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**ABSTRACT**

A research project was conducted to develop an advanced child care administration course teaching microcomputer utilization for child care administrators. After a technical advisory committee generated and prioritized a list of tasks typically performed by child care administrators, a tentative course overview was developed. Eighteen of the 24 child care administrators who expressed an interest in taking the course were selected to receive training on the use of word processing, file management, electronic spread sheets, and accounting as these apply to administration of child care programs using a microcomputer. The 15 individuals who completed the pilot course were quite satisfied with the course in general as well as with the course instructor and the materials covered in class. (Appendixes to this report, which comprise 75 percent of the document, include a project time line, a list of administrative tasks for a child care facility, results of advisory committee brainstorming, the questionnaire designed to prioritize the tasks involved in administering a child care program, a course publicity brochure, a course interview form, tentative and revised course outlines, weekly class evaluations, and an outline for the project-developed resource guides for students and instructors.)

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# A Computerized Instructional Program for the Child Care Industry

## FINAL REPORT

Project funded by the  
Texas Education Agency

851/5/12/83-132

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July 1983 - June 1984

8/1/83

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FINAL REPORT  
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## FINAL REPORT

### I. Introduction

#### A. Purpose of Project

This research project funded by the Texas Education Agency (TEA) was designed to develop an advanced child care administration course teaching microcomputer utilization for child care administrators. Funding was granted to the Alamo Community College District for this course to be taught through the Child Development Department at San Antonio College during the Spring '84 semester as CHD 319, "Microcomputer Use in Child Care Administration".

#### B. Major Objectives

The major objectives of this project were to:

1. Appoint a project technical advisory committee.
2. Identify child care administrative tasks appropriate for computer utilization.
3. Select microcomputer and software; modify software as needed.
4. Develop computer simulation of administrative tasks.
5. Develop a student worktext and instructor's guide.
6. Provide suggestions for program modifications as required by TEA.

#### C. Time Line

Attachment 1 indicates the original time line from the proposal for this project. Because funding did not begin until June 15, 1983, (instead of June 1), the time line was adjusted as suggested by TEA. The following section describes the details of the adjusted time line.

## **II. Chronological Description of the Project**

### **A. First Quarter Activities**

Between July 15, and October 15, 1983, the project personnel was employed, accounts were set up, and office supplies were purchased. The technical advisory and auxiliary committees were appointed. (Committee members represented a wide variety of child care programs and professional backgrounds.) The initial advisory committee meeting was held. The project staff analyzed existing microcomputers and software, making tentative selections to be used in the CHD 319 course. With input by mail from the auxiliary committee and from the advisory committee at the first meeting, the project staff reviewed and extended Texas Careers Recognition Council child care administrative tasks using the DACUM model. (Please see Attachment 2, "Administrative Tasks for a Child Care Facility", and Attachment 2a, "Results of Advisory Committee Brainstorming". Computer specialists were consulted to review the selection of administrative tasks, and the advisory committee prioritized the list of tasks. (Please see Attachment 2b, "Questionnaire—Computerized Child Care Management Priorities", and Attachment 2c, "Results of Questionnaire".)

The project staff prepared a report of the first advisory committee meeting and scheduled the second meeting. Administrative records of a successful child care facility were obtained and were used to begin developing exercises for the course using simulated child care administrative data. Throughout this period the project curriculum specialists extended their skills in using microcomputers.

### **B. Second Quarter Activities**

During the second quarter of this project (October 15, 1983 to January 15, 1984), the project staff conducted the second advisory committee meeting. This meeting included discussion of results of the advisory committee's

prioritizing of administrative tasks for computer utilization, a demonstration of some segments of the tentative simulation training package, and a tentative course overview for CHD 319, "Microcomputer Use in Child Care Administration".

Software was selected and modified for use in the course. Purchased software included Profile III Plus, SuperScript, VisiCalc, and Small Business Systems accounting package (general ledger, accounts payable, accounts receivable, and payroll). The simulated child care program was developed to be used as a training model incorporating data entry and manipulation based on the identified tasks of child care administrators. Curriculum materials were organized for use in CHD 319.

Letters, brochures, and questionnaires/applications explaining this advanced administration course to be offered at San Antonio College, Spring '84, were sent to each child care director in the Department of Human Resources Region IX. Twenty-four child care administrators returned the questionnaire/application for the course and were interviewed by phone. (Please see Attachment 3, "Letter"; Attachment 3a, "Brochure"; Attachment 3b, "Questionnaire"; and Attachment 3c, "Interview Form".) Eighteen applicants were selected on the basis of diversity and registered for the class; the remaining applicants were designated as alternates and several were called and registered for the class when original students decided not to take this course.

### C. Third Quarter Activities

Between January 15, and April 15, 1984, the project staff's attention was focused on conducting CHD 319. Three lecture hours (Tuesdays from 3 - 6 p.m.) and nine supervised laboratory hours per week were required for this three-credit-hour course. Nine TRS-80 Model 4 microcomputers were used during lecture and lab. Each student maintained a log of laboratory hours to assist the



project staff in determining the actual amount of lab time needed by the average student to complete each assignment. Students evaluated each class session, the materials presented, and the instructor. Mid-term evaluation data were analyzed by the project staff and sent to the advisory committee for review and comment. Curriculum development continued as preparation of resource guides, in the form of a student worktext and instructor's manual, was begun.

Personnel at the San Antonio College Handicapped Student Services was consulted concerning the educational methods typically available to handicapped students. Where feasible, the curriculum for this course was made accessible to students with special needs. For example, students with learning disabilities could use note-takers and take exams orally.

The project staff presented a progress report to the Texas Community College Child Development Educators Association in Houston on February 17, 1984. A similar report was presented to the Texas Education Agency's Dissemination Conference on Vocational Program Improvement and Support Services on March 20, 1984. Program proposals were sent to the National Association for the Education of Young Children Conference '84 and Texas Association for the Education of Young Children Conference '84 as part of the dissemination plans for this project.

#### D. Fourth Quarter Activities

During the last quarter of this funding year (April 15 to June 30, 1984), the project staff presented an all-day session for the Texas Education Agency's Child Development Workshop including "hands on" microcomputer experience for the participants.

The CHD 319 course was successfully completed by fifteen students (including one student who chose to audit rather than receive a grade). Student

evaluations of the second half of the semester and of the course as-a-whole were analyzed. Students' logs on which they recorded the time spent on each lab assignment were studied.

The final advisory committee meeting was held on June 21, 1984. At that time the project staff presented information about the students in this pilot project, student evaluations of the course, a summary of the course as taught, and segments from the instructional guides. The advisory committee made recommendations about the final version of the instructional guides and utilization of microcomputers by the child care industry. With input from the advisory committee the final draft of the resource guides was written and duplicated for dissemination through TEA.

