TO IMPROVE COMPATIBILITY BETWEEN ACADEMIC CURRICULUMS OFFERED IN CHILD CARE AND THE ACTUAL WORLD OF WORK IN THAT FIELD, A SPECIAL RESEARCH TEAM DEVELOPED AND FIELD TESTED A SURVEY INSTRUMENT DESIGNED TO OBTAIN UP-TO-DATE FACTS ABOUT MAJOR TYPES AND COMBINATIONS OF TASKS PERFORMED BY CHILD CARE WORKERS. FIELD TESTING WAS DONE WITH EMPLOYEES OF A PLAYGROUP AND A DAY NURSERY ASSOCIATION. SUBJECTS WERE ASKED TO INDICATE TASKS THEY PERFORMED IN THE FOLLOWING AREAS—(1) HOUSEKEEPING, (2) FOOD PREPARATION, (3) ASSISTING CHILDREN WITH ROUTINES, (4) MATERIAL PREPARATION, (5) CLERICAL AND SECRETARIAL WORK, (6) DIRECTING OR ASSISTING WITH ACTIVITIES, (7) PLANNING ACTIVITIES OR PROGRAMS, (8) PURCHASING, (9) WORKING WITH PARENTS, AND (10) GENERAL ADMINISTRATION. A COPY OF THE COMPLETED INSTRUMENT WAS PRESENTED. THIS VOLUME REPRESENTS PART 10 OF A 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (JM)
A SUPLVY INSTRUMENT FOR IDENTIFYING CLUSTERS OF
KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK

December 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

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A SURVEY INSTRUMENT FOR IDENTIFYING CLUSTERS OF KNOWLEDGE AND COMPETENCIES ASSOCIATED WITH PERFORMANCE OF CHILD CARE WORK

Project No. ERD-257-65
Contract No. OL-S-85-100
Report No. 10

by
Harold F. Rahmlow
Catherine Cavanagh

December 1966

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ACKNOWLEDGMENTS

This research instrument represents the thought and judgment of many educators and people responsible for operation of modern food service establishments. The following have played especially helpful roles:

Marianne Andrews, Washington State Director of Home and Family Life Education: Joone S. Kohlgenant, Washington State University Professor of Home Economics: Dr. Gladys Pellinger, University of Idaho, Professor of Home Economics: and Dr. Mary Gallwey, Washington State University, Professor of Home Economics helped conceptualize and organize the questionnaire. Dr. Alberta Hill, Professor of Home Economics, Iowa State University, provided invaluable consultant services. Mrs. Mary Drake, Mary Drake Playschool; Mrs. Virginia Fenske, Washington State Department of Public Assistance; Mrs. Dorothy Hayes, Washington State Department of Public Assistance; Mrs. Doris Hubner, Tacoma Public Schools: Mrs. Frances Prindle, Seattle Public Schools: Mrs. Mildred Reed, Seattle Day Nursery Association; and Mrs. Virginia Saibel, Coordinator, Head Start Program, made generous contributions. Graduate students Shirley Kiehn and Betty Passons conducted field tests and thoughtfully made numerous revisions.

Thanks are due Marilyn Ray and Renee Rantanen for patient copy editing and preparation of the manuscript.
INTRODUCTION

Purpose and Rationale

One major purpose of this project is to identify clusters of knowledge and competencies most likely to maximize the career-long occupational opportunity, competence, and choice of non-college bound youth in an evolving technological society.

This research is rooted in the philosophic premise that occupational freedom involves both informed choice of alternatives and competence to work effectively. The economy needs constantly larger numbers of workers possessing new capabilities. But youth can evaluate only those occupational choices that they perceive. They are free to perform only the kinds of work for which they acquire competence.

Choice and acquisition of competence may be needlessly impaired by limited outlooks and motivations. For those reasons, studies of occupational perceptions, aspirations constitute other dimensions of this project.

The objective of our clusters research is to obtain facts about what major types of tasks are actually performed in occupations most likely to provide employment opportunity for substantial percentages of non-college bound youth and to identify major types of knowledges most likely to prepare them for such work. On the basis of Bureau of Labor Statistics projections, the following occupational areas were selected for study: office, general merchandise retailing, building trades, electronics, food services, and child care.

