinionnaire).

This statement was felt to be important as a requirement to ensure the comfort and the safety of the child.

4. Conduct monthly fire or disaster drills (Number 6 on Opinionnaire).

This is usually a requirement of the fire department, but it was felt by the subcommittee that this should be reenforced by another agency as a necessary safety precaution.

5. Maintain equipment in safe and sanitary condition (Number 7 on Opinionnaire).

This statement was included at the recommendation of the subcommittee since licensing agencies across the state had reported many abuses in this area with licensed facilities who are not now required in the standards to maintain equipment in safe and sanitary conditions.

6. Have two staff members present at all times (Number 19 on Opinion-naire).

This statement was included in order to provide that, in an emergency, all children would be adequately supervised and also to allow for sufficient staff members to conduct a meaningful program.

7. Permit individual toileting as needed (Number 26 on Opinionnaire).

This statement was included at the recommendation of the subcommittee to try and avoid the system of having the children line up for restroom privileges rather than allowing the free use of such.

8. Serve a nutritious mid-feeding (snack) for each program (Number 30 on Opinionnaire).

This statement was included in order that the children would be assured of having a food supplement offered while in care, even for a half-day program. Authorities feel that young children become less fatigued when given a mid-day food supplement.

9. Store potentially dangerous substances and objects away from the children (Number 32 on Opinionnaire).

Those experienced in working with licensed facilities felt that this should be a requirement, to be assured that this safety measure was enforced. APPENDIX J

NURSERY SCHOOL LICENSING OPINIONNAIRE

As you know, Oklahoma is concerned with the need for licensing of nursery schools. Your answers to this opinionnaire will help to tell us your opinions and give you an opportunity to react to some of the regulations which have been used in other states. Your answers are important and will be very helpful in developing standards which are appropriate for the licensing of nursery schools in Oklahoma.

There are no right or wrong answers. Please answer each of the 34 questions as honestly as possible by rating them in the following way:

A	а	d	D
Strongly	Mildly	Mildly	Strongly
Agree	Agree	Disagree	Disagree

The line below each statement is for your comments.

A page of explanatory notes is included to clarify any misinterpretation or misunderstanding of meaning. The asterisk beside the number of the statement refers to explanatory notes.

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree and around the "D" if you disagree strongly. Your comments are welcomed and the line under each statement is provided for this purpose.

	NURSERY SCHOOLS SHOULD:	Agı	cee	Dis	agree
* 1.	Keep record cards for each child in care	A	а	d	D
* 2.	Require that all staff members be free of communicable diseases	A	а	d	D
3.	Have a direct line telephone available with emergency numbers posted	, A	а	d	D
4.	Provide a first aid kit and supply medical authorization slips for parents instructions and signature	. A	a	d	D
5 .	Have heat, light and ventilation at comfortable levels for children and adults	A	а	d	D
6.	Conduct monthly fire or disaster drills	A	а	d	D
7.	Maintain equipment in safe and sanitary condition	A	а	d	D
8.	Require first aid training of key personnel	A	, a	d	D
9.	Provide for storage of the children's coats on low hooks or in cubbies	A	а	d	D
10.	Provide individual paper towels or hot air for drying of hands	A	a	d	D

11	0 1. 1.1.	Agı	ee	Dis	agree
11.	Carry liability insurance on the children who are in care	. A	а	d	D
12.	Have an initial building inspection by the City Building Inspector	A	a	d	D
13.	Have an initial inspection by the fire department and annual inspections thereafter	, . A	а	d	D
14.	Have an initial inspection by the Health Department and annually thereafter or upon request by the licensing worker	A	а	d	D
*15.	Make only valid advertising claims which can be substantiated	A	a	d	D
16.	Have a director with a degree in Child Development, Social Work or Education	. A	а	d	D
17.	Require that teachers have at least two years of college with child development or early childhood education background	. A	a	d	D
18.	Maintain a ratio of staff to children at: a. 1 - 12 for three year olds b. 1 - 15 for four and five year olds	A A	a a	_	D D
19.	Have two staff members present at all times	A	a	d	D
20.	Have inside space of 35 square feet per child	A	a	d	D