### **III. Reports on Project Technical Advisory Committee Meetings**

#### **A. First meeting--August 12, 1983**

After viewing and discussing the film "Brain Power", the DACUM Model process for generating ideas was presented. Using posters placed on the walls around the meeting room (each poster had one Texas Careers Recognition Council child care administrative task category on it), committee members "brainstormed" to come up with a long list of tasks that might be effectively accomplished with microcomputers. Attachment 2 is the list of Administrative Tasks for a Child Care Facility developed by the Texas Careers Recognition Council; Attachment 2a lists the Results of Advisory Committee Brainstorming at this meeting.

Project Consultant, C. J. Lindemann, presented recommendations on selecting software. Committee members who were using microcomputers in their homes or businesses reported that record keeping, word processing, accounting, and teaching children were the primary ways they used microcomputers. The committee expressed concern that the project could not be completed in a year

and suggested that additional funding be sought to develop curriculum and software beyond the range of this research project.

Evaluations completed by the advisory committee members indicated a relatively high level of satisfaction with the project to date. Attachment 4 is a tally of the evaluations completed at the close of this first meeting.

B. Second meeting--October 20, 1983

After introductions and a presentation of the first Quarterly Report, the technical advisory committee was given a list of child care administrative tasks for computer utilization showing the results of their prioritizing (Attachment 2c). The project staff explained that the items with an asterisk (\*) were tentatively scheduled to be included in CHD 319, "Microcomputer Use in Child Care Administration".

Then C. J. Lindemann, Project Consultant, demonstrated some child care microcomputer applications using a TRS-80 Model 4. He explained that he was adapting existing software for use in teaching this course in the Spring '84 semester. The advisory committee made suggestions to be incorporated into plans for the course. 7

The Tentative Course Overview was presented to the committee. Refinements were to be made based on advisory committee input. Betty Culbertson, Project Director, described a new one-year certificate for child care administrators that had been proposed for San Antonio College. The advanced administration course is to be included in this one-year certificate.

Attachment 4a is the tally of the advisory committee evaluations from this second meeting. Committee members who attended the meeting showed a high level of agreement that the project was progressing satisfactorily.

C. Third meeting--June 21, 1984

At the final advisory committee meeting, Dr. Lewis Goerner, Acting Dean of Occupational Education and Technology at San Antonio College, welcomed the committee members and expressed appreciation for their dedication to this project. The committee was given information about the CHD 319 course and the students who completed this pilot class. Student evaluations were presented indicating that their level of satisfaction remained relatively high (above 3 on a scale of 0-5) each week and their overall satisfaction at the end of the semester was high as well.

C. J. Lindemann, Project Consultant and Instructor for CHD 319 during the Spring '84 semester, gave his evaluation of the course and made recommendations for changes. He suggested that (1) word processing be introduced before file management; (2) students take a basic accounting course before taking this course; and (3) learning to use a microcomputer and learning child care applications was more material than could comfortably be covered in one three-semester-hour course. Various advisory committee members concurred with these suggestions and stated that prerequisites for this course should include computer literacy, elementary accounting and data processing.

Then the project staff presented an outline and excerpts from the instructional guides for the committee's review and comment. The difficulties in producing generic guides and using specific hardware and software were explained. Again, the question was raised about the feasibility of teaching microcomputer usage skills and child care applications in one course.

In conclusion, the technical advisory committee strongly recommended the following: (1) course material was too extensive for one three-semester-hour course, so it should be divided into modules for use in more than one course; (2) the instructional guides (for students and instructors) should serve as resources

for educators who can adapt information to meet their needs; (3) because this is a research project, writing a finalized curriculum is beyond the scope of this project, and therefore, an additional curriculum development project should be funded to produce a student worktext and instructor's manual for child care administrators utilizing microcomputers; (4) this course should be team taught with instructors from child development and data processing or business technology; (5), mandatory lab hours for the course should be reduced.

#### D. Evaluations by the Technical Advisory Committee

At the end of the final advisory committee meeting, the committee members were asked to evaluate the products of the project as well as the project staff and their own participation. Attachment 4b is a tally of their responses in this evaluation process, indicating a consensus the project was of high quality.

In addition, a number of advisory committee members wrote comments on their evaluations. Following are excerpts from their comments:

"As always, the San Antonio College Child Development Department strives for excellence. I'm pleased with the project outcome—that we decided the basics of word processing should be a prerequisite course to the Child Development computer applications course. Save everything—I want a copy!"

"Thank you to all project personnel for all your work and for opening new knowledge to many in your community and field!"

The philosophy of the worktext/instructor's manual... "seemed broad but all very useful in planning a total approach in training child care administrators".

"I believe all content (course and worktext) will be useful as resources in planning."

"Well-planned meetings; incredible dedication (of project staff) to the project and in providing useful information."

"I always looked forward to the meetings and felt I learned so much I can use in my teaching situation."

"The worktext does meet the needs of administrators but I feel the needs could be better met by limiting the topics covered."

"I'm quite impressed by the quality of your work and commitment of the project staff."

**E. List of Committee Members**

**1. Technical advisory committee**

- Stephanie Bossard, Chairperson, Child Development Department,  
Austin Community College
- Candice Bowers, Curriculum Specialist, Home Economics  
Curriculum Center, Texas Tech University
- Eleanor Cook, Owner/Director, Sea Shell Child Care Center
- Don Dinunno, Systems Analyst, USAA, and Instructor, Data  
Processing Department, San Antonio College
- Santee Doherty, Owner/Director, Rainbow Village Child Care Center
- Alice Duncan, Director, A. P. Beutel II Day Care Center
- Mary Ann Grams, Instructor, Data Processing Department, San  
Antonio College
- Betty Hathaway, Director, National Child Care Center
- Homer (Butch) Hayes, Instructor, Business Technology  
Department, San Antonio College
- Connie Jones, Director, Jefferson Methodist Learning and  
Child Care Center
- Pat Kennedy, Chairperson, Child Development Department,  
Eastfield Community College

-Dub Satterfield, Research Associate/Computer Analyst,  
Alamo Community College District

-Judith Saucedo, Program Coordinator, Inman Christian Center

2. Auxiliary advisory committee

-Kay Amerson, Director, Baptist Memorial Hospital Child Care Center

-Eleanor Carnes, Director, St. Andrew's United Methodist School

-Nina Cavanaugh, Director, Healy Murphy Child Care Center

-Celia Dunlap Crouch, Director, Colonial Farms Child Care Center

-Nancy Grandone, Director, Shepherd of the Hills Lutheran  
Child Care Center

-Ruth Miller, Director, San Antonio College/Gonzales Child  
Development Center

-Irene Price, Director, Kelly Air Force Base Child Care Center

IV. Course Offered During Spring '84 Semester (CHD 319)

A. Student Recruitment and Selection

Information describing the course was mailed to each licensed child care facility in the Department of Human Resources Region IX. Attachments 3, 3a, and 3b are copies of the material that was mailed. Numerous phone inquiries were received and twenty-four child care administrators returned the questionnaire to apply for the course. Each of these applicants was interviewed by phone (Attachment 3c is the Interview Form used). Selections were made in order to provide the greatest diversity among students. Eighteen applicants were designated as students and seven as alternates. Several alternates were called to fill the places of students who decided not to take the course. Three students dropped the course and fifteen successfully completed the course requirements. The following profile of the students illustrates their varying backgrounds and experience:



(1) Years of experience in child care administration ranged from zero to fifteen.