To obtain task and knowledge data for clustering, the staff, in consultation with employers, employees, and vocational teachers, prepared questionnaire check lists designed to identify specific major tasks actually performed by workers in each of the occupational areas listed above.

Questionnaires were designed to obtain from employees data on age, sex, major types of tasks presently performed, length of time on present job, and other types of work done in the past five years.

Those questionnaires have been administered to representative samples of workers in each occupational area. To maximize the predictive value of data, questionnaires were administered only to employees in modernized leading-edge firms in which tasks are most likely to represent those prevailing in the foreseeable future.

Results provide data on (1) combinations of major tasks groups of workers on a construction job or in a firm or agency presently perform, (2) combinations of major tasks performed on entry jobs, and (3) combinations of tasks generally performed by workers with various degrees of experience, and (4) some data on 5-year combinations of worker experience.
From analysis of the above data, we have obtained up-to-date facts about combinations of major tasks performed by major categories of workers.

Knowledge associated with performance of each task are being identified by juries of employees, supervisors, and vocational teachers.

Both task and knowledge items are being coded so various patterns of relationships can be identified by computer.

From analysis of the above data, we are obtaining definitions of both tasks and knowledge involved in entry jobs and in positions into which workers can move as they get experience. We are identifying (1) some clusters of knowledge useful within each occupational area and (2) some clusters that are commonly useful in two or more areas.

Facts about currently useful tasks and knowledge are being supplemented by studies of ways they will be affected by equipment, processes, and materials now being developed by leading-edge industries.

Social-Economic Significance of Out-of-home Child Care

The immense psychological and social values of adequate child care are becoming more widely recognized. Technological, economic, and institutional developments steadily enlarge resources and mechanisms for providing services more congruent with fulfillment of need and potential.

In recent years employment of non-professional personnel in agencies and institutions providing child care services has increased substantially. The number of child day care centers is growing. An increased number of schools are employing people to perform non-professional services for children. There is a similar growth in the number of public and private institutions providing special services for mentally and physically handicapped children.

At least a gradual acceleration of such developments is in prospect. There is reason to expect that they will result in considerable expansion of non-professional employment. In addition, in-home child rearing will continue to be the largest occupation in the world.

The social-economic-cultural importance of effective child care work in and out of homes and the immense human costs of inadequate performance are obvious.

Objectives

Vocational educators need accurate means of identifying major types of non-professional tasks involved in child care work and the knowledge and competencies involved in their performance.
The objective of this phase of Project ERD-257-65 is to develop a survey instrument for identification of major tasks performed by non-professional workers employed by organizations, institutions, and agencies providing child care service. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other non-professional occupations.

Hypotheses

Drawing on the experience of others, it seems reasonable to assume that various segments of the child care services share many elements in common. It is hypothesized that certain clusters of knowledges and competencies are common to performance of several categories of child care work and that some are more specialized tasks. For example, it is likely that many persons in a wide variety of child care jobs would need to have knowledge of the normal physical development of children. However, it is unlikely that many persons employed in child care occupations would need to know about types of insurance desirable for a child day care center. Vocational educators need facts about types of knowledges and competencies associated with major types of child care work.

Related Research and Thought

The number of mothers working is continually increasing. U. S. Department of Labor reports show that the percentages of women in the labor force has risen from 20 per cent in 1920 to 32 per cent in 1960. This trend is expected to continue. Of the women in the working force in 1964, 3.5 million were mothers of children under six and 2 million had children under three. (1)

The National Association for Nursery Education (2) has set forth reasons why day care services should be provided for children whose parents cannot care for them during the day. Dennis (3) and Buchanan (4) provide additional data on the need for child care service workers and imply that many could be trained at para-professional levels. Pope and Crump (5) like others, note that the effectiveness of teachers can be increased by para-professional assistants. Schnell and Mills (6) report the nature of a program in an Oakland, California, high school to train such persons.

McLennan (7) describes a program conducted by the Harvard University Center for Youth and Community Studies to train, and report the availability of, disadvantaged youth to work as school aids. That experience indicates the importance of combining work experience with general education and basic training.