21.	Hora outside onese of 75 aguare	Agree			Disagree		
21.	Have outside space of 75 square feet per child	ć.	A	a .	d	D	
22.	Have one commode and one lavatory for every 15 children		A	а	d	D	
*23.	Allow no form of corporal punishment		A	a	d	D	
24.	Allow for children to obtain drinking water independently		A	a	d	D	
*25.	Discriminate against no child because of race, creed, color or religion		A	a	d	D	
26.	Permit individual toileting as needed		. A	a	d	D	
27.	Stress the value of constructive play in a flexible atmosphere where the program provides for alternate active and quiet play		A	a	d	D	
28.	Place children's play equipment on low open shelves within easy reach by children		A	а	d	D	
29.	Have outside play each day, except in extreme weather		A	a	d	D	
30.	Serve a nutritious mid-feeding (snack) for each program		A	a	d	D	

* 31		Agree		Disagree	
ж3 † •	31. Observe safety measures when transporting children to and from the school 32. Store potentially dangerous substances and objects away from the children 33. Have a variety of equipment for imaginative play, large muscle development, creative activities, and quiet activities 34. Provide an isolation room for children who become ill while at the school	A	а	d	D
32.		A	а	d	. D
*33.	imaginative play, large muscle develop- ment, creative activities, and quiet	A	a	d	D
*34.	Provide an isolation room for children who become ill while at the school	. A	а	d	D

EXPLANATORY NOTES

- 1. Child record cards are records which cover:
 - a. The child's full name, birth date, current address, and his preferred name.
 - b. The name and address of the parent(s), legally responsible for the child.
 - c. Telephone numbers or instructions as to how the parent(s) may be reached.
 - d. Names and addresses of persons authorized to take the child from the facility.
- 2. Free of communicable disease means that each care-giver in the facility has written evidence on file in the facility that he or she has no health problem and has sufficiently good health to care for young children. (Annual tuberculin tests, blood tests and other recommended by State Health Department)
- 15. <u>Valid advertising claims</u> are those which the director of the facility can support by written evidence or certificates showing degrees earned by staff, special training received, or any other service offered.
- 23. Corporal punishment is defined as any form of physical disciplining such as spanking, slapping, or any other technique which is frightening, humiliating, shaming or otherwise damaging to children. Punishment is not to be associated with food, rest, toilet training, or isolation for illness.
- 25. The written admission policies shall include a statement that the facility is operated on a <u>nondiscriminatory</u> basis and this policy is demonstrated through according equal treatment to race, color, creed, religion, sex, national origin or marital status or age of parents.
- 31. Transportation safety means that children are protected by a sufficient number of adults to assure the safety of the children while enroute. For children 3 through 6, an attendant in addition to the driver is present if more than 10 children are in one vehicle. Children are protected by liability and medical insurance. The vehicle and driver are in compliance with all relevant state and local laws.

- 33. Imaginative play equipment includes such things as blocks, dolls, housekeeping materials, telephone, dress up clothes, puppets, and stick horses. Large muscle equipment includes tricycles, wagons, wheelbarrows, packing boxes and climbing towers. Creative equipment is sand, clay, play dough, large crayons, finger paint, blunt scissors, paste, collage materials, woodworking materials, and water play equipment. Equipment for quiet activities includes puzzles, books, magnets, balance scales, nature materials, lego blocks, matching picture games, and put-together-toys.
- 34. The isolation room may be used for other purposes when not needed to isolate the sick child.