(2) Size of child care program currently administered ranged from 10 to 330 children and from 2 to 54 staff.

(3) Types of programs being administered included day home, privately owned, Title XX funded, and church related.

(4) Educational backgrounds ranged from no college and no prior child development training to two students with PhD's in Child Development. Several students had AAS degrees in Child Development.

(5) Computer training ranged from none (for almost all of the class) to beginning programming.

(6) Typing skills were unknown prior to enrollment in the course and ranged from very limited skills to proficient skills (approximately 60 wpm). Thus, the members of the class offered the project staff many opportunities for discovering who might benefit from this advanced administration course. In addition, two of the students had learning disabilities and were able to benefit from the programs offered at San Antonio College by Handicapped Student Services. Student applicants were not discriminated against due to gender, ethnicity, religion or handicapping condition.

#### B. Course Overview

Using the administrative tasks as generated and prioritized by the technical advisory committee (section III. B. describes this process), the project staff developed a tentative course overview (please see Attachment 5). With input from the students in the class, the course was adjusted. Attachment 5a is the Revised Course Outline and Attachment 5b, the Course Material as Presented Spring '84. Note that the lists of administrative tasks could serve as resources to curriculum developers. (Please see Attachments 2, 2a, 2b, and 2c.)



### C. Student Satisfaction

Each week during the semester students evaluated the course.

Attachment 6 is a copy of the evaluation form they used. The same form was used at the end of the semester to evaluate the course as a whole. Attachment 6a gives the tabulated results of the student evaluations in graph form. It is interesting to note that levels of satisfaction rose and fell similarly week by week for each of the three areas measured. Some of the lowest levels seemed to coincide with the introduction of new experiences; for example, at Session #3 when students had their first hands-on experience at the computer and at Session #11 when accounting was begun. It is noteworthy that in all three areas measured (materials covered in class, instructor, and overall satisfaction) the end of the semester rating was almost as high or higher than on any given week.

Following are some samples taken from the comments written by students at the time of their final evaluations:

"The course was an excellent learning experience for me and provided me with just what I needed at this time....The course was very well administered and taught and I thank each of you for this opportunity."

"...problem I encountered was the assigned lab times. I feel a Monday or Saturday time would have been beneficial."

"Very good course—it has helped me to decide whether or not to buy a computer for my business. Before the course I had an idea I could use a computer but I was not sure how. Going through the class and lab work made me realize the time that could be saved in all areas of the business."

"I believe more could have been accomplished if classes could have been held two times per week."

"It is hard for me to follow my notes when we have to take them so quickly. Generally, I have learned a lot in labs--just need more time. Need lab hours at night because we are all working during the day..."

"This has been a very diverse background student group although we are all essentially interested in the automation of records for child care...I congratulate the SAC Child Development staff on the dedication to such a course and pilot project which, in my opinion, has one of the essential parts of promoting professionalism among workers in child care centers. I hope that this course (with text and preplanned lab assignments) is part of curriculum planning for associates and administrators of child care centers."

"Thanks for letting me be a part of the class. I really think it was a growth experience and very helpful to begin a forward look!...(Motivated me to take accounting next year.)"

"I really appreciate the class and this opportunity to learn about using computers and their applications in our school. It has been an incredible boon to the school office. Now I need a bookkeeping course tailored to my work as well as this was!"

"...entire course has been worth my time and money. I feel it helped me not only learn the basics about computers but about areas important to the day care center...Thanks to the many hard working individuals who came up with this great program...a must for future CDA certification for directors!!"

"I feel very fortunate to have been in this first class. I learned a lot and most importantly it was geared towards my interests as a child care administrator. I truly feel this is an excellent course and I wish you luck in the future. If you need any PR in the future, I'll be more than happy to put in a good 'plug' for the course."

"This has been a very good experience, sometimes fascinating, sometimes frustrating, but overall a real challenge."

"Would have liked to have had this course in two semesters."

#### D. Student's Level of Success

Course grades were determined by grading and averaging weekly lab assignments, a mid-term exam (Exam No. 1), and a final exam. (Copies of the exams are part of Attachment 5a.) For the fourteen students who received a grade in the course (one student audited) the results were as follows:

A's = 3

B's = 9

C's = 2

The students in this course achieved a high level of success.

#### V. Recommended Changes in Course Content

##### A. Suggestions from Students, Advisory Committee, and Project Staff

Based on input from the students who took CHD 319 in the Spring '84 semester and the technical advisory committee members, the project staff strongly recommends that course content be primarily microcomputer applications in the child care industry. There is not time to thoroughly cover computer utilization (skills) and child care applications. Elementary data processing should be a prerequisite of this course.

Another prerequisite for this advanced administration course should be basic accounting. Since most of the students in CHD 319 knew little or nothing about accounting, the instructor had to drastically limit what was covered as hands-on experience at the computer and use class time to teach even the most elementary accounting concepts and terminology.

Although students who did not type well before taking this course were able to pass the course, they sometimes slowed down the class and had to spend

longer hours in lab to complete the assignments. Even people with typing skills have problems with keying on a microcomputer. Taking a basic keyboarding class prior to this course would alleviate this difficulty.

In addition, a beginning child care administration course should precede this advanced course. This would insure prior knowledge (and possibly experience) in the field of child care administration.

#### **B. One-year Certificate in Child Care Administration**

To illustrate one way that the recommended changes in course content can fit into a degree or certificate program, a recently approved One-year Certificate in Child Care Administration is presented. (Please see Attachment 7, which is a copy of the brochure explaining this program.) These courses will be offered at San Antonio College beginning with the '84-'85 school year. Notice that Child Care Administration I, Elementary Accounting, and Microcomputer Software are prerequisites to CHD 1320—"Advanced Child Care Administration". CHD 1320 is the revised version of the CHD 319 course offered as part of this research project. CHD 1320 is an "applications in microcomputers" course with a one-hour per week supervised lab experience.