Costin (8) analyzes results of the University of Illinois' series of training programs attempting to train para-professionals for child welfare work for social work aspects of child welfare services.
Some evidence of the feasibility of child care training programs is provided by Confay's (9) report on employment records of youth trained in an Arlington, Virginia, high school.

With a National Institute of Mental Health grant (MH-631-o), Van G. Hromadka (10) recently studied the capabilities of employees presently staffing institutions providing residential services for children. He concluded that "in no institutions were the workers trained sufficiently for what was expected of them. In many instances they were put to work without any basic understanding of their tasks.... Child care method, of course, needs further conceptualization, refinement, and improvement; and it needs to be transcribed into units of work prescription before it can be communicable and teachable. This calls for a collaborative effort on the part of institutional and educational institutions."

Hromadka also conceptualized some major types of non-professional tasks involved in child care services as follows:

- Participating in planned routine.
- Supervising provision of food, clothing, bedding.
- Providing first aid and nursing care.
- Providing emotional security.
- Planning and supervising recreation.
- Stimulating children to learn.

"Nims (11) reports on a study designed to ascertain child development and guidance knowledge needed by mothers and employees in three occupations related to child care.

METHOD

Concertualization of Tasks

A team composed of home economists and employees of nursery schools and day care centers conceptualized items listed on the survey instrument (See Appendix A). The tasks were worded to be comprehensible by employees and arranged in functional categories. Throughout the conceptualization process, there was constant checking and rechecking of items. Child care service personnel offered many helpful suggestions.

Field Testing

The initial instrument was field tested with employees of the Mary Drake Playschool, Kalla Kalla, Washington, and the Seattle Day Nursery Association, Seattle, Washington, serving as subjects. Those institutions included a variety of employees sufficient for adequate testing. The questionnaire was administered to a sample of employees in those institutions. Later it was also used as a basis for personal interviews with the same persons. Results obtained by both methods were compared. Differences were slight, indicating that, with some revisions, the questionnaire could be used to obtain accurate data. Comments of interviewees were used as a basis for revising the questionnaire.
RESULTS

The instrument for gathering data on the tasks performed by child care workers is reproduced in Appendix A.

DISCUSSION

The major types and combinations of tasks performed by various categories of non-professional care service workers can be conceptualized and identified. Experience derived from other phases of Project ERD-257-65 work indicate that the task items listed on the questionnaire can be utilized to identify clusters of knowledges and competencies common to entry and later-career work patterns. Those unique to specialized tasks can also be identified. That information will provide partial bases for planning curriculum and developing instructional materials that will increase pupils' vocational capabilities.

The cooperative nature of this project has increased communication between vocational educators and personnel directing child care agencies. This closer working relationship provides a base for more mutually beneficial working relationships in the future.

RECOMMENDATIONS

It is recommended that the instrument be administered to a representative sample of non-professional employees performing child care services in well-operated day care centers, nursery schools, and hospitals. Data obtained in that manner should be utilized as a base for identifying knowledges and competencies associated with major categories of child care work. The congruence of those knowledges and competencies with those contributing to effective work in other occupations should also be determined.

SUMMARY

Out-of-home child care work offers occupational opportunity for a steadily growing number of non-college bound youth.

A team of home economists and employees and supervisors of day care centers and nursery schools conceptualized and field tested a survey questionnaire to identify major types of tasks performed by various categories of child care workers. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledges and competencies essential for effective performance of tasks constituting entry and later-career work patterns, and (3) ascertain the degrees to which such knowledges and competencies are congruent with those essential for work in other non-professional occupations.
APPENDIX A

CHILD CARE SERVICE TASK SURVEY INSTRUMENT

You can help our schools give your sons and daughters the kinds of education they need to earn good incomes.

As you know, many changes are taking place in the kinds of work people do. Schools need up-to-date facts about exactly what kinds of work are being done. Those facts will help schools provide useful training.

You have been selected to help with a nation-wide study to show what actual kinds of work people in various occupations do.

The information will be STRICTLY CONFIDENTIAL.