APPENDIX K

TABLE VIII

RESPONSES OF THE DIRECTORS TO THE NURSERY SCHOOL OPINIONNAIRE BY FREQUENCY AND PERCENTAGE (N = 33)

	**************************************	A		а		d		D
Item	F	%	F	%	F	%	·F	%
1	32	97.0	1	3.0	0	0.0	0	0.0
2	31	93.6	2	6.4	0	0.0	0	0.0
3	26	78.7	7	21.3	0	0.0	0	0.0
4	25	76.0	8	24.0	0	. 0.0	0	0.0
5	31	93.6	. 2	6.4	0	0.0	0	0.0
6	. 1.9	57.6	. 10	30.2	4	12.2	. 0	0.0
7	32	97.0	1	3.0	. 0	0.0	0	0.0
8	22	65.6	11	34.4	0	0.0	0	0.0
9	28	84.9	5	15.1	0	0.0	¹ 0	0.0
. 10	. 30	90.9	3	9.1	0	0.0	0	0.0
11	30	90.9	2	6.1	1	3.0	0	0.0
12	. 25	75.8	7	21.2	1	3.0	0	0.0
13	27	82.0	. 6	18.0	. 0	0.0	0	0.0
14	23	69.7	8	24.2	. 0	0.0	2	6.1
15	30	90.9	3	9.1	. 0	0.0	0	0.0
16	14	42.8	13	39.4	3	8.9	3	8.9
17	7	21.2	17	51.5	7	21.2	. 2	6.1
18	20	61.0	. 7	21.2	. 3	8.9	3	8.9
19	24	72.7	. 8	24.3	0	0.0	1.	3.0
20	15	45.5	11	33.4	4	12.1	3	9.0
21	17	51.6	11	33.4	. 1	3.0	4	12.0
22	17	51.6	13	39.4	2	6.0	1	3.0
23	26	78.7	. 3	9.1	4	12.2	. 0	0.0
24	21	63.7	12	36.3	. 0	0.0	0	0.0
. 25	31	94.0	1	. 3.0	0	0.0	. 1	3.0
. 26	29	87.8	3	9.2	1	3.0	. 0	0.0
27	33	100.0	0	0.0	0	0.0	0	0.0
28	32	97.0	. 0	0.0	0	0.0	1	3.0
29	26	78.7	. 4	12.3	0	0.0	. 3	9.0
30	23	69.7	. 7	21.3	1	3.0	2	6.0
: 31	31	94.0	2	6.0	0	0.0	. 0	0.0
32	32	97.0	. 1	3.0	, 0	0.0	0	0.0
33	33	100.0	0	0.0	0	0.0	. 0	0.0
34	23	69.7	8	24.2	. 0	0.0	2	6.1

TABLE IX

RESPONSES OF THE PARENTS TO THE NURSERY SCHOOL OPINIONNAIRE BY FREQUENCY AND PERCENTAGE
(N = 32)