### **VI. Resource Guides**

#### **A. Student Worktext and Instructor's Manual**

Two of the products of this research project are the resource guides for students and instructors. Each contains information on word processing, file management, electronic spread sheets, and accounting as these apply to the administration of child care programs using a microcomputer. Attachment 8 is an outline of the resource guides.

#### **B. Suggested Uses**

These guides are not intended to be the total curriculum for a course. They are designed to be adapted to meet the needs of a variety of courses. For

example, sections of the guides could be used as modules for a one-, two-, or three-credit-hour course; the generic guides could be used with instructions from a software manufacturer to teach child care administration applications on any brand microcomputer. (A reference manual from the specific software package being used would have to accompany the student resource guide.) With these guides a child development instructor who is not highly skilled in the usage of microcomputers could team teach a course (or courses) with an instructor from data processing or business technology. The resource guides are designed to be flexible and to be used in a variety of ways.

## **VII. Dissemination of Project Information**

### **A. Progress Reports Completed**

1. TCCCDEA—on Friday, February 17, 1984, the project staff presented a project progress report to the Texas Community College Child Development Educators Association meeting in Houston in conjunction with the Texas Junior College Teachers Association annual convention.

2. TEA Dissemination Conference—on Tuesday, March 20, 1984, a report was given in Austin to the 11th Annual Dissemination Conference on Vocational Program Improvement and Support Services, sponsored by the Texas Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency.

3. TEA Child Development Workshop—an all-day presentation was given in Austin on Thursday, April 24, 1984, at the Texas Education Agency's Child Development Workshop. Project accomplishments to date were explained and workshop participants were given a microcomputer hands-on experience.

### **B. Reports Scheduled**

1. TAEYC—the project staff has been invited to present two interest group sessions at the Texas Association for the Education of Young Children

pre-conference workshop for administrators sponsored by the Corporate Child Development Fund of Texas. This workshop will be in Corpus Christi on October 17, 1984.

2. NAEYC--members of the project staff plan to attend the annual conference of the National Association for the Education of Young Children on November 8-11, 1984, in Anaheim, California. They have been asked to speak on "The Use of Microcomputers by Child Care Administrators" at this event.

### C. Resource Guides and Final Report

These project products will be available for further dissemination from the Texas Education Agency.

## VIII. Summary and Recommendations

The major objectives of this research project have been met. The project demonstrated that:

- The child care industry can use microcomputers for a number of administrative tasks.
- Training can be designed to teach such usage.
- Child care administrators with a wide range of backgrounds are capable of learning the necessary skills from this training.

As a result, child care administrators could have more time to train and supervise staff, conduct parent conferences and provide parenting education services--all of which could improve the quality of life for the children in their care. Although directors of child care programs initially may find it time-consuming to automate their tasks, in the long run using a microcomputer for file management, word processing, report writing, and accounting could save the administrator time.

A valid means of learning to use the microcomputer for child care administrative tasks is through courses in community colleges. Research

conducted through this project points to several strong recommendations for providing these courses:

**\*\*\*Offer microcomputer usage skills in a course that is separate from a child care applications course for administrators.**

or

**\*\*\*Divide course content into subcategories or modules and teach usage and applications at the same time but in smaller increments than the course taught at San Antonio College, Spring '84.**

**\*\*\*Require elementary accounting as a prerequisite to an advanced child care administration course.**

**\*\*Use a team-teacher approach to conducting these courses with instructors from data processing, business technology, and child development.**

**\*\*\*Adapt the resource guides (for students and instructors) to meet the needs of the format chosen for implementing this training.**

Because a wealth of information on the subject of training the child care industry to use microcomputers has been generated by this research project, additional funding should be sought for curriculum development. The demand is there and community colleges can supply the appropriate training by which children and their families will reap the benefits.

## LIST OF ATTACHMENTS

1. Project Time Line
2. Administrative Tasks for a Child Care Facility
  - 2a. Results of Advisory Committee Brainstorming
  - 2b. Questionnaire (Computerized Child Care Management Priorities)
  - 2c. Results of Questionnaire--Q Sort
3. Letter to Administrators
  - 3a. Brochure (announcing class)
  - 3b. Questionnaire (for administrators)
  - 3c. Interview Form
4. First Advisory Committee Meeting Evaluation Tally
  - 4a. Second Advisory Committee Meeting Evaluation Tally
  - 4b. Third Advisory Committee Meeting Evaluation Tally
5. Tentative Course Outline
  - 5a. Revised Course Outline
  - 5b. Outline of Course (exams included)
6. Weekly Class Evaluation
  - 6a. Graph I, Graph II, and Graph III
7. Brochure (explaining one-year certificate)
8. Outline of Resource Guides (for students and instructors)



# BEST COPY AVAILABLE

ATTACHMENT 1

## PROJECT TIME LINE 1983-1984

ACTIVITIES	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<b>PHASE I: INITIATE PROJECT</b>												
* Employ personnel	---	---										
* Set up office	---	---										
* Appoint technical advisory committee	---	---										
* Obtain materials & supplies	---	---										
* Analyze existing microcomputers & software	---	---										
<b>PHASE II: IDENTIFY ADMINISTRATIVE TASKS</b>												
* Meet with advisory committee on DACUM Model review & extension and Careers Recognition Council (CRC) competencies			---	---								
* Computer specialists review tasks			---	---								
<b>PHASE III: DEVELOP COMPUTER CURRICULUM</b>												
* Select microcomputer			---	---								
* Select software			---	---								
* Modify software as needed			---	---								
* Gather data for simulation exercise			---	---								
* Develop simulated day care worktext			---	---								
* Present curriculum to advisory committee					---	---						
* Modify curriculum as needed					---	---						
<b>PHASE IV: INSTRUCTION</b>												
* Announce course to prospective students				---	---							
* Interview candidates for course & select students				---	---							
* Present training course						---	---	---	---			
* Gather evaluation data						---	---	---	---			
* Review course with advisory committee at mid-term									---	---		
<b>PHASE V: FINALIZE PRODUCTS</b>												
* Prepare final form of curriculum in draft form for advisory committee distribution									---	---		
* Prepare quarterly and final reports									---	---		
* Present findings at Child Development Instructors Workshop					---	---					---	---
* Present progress report to TJCTA meeting								---	---			
* Prepare multiple copies of products for T.E.A.											---	---
* Send products/final report to T.E.A.											---	---

ADMINISTRATIVE TASKS FOR A CHILD CARE FACILITY

from  
Texas Careers Recognition Council

1. Identify need for early childhood services.
2. Identify types of early childhood services.
3. Prepare budgets.
4. Apply and interpret legislation.
5. Establish school/center policies.
6. Prepare job descriptions.
7. Schedule staff.
8. Conduct training programs.
9. Arrange for and maintain suitable facilities.
10. Plan physical layout of learning environment.
11. Plan playgrounds.
12. Maintain administrative records.
13. Maintain financial records.
14. Select and order equipment and supplies.
15. Handle banking transactions.
16. Prepare menus.
17. Determine insurance requirements.
18. Operate duplicating equipment.
19. Prepare typewritten material.
20. Operate audio visual equipment.
21. Keep work area in order.
22. Prepare and use informational forms.
23. Prepare advertising.
24. Evaluate effectiveness of administration.
25. Select staff.