Your cooperation is appreciated and will help your schools prepare young people to earn good incomes.

After you have completed the attached questionnaire, return it promptly in the enclosed self-addressed envelope. No postage is necessary.

This Project is sponsored by:

Washington State University
University of Idaho
Washington State Board for Vocational Education
Idaho State Board for Vocational Education
1. Name __________________________________________________________
2. Present Job Title ________________________________________________
3. Name of Employing Agency ________________________________________
4. Address of Employing Agency ______________________________________
5. □ Male □ Female
6. Age: □ Under 20 □ 20-30 □ 31-50 □ Over 50
7. Draw a circle around the highest grade you completed in school:
   - grade 6
   - grade 7
   - grade 8
   - grade 9
   - grade 10
   - grade 11
   - High school graduate
   - 1 year of college
   - 2 years of college
   - 3 years of college
   - College graduate
8. For how many years have you been in your present occupation?
   - Less than 1 year
   - 1-5 years
   - More than 5 years
9. How many times have you changed jobs in the past 5 years? Check the correct box below.
   - □ 0 times
   - □ 1 - 2 times
   - □ 3 or more times
10. Please list other types of work you have done in the past 5 years.
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
INSTRUCTIONS

The following pages list tasks some people who work in child care occupations do.

Please read each task listed.

Check ( ) "YES" for all of the tasks you perform as part of your work.
Check ( ) "NO" beside all of the tasks you do not perform as part of your work. PLEASE CHECK ALL ITEMS.

DO NOT CHECK A TASK "YES" UNLESS YOU HAVE ACTUALLY PERFORMED IT IN THE LAST TWO (2) YEARS.

PLEASE BE SURE TO CHECK EACH ITEM EITHER "YES" OR "NO."

Here is an example of how to check items:

YES NO

\[\text{Set up and arrange beds (A check of "YES" means that you do that as part of your work.)}\]

\[\text{Wash dishes (A check of "NO" means that you do not wash dishes as part of your work.)}\]
## Child Care Services

**Please check each item either "YES" or "NO"**

### Housekeeping

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### Food Preparation

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PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Assisting Children with Routines

YES  NO
__  __  Help children dress and undress
__  __  Supervise rest time
__  __  Perform daily health inspection
__  __  Administer first aid
__  __  Supervise bathroom procedures (toileting, washing, personal grooming, etc.)
__  __  Supervise snack time and/or mealtime
__  __  Introduce new child to center
__  __  Supervise and help children isolated because of emotional upset
__  __  Care for sick or injured children
__  __  Bathe children

Preparation of Materials

YES  NO
__  __  Make art materials (paint, dough, clay, etc.)
__  __  Gather equipment and materials for activities
__  __  Arrange materials and equipment ready for use
__  __  Store equipment and materials
__  __  Dispose of left-over scraps
__  __  Clean work tables, equipment, floors, etc.

Secretarial, Clerical, etc.

YES  NO
__  __  Answer telephone
__  __  Take messages
__  __  Accept and deliver supplies
__  __  Type reports, correspondence, etc.
__  __  Keep records
__  __  Take notes (at staff meetings, etc.)
__  __  Greet guests

Directing or Assisting with Activities

YES  NO
__  __  Help to plan and evaluate activities and programs
__  __  Balance individual activity against group activity
__  __  Administer first aid when necessary
__  __  Store supplies and equipment in central storage area
Please check each task either "YES" or "NO."

Directing or Assisting with Activities (cont.)

YES NO

- Store supplies and equipment in own room
- Routine clean-up
- Supervise creative activities (painting, playing with clay, etc.)
- Teach and lead singing and rhythmic activity
- Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)
- Assist children individually
- Assist children with group play
- Assist children with problems
- Dispose of wastes
- Identify child's state of health
- Select children's clothing appropriate for temperature and activity
- Arrange equipment and materials to be used
- Supervise special activities (field trips, animals, etc.)
- Read or tell stories
- Select recorded music
- Supervise manipulative play (puzzles, woodworking, etc.)
- Supervise outdoor play
- Observe children (for example, observe in order to help plan the program to meet their needs or to plan the schedule so it will be more efficient)
- Demonstrate techniques for above
- Lead staff discussion related to above
- Supervise teachers in above responsibilities