	· · · · · · · · · · · · · · · · · · ·	A		<u> </u>		1	~~ <u>.</u>	D.
Item	F	A %	F	a %	F	d %	, F	D %
1	32	100.0	0	0.0	0	0.0	0	0.0
. 2	. 32	100.0	. 0	0.0	0	0.0	0	0.0
. 3	27	84.4	. 5	65.6	0	0.0	0	0.0
4	- 28	88.5	4	12.5	0	0.0	0	0.0
. 5 6	. 28	87.5	3	9.4	<i></i> 0	0.0	. 1	3.1
	21	65.6	8	25.0	. 3	9.4	. 0	.0.0
7	32	100.0	0	. 0.0	0	0.0	0	0.0
8 .	25	78.1	. 7	21.9	0	0.0	0	0.0
9	. 23	71.9	9	28.1	. 0	0.0	0	0.0
. 10	. 26	81.2	. 6	18.8	0	0.0	0	0.0
11	23	71.9	7	21.9	. 2	6.2	. 0	0.0
12	. 25	78.1	6	18.8	1	3.1	0	0.0
13	29	90.6	3	9.4	0	0.0	0	0.0
14	26	81.3	. 5	15.6	1	3.1	0	0.0
. 15	29	90.6	. 3	9.4	0	0.0	0	0.0
.16	20	62.5	11	34.4	. 1	3.1	0	0.0
17	14	43.7	15	46.9	3	9.4	. 0	0.0
18	21	65.6	4	12.5	4	12.5	3	9.4
19	23	71.8	6	. 18.8	3	9.4	0	0.0
20	12	37.5	18	56.3	2	6.2	0	0.0
. 21	13	40.7	16	49.9	2	6.2	1	3.1
. 22	18	56.3	6	18.8	. 7	21.8	1	3.1
. 23	18	56.3	. 4	12.5	9	28.1	1	3.1
24	18	56.3	11	34.3	3	9.4	0	0.0
25	30	93.4	2	6.2	0	0.0	. 0	0.0
26	27	84.4	. 4	12.5	. 1	3.1	0	0.0
27	30	93.8	. 2	6.2	. 0	0.0	0	0.0
28	29	90.6	3	9.4	. 0	0.0	0	0.0
. 29	24	75.0	6	18.8	. 1	3.1	. 1	3.1
30	18	56.3	12	37.5	2	6.2	0	0.0
31	32	100.0	0	0.0	0	0.0	0	0.0
32	32	100.0	0	0.0	0.	0.0	0,	0.0
33	32	100.0	0	0.0	0	0.0	0	0.0
34	18	56.3	12	37.5	2	6.2	0	0.0

TABLE X

RESPONSES OF THE SPECIALISTS TO THE NURSERY SCHOOL OPINIONNAIRE BY FREQUENCY AND PERCENTAGE (N = 33)

A				а	_	d	D		
Item	F	%	F	%	F	%	F	%	
1	33	100.0	0	0.0	0	0.0	0	0.0	
2	32	97.0	0	0.0	. 1	3.0	0	0.0	
3	33	100.0	0	0.0	. 0	0.0	0	0.0	
4	33	100.0	0	0.0	0	0.0	0	0.0	
5	32	97.0	. 1	3.0	0	0.0	. 0	.0.0	
6	24	72.7	9	27.3	0	0.0	0	0.0	
7	32	97.0	1	3.0	. 0	0.0	. 0	0.0	
8	29	87.8	4	12.2	0	0.0	0	0.0	
9	27	81.8	6	18.2	. 0	0.0	0	0.0	
10	.27	81.8	. 6	18.2	0	0.0	0	0.0	
11	25	75.8	8	24.2	. 0	0.0	0	0.0	
12	25	75.8	8	24.2	0	0.0	. 0	0.0	
13	33	100.0	0	0.0	0	0.0	0	0.0	
14	31	94.0	. 2	6.0	. 0	0.0	0	0.0	
15	30	90.9	3	9.1	0	0.0	0	0.0	
16	12	36.4	18	54.5	2	6.1	1	3.0	
17	12	36.4	17	51.4	. 3	9.2	. 1	3.0	
18	24	72.7	6	18.2	. 2	6.1	1.	3.0	
19	30	90.9	3	9.1	0	0.0	0	0.0	
20	31	94.0	1	3.0	1.	3.0	0	0.0	
21	24	72.7	.5	15.1	4	12.2	0	0.0	
22	26	78.8	6	18.2	1.	3.0	0	0.0	
23	29	87.9	. 3	9.1	1	3.0	0	0.0	
24	- 33	100.0	0	0.0	0	0.0	0	0.0	
25	30	90.9	2	6.1	0	0.0	1	3.0	
26	. 31	94.0	1	3.0	0	0.0	1	3.0	
27	32	97.0	1	3.0	. 0	0.0	0	0.0	
28	33	100.0	0	0.0	0	0.0	0	0.0	
29	31	94.0	2	6.0	0	0.0	0	0.0	
- 30	31	94.0	1	3.0	. 1	3.0	0	0.0	
31	32	97.0	. 1	3.0	0	0.0	0	0.0	
32	32	97.0	1	3.0	0	0.0	0	0.0	
33	3.0	90.9	3	9.1	0	0.0	0	0.0	
34	30	90.9	- 3	9.1	0	0.0	0	0.0	