RESULTS OF ADVISORY COMMITTEE BRAINSTORMING

## CHILD CARE ADMINISTRATIVE TASKS:

1. Identify need for early childhood program
  - Surveys: A demographic survey to analyze needs and prepare documentation for survey
  - Analyze and tabulate calls that come in to identify need for expanded or changed program
  - Create data base first
  - Evaluate existing services by accessing existing data bases
2. Identify types of early childhood services
  - Access existing data bases
3. Prepare budgets
  - Non-profit operations: prepare projection of costs; reporting for federal and state programs; separating funding expenditures; history
  - Private, for-profit operations: Guide for day-to-day operation;
4. Apply and interpret legislation
  - Access data bases to tell what is going on
  - Calendar of events tied to specific legislation--when things are due, taxes, social security payments, etc.
  - Standards relating to daily needs--health department, city ordinances, Department of Human Resources; etc.
  - Index of pools for transportation, etc.
5. Establish school policies
  - Match school policies to regulations, etc.
  - Word Processing--establish policies, maintain and update policies and print out to give to parents, etc.
  - Access to policies of other centers (send information back and forth between centers)
6. Prepare job descriptions
  - Word processor to store, update and distribute
  - Compare with other centers' descriptions
  - Historical data
7. Scheduling staff
  - Use as time clock
  - Software is available to use for scheduling, keeping track of sick leave, vacations, etc.

8. Conduct training programs

- Separate training for specific staff members' needs
- Computer assisted training, interacting with computer
- Overall training and specific training for each center
- Curriculum resource guide--resources, including software programs

9. Arrange for and maintain suitable facilities

- Calendar for maintenance tasks, cross-index with regulations
- Word processing--preparation of reports, work orders, record-keeping, inventory of equipment, depreciation schedules, etc.
- Directory of services--people to call

10. Plan physical layout of learning environment

- Cross reference with legislative requirements
- Graphic layout on screen not appropriate, too complex

11. Plan playgrounds

- Central data base catalogue

12. Maintain administrative records

- On children--attendance, medication, immunizations, diseases
- On employees, staff--training, evaluations
- Contracts, forms (master copy, update or change with word processor)
- Health and safety records (for center and Public Health purposes)

13. Maintain financial records

- Ledger cards, bookkeeping programs, financial reports, etc.

14. Select and order equipment and supplies

- Maintain inventory of capital equipment and supplies
- Networking for buying purposes
- Central supply control

**15. Handling banking transactions**

- Could be sub-category under #13
- Keep bank balance
- Keep accounts separate with information on how much has been spent in each account

**16. Food services management**

- Menu lists, including special menus for allergies, diabetics, etc.
- How much to buy weekly or monthly
- Modifying proportions, computing nutritional substitutes
- Keep track of regulations regarding food service
- Inventory, keep track of how much is thrown out

**17. Determining insurance requirements**

- Not relevant at present, perhaps access companies bids in future

**18. Operating duplicating equipment: (Word processing)**

- Preparation, updating and printing of all forms, contracts, newsletters, etc.

**19. Prepare typewritten material**

- Same as #18

**20. Operate audiovisual equipment**

- Training, how to operate different kinds of equipment
- Inventory of equipment

**21. Keep work area in order**

- Not relevant

**22. Prepare and use information forms**

- Same as word processing and administration records

**23. Prepare advertising**

- Same as word processing

24. Evaluate effectiveness of administration (both person and program)

- Staff--turnover, reason for leaving
- Program--Is it meeting requirements, budget, etc.

25. Select staff (Personnel Management)

- List of available persons, full-time or substitute (data bank will be available soon from TECCRC)
- Match employer to employee
- Personnel policies
- Record keeping: individual files, health cards, vocations, sick leave, evaluation, training, letters of reference, EEO reports (confidentiality must be protected)

26. Communications

- Center networking
- List of parents who don't pay
- List of volunteers who keep children who are ill
- Information letters to parents
- Access to national existing data banks, such as ERIC

27. Prepare curriculum

- Field trips
- Inventory supplies, resources, books--by functional use
- Overall development goals--prepared curriculum, behavioral objectives, IEPs, etc.
- New ideas, activities
- Seasonal activities
- Access library

## QUESTIONNAIRE

Here is the questionnaire on computer use in child care management.

You are asked to indicate your agreement or disagreement with each statement by circling a number on a scale from one (disagree) to seven (agree).

For example, if you agree that the statement is a necessary one, you should indicate your agreement by circling as follows:

Disagree							Agree
	1	2	3	4	5	6	7

On the other hand, if you disagree that the statement is necessary, your disagreement should be indicated by circling as follows:

Disagree							Agree
	1	2	3	4	5	6	7

Circling number 4 would indicate that you think the statement is about as important as unimportant; circling any other numbers (2, 3, 5, or 6) would indicate respectively increasing levels of agreement or disagreement with the statement, depending upon the direction of your attitudes.

Please respond to every statement; be certain to make only one response per statement. Space has been provided at the end of the questionnaire for any specific statements which you would like to add.

I would appreciate your returning the questionnaire in the enclosed, addressed envelope so that it reaches me within a week.

Responses to this questionnaire will be tabulated as quickly as possible. The questionnaire will be returned to you indicating the group average response. You will be asked to consider this as you respond a second time to the same group of statements.

The first four categories for this questionnaire are in terms of the existing software. The final category includes ideas that might be possible if software were developed.