Planning Activities and Programs

YES NO

- Plan goals for year's program
- Help plan goals for year's program
- Plan activities to be offered every day
- Balance individual activity against group activity
- Evaluate plans often and change them when needed
- Plan daily schedule
- Plan special activities (field trips, animals, growing plants, etc.)
- Plan special activities for children with special problems or needs
- Assist teacher staff in program planning
- Assist teacher staff with techniques for meeting special needs of individual children
- Make charts and outlines of ideas for program
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<th>YES</th>
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<tr>
<td>Plan for needs</td>
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<td>Help decide needs</td>
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<td>Order equipment and supplies</td>
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<tr>
<td>Make lists of supplies needed</td>
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<tr>
<td>Take inventory for own group</td>
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<tr>
<td>Take inventory for entire day care center</td>
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<tr>
<td>Purchase equipment and supplies</td>
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<tr>
<td>Approve budget expenditures</td>
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<td>Secure data and estimate costs for purchases</td>
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<tr>
<th>Working with Parents</th>
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<tr>
<td>Introduce parent to center and its program</td>
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<td>Help acquaint parent to center and its program</td>
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<tr>
<td>Participate in parent conferences</td>
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<tr>
<td>Conduct parent conferences</td>
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<td>Talk informally with parents</td>
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<td>Answer parents' questions</td>
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<tr>
<td>Contact parents in emergency or illness</td>
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<tr>
<td>Conduct parent meetings</td>
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<td>Participate in parent meetings</td>
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<td>Write reports on contacts with parents</td>
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<tr>
<td>Write communications to parents (letters, cards, etc.)</td>
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<td>Consult caseworker on parents' problems</td>
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<tr>
<td>Prepare for referral of child to other agencies</td>
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<tr>
<td>Counsel parents</td>
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<td>Interpret social history and family background to staff</td>
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<tr>
<td>Supervise case aids working with parents</td>
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<table>
<thead>
<tr>
<th>Administration</th>
<th>YES</th>
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<tr>
<td>Participate in planning and evaluating program</td>
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<td>Keep records (health reports, fees, attendance, etc.)</td>
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<tr>
<td>Write reports</td>
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<tr>
<td>Administer insurance programs</td>
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<tr>
<td>Hire employees</td>
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<tr>
<td>Communicate with children's parents</td>
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<tr>
<td>Establish administrative policies (fee setting, admission, hours, etc.)</td>
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PLEASE CHECK EACH TASK EITHER "YES" OR "NO"

Administration (cont.)

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<td>Collect fees</td>
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<tr>
<td>Interview prospective employees</td>
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<tr>
<td>Schedule and allocate work for entire center</td>
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<tr>
<td>Schedule and allocate work for own group in center</td>
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<tr>
<td>Conduct staff meetings</td>
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<tr>
<td>Participate in staff meetings</td>
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<tr>
<td>Report accidents and other important happenings</td>
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<tr>
<td>Make observations for use by administrators</td>
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<tr>
<td>Supervise safety</td>
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<tr>
<td>Evaluate and supervise teaching staff</td>
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<tr>
<td>Train teaching staff</td>
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<tr>
<td>Assist with in-service training</td>
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<tr>
<td>Interview prospective clients</td>
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<tr>
<td>Interpret functions of center to community</td>
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<td>Provide public tours</td>
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<tr>
<td>Collaborate to write proposals</td>
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<tr>
<td>Prepare budgets</td>
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<tr>
<td>Supervise social service personnel</td>
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REFERENCES


A team of home economists and day care center employees and supervisors conceptualized and field tested a survey instrument to obtain up-to-date facts about major types and combinations of tasks performed by child care workers.

A representative sample of child care workers is being identified. The instrument will be utilized to obtain data that will (1) provide up-to-date facts about combinations of work done by various categories of child care workers, (2) provide a base for identification of clusters of knowledge and competencies essential for effective performance of tasks constituting work patterns, and (3) ascertain the degrees to which such knowledge and competencies are congruent with those essential for work in other non-professional occupations.
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