TABLE XI RESPONSES OF THE TOTAL GROUP OF SUBJECTS TO THE NURSERY SCHOOL OPINIONNAIRE BY FREQUENCY AND PERCENTAGE $(N \,=\, 98\,)$

		A		а		d		D
Item	F	%	F	%	·F	%	F	%
1	97	99.0	1.	1.0	0	0.0	0	0.0
2	95	97.0	2	2.0	1	1.0	0	0.0
3	86	87.6	12	12.4	0	0.0	0	0.0
4	86,	87.6	12	12.4	0	0.0	0	0.0
5	91	92.6	6	6.4	0	0.0	. 1	1.0
6	64	65.3	27	27.6	. 7	7.1	0	0.0
7	96	98.0	2	2.0	. 0	0.0	0	0.0
8	76	77.5	22	22.5	0	0.0	0	0.0
9	78	79.5	20	20.5	0	0.0	0	0.0
10	83	84.5	15	15.5	0	0.0	0	0.0
11	78	79.5	17	17.4	. 3	3.1	0	0.0
12	75.	76.5	21	21.4	2	21.0	. 0	0.0
13	89	90.7	9	9.3	. 0	0.0	0	0.0
14	80	81.7	15	15.2	1	1.0	. 2	2.1
1.5	89 🧓	90.7	9	9.3	0	0.0	. 0	0.0
16	46	46.9	42	42.8	6	6.2	4	4.1
17	33	33.7	49	50.1	13	13.1	3	3.1
18	65	66.2	17	17.6	9	9.1	7	7.1
19	77	78.6	17	17.3	3	3.1	1	1.0
20	58	59.1	30	30.6	7	7.2	3	3.1
. 21	54	55.0	32	32.6	7	7.2	5	5.1
22	61	62.1	25	25.5	10	10.3	2	2.1
23	73	74.4	10	10,2	. 14	14.3	1	1.1
24	. 72	73.5	23	23.4	3	3.1	0	0.0
25	91	92.8	5	5.1	0	0.0	2	2.1
26	87	88.6	8	8.3	2	2.1	1	1.0
27	9.5	97.0	3	3.0	0	0.0	0	0.0
28	94	96.0	. 3	3.0	0	0.0	1	1.0
29	.81	82.6	12	12.3	1	1.0	4	4.1
30	72	73.4	20	20.4	4	4.1	2	2.1
31	95	97.0	. 3	3.0	0	0.0	0	0.0
32	96	97.9	2	2.1	0	0.0	0	0.0
. 33	95	97.0	. 3	3.0	0	0.0	0	0.0
34	71	72.5	.23	23.3	2	2.1	2	2.1

VITA V

Evelyn R. Mantooth

Candidate for the Degree of

Master of Science

Thesis: LICENSING OF NURSERY SCHOOLS: OPINIONS OF PARENTS, DIRECTORS,

AND SPECIALISTS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Altus, Oklahoma, October 12, 1928, the daughter of Mr. and Mrs. D. M. Johnson. Married September, 1950. Daughter, Carol, born 1951, and son, Max, born 1955.

Education: Graduated from Purcell High School, Purcell, Oklahoma, in May, 1946; received Bachelor of Science degree from Oklahoma State University, May, 1950, with a major in Home Economics; completed requirements for the Master of Science degree in December, 1974.

Professional Experience: Third grade teacher, Tulsa public schools, Tulsa, Oklahoma, 1966-67; teacher for private nursery school, 1969-71; licensing service worker, Tulsa County, for The Department of Institutions, Social, and Rehabilitative Services, 1972-74.

Professional Organizations: Home Economics Association, National Education Association, Tulsa Classroom Teachers Association, OACUS, SACUS, Tulsa Association of Children Under Six, and American Business Women's Association.