QUESTIONNAIRE

Computerized Child-Care Management Priorities

I. FILE MANAGEMENT/MAINTAINENCE	SCALE						
1. Create a file of existing early childhood programs	1	2	3	4	5	6	7
2. Prepare center maintainence calander	1	2	3	4	5	6	7
3. Keep parent information records	1	2	3	4	5	6	7
4. Keep children's records	1	2	3	4	5	6	7
5. Keep staff records	1	2	3	4	5	6	7
6. Maintain inventory of supplies and equipment	1	2	3	4	5	6	7
7. Make projections regarding staff behavior-attendance, reasons for leaving, etc.	1	2	3	4	5	6	7
II. WORD PROCESSING AND STORAGE							
8. Advertisements about center/program	1	2	3	4	5	6	7
9. Administration/staff effectiveness questionnaire	1	2	3	4	5	6	7
10. Directory of substitute teachers/staff	1	2	3	4	5	6	7
11. List resources for child care for sick children/children with special needs	1	2	3	4	5	6	7
12. Develop curriculum catalogued by learning objectives, sequence of development, seasonal ideas, etc.	1	2	3	4	5	6	7
13. Directory of field trip sites	1	2	3	4	5	6	7
14. Develop and store center policies	1	2	3	4	5	6	7
15. Develop and store job descriptions	1	2	3	4	5	6	7
16. Develop and store new employee's training manual	1	2	3	4	5	6	7
17. List curriculum information	1	2	3	4	5	6	7
18. Develop and store directory of maintainence services	1	2	3	4	5	6	7
19. Develop and store master copy of administrative forms	1	2	3	4	5	6	7



<b>III. SPREAD SHEET PROGRAM</b>	
20. Make budget projections	1 2 3 4 5 6 7
21. Make required reports to other agencies such as Title XX, USDA, etc.	1 2 3 4 5 6 7
22. Staff scheduling-weekly work, vacation, sick leave, etc.	1 2 3 4 5 6 7
23. Document staff hours	1 2 3 4 5 6 7
24. Check DHR requirements against existing food menus	1 2 3 4 5 6 7
25. Monitor food amounts by age and number of children	1 2 3 4 5 6 7
26. Determine quantities for various menus	1 2 3 4 5 6 7
27. Determine nutritional food substitutions in menus	1 2 3 4 5 6 7
<b>IV. ACCOUNTING PROGRAM</b>	
28. Prepare budget	1 2 3 4 5 6 7
29. Keep track of cash flow	1 2 3 4 5 6 7
30. Recall financial history of program	1 2 3 4 5 6 7
31. Maintain financial record for each child-payment due, amount, etc.	1 2 3 4 5 6 7
32. Bookkeeping records of center	1 2 3 4 5 6 7
33. Compare budget with expenditures	1 2 3 4 5 6 7
<b>V. OTHER COMPUTER USES</b>	
34. Access state-wide file of early childhood staff to select possible employees	1 2 3 4 5 6 7
35. Network centers in community	1 2 3 4 5 6 7
36. Establish credit bureau for child-care industry	1 2 3 4 5 6 7
37. Access curriculum libraries	1 2 3 4 5 6 7
38. Access information to develop needs assessment for early childhood center	1 2 3 4 5 6 7
39. Access directory of early childhood centers for special information-hours of operation, serving handicapped, etc.	1 2 3 4 5 6 7

40. Access legislative "hotline"	1	2	3	4	5	6	7
41. Update synopsis of existing regulations	1	2	3	4	5	6	7
42. Computer assisted instruction for staff training, instruction of children	1	2	3	4	5	6	7
43. Mantain center personnel training needs	1	2	3	4	5	6	7
44. Use graphics to plan center or playgrounds	1	2	3	4	5	6	7
45. Analyze equipment/supply prices	1	2	3	4	5	6	7

## A COMPUTERIZED INSTRUCTIONAL PROGRAM FOR THE CHILD CARE INDUSTRY

Results of Questionnaire

The following list of administrative tasks has been prioritized by the Technical Advisory Committee. Within each category the task receiving the highest ranking is listed first. An asterisk (\*) indicates that the project staff tentatively plans to include the item in the advanced administration course.

	Q-Sort		
<b>I. FILE MANAGEMENT/MAINTENANCE</b>			
*1. Keep parent information records	Q <sub>1</sub> = 6	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
*2. Keep staff records	Q <sub>1</sub> = 4	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
*3. Keep children's records	Q <sub>1</sub> = 6	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
4. Maintain inventory of supplies & equipment	Q <sub>1</sub> = 4	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
5. Make projections regarding staff behavior-- attendance, reasons for leaving, etc.	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 7
6. Create a file of existing early childhood programs	Q <sub>1</sub> = 4	Q <sub>2</sub> = 4	Q <sub>3</sub> = 7
7. Prepare center maintenance calendar	Q <sub>1</sub> = 2	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
<b>II. WORD PROCESSING AND STORAGE</b>			
*1. Develop and store master copy of administra- tive forms	Q <sub>1</sub> = 6	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
*2. Develop and store job descriptions	Q <sub>1</sub> = 4	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
3. Develop and store center policies	Q <sub>1</sub> = 3	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
4. Develop and store new employee's training manual	Q <sub>1</sub> = 3	Q <sub>2</sub> = 7	Q <sub>3</sub> = 7
5. Administration/staff effectiveness questionnaire	Q <sub>1</sub> = 5	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
6. Develop curriculum catalogued by learning objectives, sequence of development, etc.	Q <sub>1</sub> = 5	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
7. List curriculum information	Q <sub>1</sub> = 5	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
8. Directory of field trip sites	Q <sub>1</sub> = 4	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
9. Directory of substitute teachers/staff	Q <sub>1</sub> = 3	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
10. List resources for child care for sick children & children with special needs	Q <sub>1</sub> = 3	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7

## WORD PROCESSING AND STORAGE, cont.

- |   |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| 11. Develop and store directory of maintenance services | Q <sub>1</sub> = 2 | Q <sub>2</sub> = 5 | Q <sub>3</sub> = 7 |
| 12. Advertisements about center/program                 | Q <sub>1</sub> = 4 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 6 |

## III. SPREAD SHEET PROGRAM

- |  |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
| *1. Make budget projections  | Q <sub>1</sub> = 6 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| 2. Document staff hours  | Q <sub>1</sub> = 5 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 7 |
| 3. Make required reports to other agencies, such as Title XX, USDA, etc. | Q <sub>1</sub> = 4 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 7 |
| 4. Staff scheduling (weekly work, vacation, sick leave, etc.)            | Q <sub>1</sub> = 4 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 7 |
| *5. Determine quantities for various menus                               | Q <sub>1</sub> = 5 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 7 |
| 6. Monitor food amounts by age and number of children                    | Q <sub>1</sub> = 4 | Q <sub>2</sub> = 5 | Q <sub>3</sub> = 6 |
| 7. Determine nutritional food substitutions in menus                     | Q <sub>1</sub> = 3 | Q <sub>2</sub> = 5 | Q <sub>3</sub> = 6 |
| 8. Check DHR requirements against existing menus                         | Q <sub>1</sub> = 3 | Q <sub>2</sub> = 4 | Q <sub>3</sub> = 5 |

## IV. ACCOUNTING PROGRAM

- |  |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
| *1. Maintain financial record for each child (payment due, amount, etc.) | Q <sub>1</sub> = 7 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| *2. Bookkeeping records of center  | Q <sub>1</sub> = 7 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| *3. Prepare budget   | Q <sub>1</sub> = 6 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| *4. Keep track of cash flow  | Q <sub>1</sub> = 6 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| *5. Compare budget with expenditures                                     | Q <sub>1</sub> = 5 | Q <sub>2</sub> = 7 | Q <sub>3</sub> = 7 |
| *6. Recall financial history of program                                  | Q <sub>1</sub> = 5 | Q <sub>2</sub> = 6 | Q <sub>3</sub> = 7 |

## V. OTHER COMPUTER USES

1. Computer assisted instruction for staff training, instruction of children	Q <sub>1</sub> = 5	Q <sub>2</sub> = 6	Q <sub>3</sub> = 7
2. Maintain center personnel training records	Q <sub>1</sub> = 5	Q <sub>2</sub> = 5	Q <sub>3</sub> = 7
3. Establish credit bureau for child care industry	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 7
4. Update synopsis of existing regulations	Q <sub>1</sub> = 4	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
5. Access state-wide file of early childhood staff to select possible employees	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
6. Network centers in community	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
7. Access information to develop needs assessment for early childhood center	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
8. Analyze equipment/supplies prices	Q <sub>1</sub> = 3	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
9. Access curriculum libraries	Q <sub>1</sub> = 2	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
10. Access legislative "hotline"	Q <sub>1</sub> = 2	Q <sub>2</sub> = 5	Q <sub>3</sub> = 6
11. Access directory of early childhood centers for special information (hours of operation, serving handicapped, etc.)	Q <sub>1</sub> = 2	Q <sub>2</sub> = 3	Q <sub>3</sub> = 5
12. Use graphics to plan center or playground	Q <sub>1</sub> = 2	Q <sub>2</sub> = 3	Q <sub>3</sub> = 5

# SAN ANTONIO COLLEGE

ATTACHMENT 3

1300 SAN PEDRO • (512) 733-2410 • SAN ANTONIO, TEXAS 78284

DEPARTMENT OF CHILD DEVELOPMENT

**Project: A Computerized Instructional Program for the Child Care Industry**

November 3, 1983

Dear Child Care Administrator:

During the Spring '83 Semester, the Child Development Department of San Antonio College will be offering an Advanced Administration course for child care directors and assistant directors. The enclosed brochure describes the course which will meet for three (3) lecture and nine (9) lab hours each week. The lecture section will be on Tuesdays from 3-6 p.m. and lab hours will be scheduled individually. The class will be limited to fifteen (15) students.

If you are interested in enrolling in this course, please complete and return the attached questionnaire and call 733-2416 to make an appointment for an interview. The project staff will screen the applicants and select the participants based on the questionnaire and the interview.

Since this is the first offering of such a course in Texas, we are excited about having it at San Antonio College. We are looking forward to hearing from you.

Sincerely,



Joyce Gray  
Project Facilitator

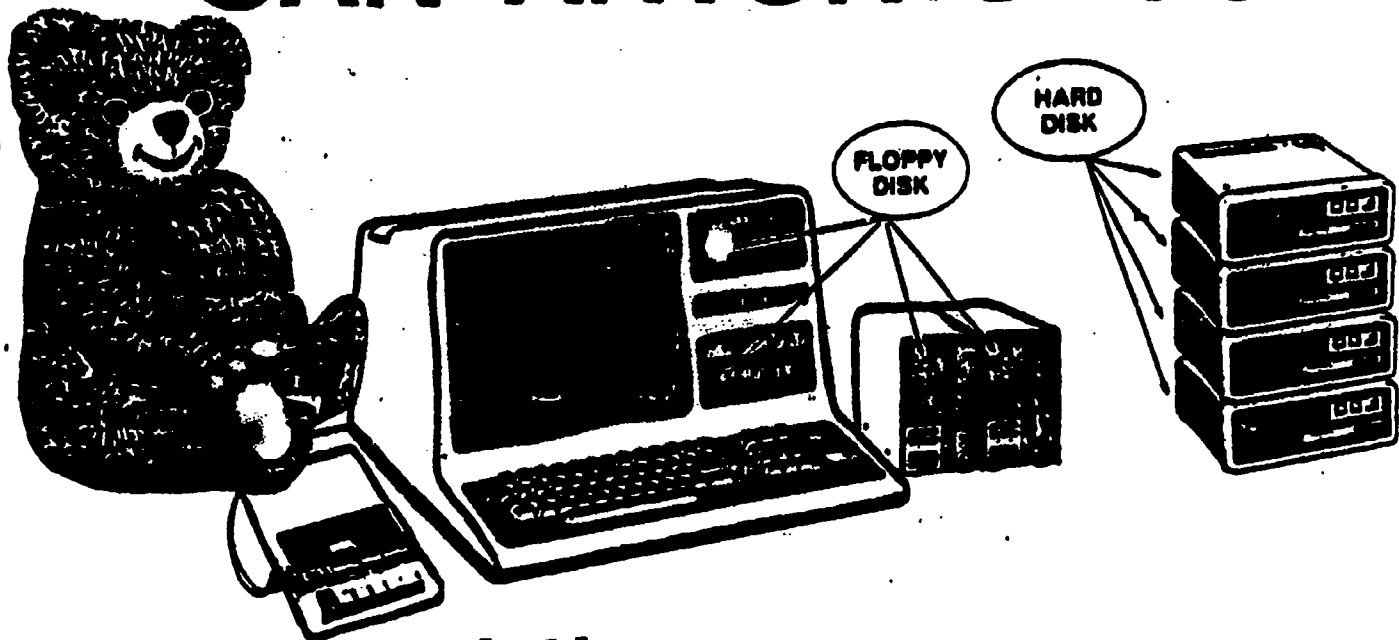


Elizabeth Culbertson,  
Chairperson,  
Child Development

Enclosures

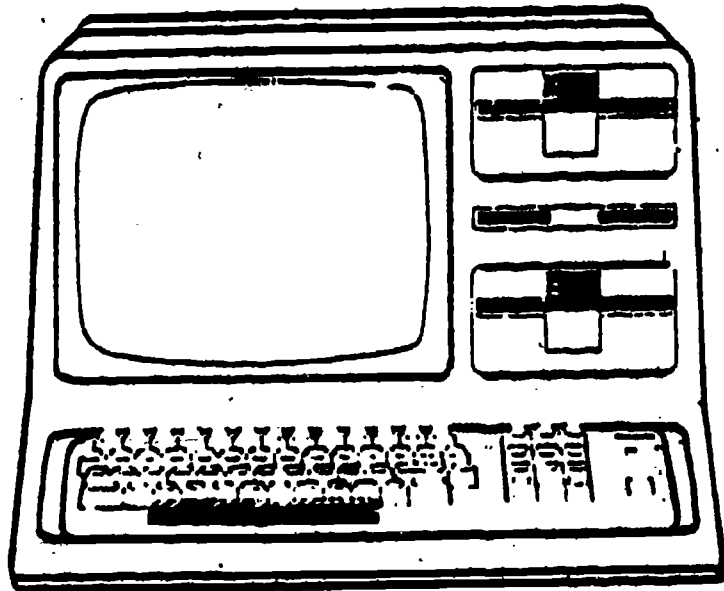
BROCHURE

# CHILD DEVELOPMENT DEPARTMENT SAN ANTONIO COLLEGE



a BEARable solution

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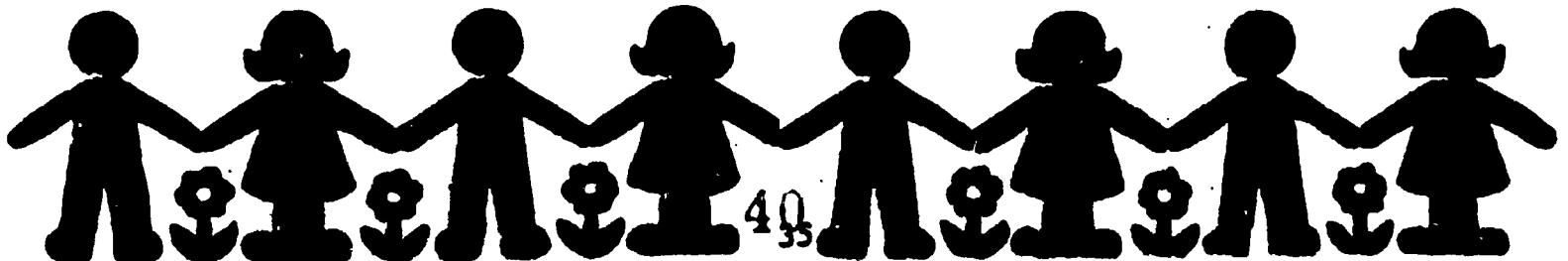


A NEW COURSE AT SAN ANTONIO COLLEGE.

COMPUTER USE IN CHILD-CARE ADMINISTRATION

- LEARN 4 SPECIAL PROGRAMS:
  - FILE MANAGEMENT/MAINTAINANCE  
KEEP PARENT, CHILD AND STAFF RECORDS
  - WORD PROCESSING/STORAGE  
WRITE AND PRINT-OUT JOB DESCRIPTIONS  
MASTER COPIES OF ALL ADMINISTRATION FORMS
  - SPREAD SHEET  
MAKE BUDGET PROJECTIONS, MENU PLANNING
  - ACCOUNTING  
PREPARE YOUR BUDGET, CHECK CASH FLOW

RESERVE YOUR PLACE IN THIS NEW COURSE FOR SPRING, 1984 BY CALLING THE  
CHILD DEVELOPMENT DEPARTMENT AT 733-2410 OR 733-2416





QUESTIONNAIRE

San Antonio College  
 Child Development Department

Course; CHD 319  
 Advanced Administration

1. I am interested in registering for CHD 319, Microcomputer Use in Child Care Administration because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Prior education

a. I have a high school diploma or GED. yes      no

b. I have completed CHD 317, Administration of Child Development Centers (at San Antonio College). yes      no

c. I have completed other college courses in child care administration. yes      no  
 If yes, specify courses:

\_\_\_\_\_

\_\_\_\_\_

college/university: \_\_\_\_\_

d. I have degree(s) in Child Development, or Early Childhood Education. yes      no  
 If yes, specify degree: \_\_\_\_\_

college/university: \_\_\_\_\_

year of graduation: \_\_\_\_\_

e. I have other college degree(s). yes      no  
 If yes, specify degree: \_\_\_\_\_

college/university: \_\_\_\_\_

year of graduation: \_\_\_\_\_

QUESTIONNAIRE, cont.

3. Experience/training with microcomputers

a. My child care program uses a microcomputer. yes      no  
If yes, specify brand, model, software used:

\_\_\_\_\_  
\_\_\_\_\_

b. I personally own a microcomputer. yes      no  
If yes, specify brand, model, software used:

\_\_\_\_\_  
\_\_\_\_\_

c. I have taken training courses on the use of micro-computers. yes      no  
If yes, list courses/seminars/workshops:

training	dates
_____	_____
_____	_____

4. I understand that I must be admitted to San Antonio College according to Admission Requirements in the 1983-84 San Antonio College Bulletin. yes      no  
(Call the Office of the Registrar, 733-2580, for additional information, tuition, fees\*, etc.)

\*There will be no textbook for this course but each student will be required to purchase a box of diskettes (approximately \$22).

\_\_\_\_\_  
signature

\_\_\_\_\_  
date

Please print.

Name: \_\_\_\_\_

Center/School: \_\_\_\_\_

Home address: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_

Phone: \_\_\_\_\_

Return this questionnaire before November 15, 1983, to:

Joyce Gray  
Child Development Department  
San Antonio College  
1300 San Pedro  
San Antonio, TX 78284



Project: A Computerized Instructional Program for the Child Care Industry

INTERVIEW FORM

Date: \_\_\_\_\_ Time: \_\_\_\_\_
Name: \_\_\_\_\_ Center/School: \_\_\_\_\_
Position: \_\_\_\_\_ Phone number: \_\_\_\_\_
Address: \_\_\_\_\_

Member of Project Advisory Committee? yes no
Member of Project Auxiliary Committee? yes no
Selected for CHD 319, Spring 1984? yes no alternate

Reason for selection: \_\_\_\_\_

1. What is your experience as a child care administrator? \_\_\_\_\_ yrs. Director
\_\_\_\_\_ yrs. Asst. Director \_\_\_\_\_ yrs. Other (specify) \_\_\_\_\_

2. What is the size/scope of your center/school?
Number of children: \_\_\_\_\_ Number of staff: \_\_\_\_\_
Age range of children: \_\_\_\_\_ Part of a chain? yes no
Other information about administration of your program: \_\_\_\_\_

3. What are you usually doing between the hours of \_\_\_\_\_ (which is
when the lab for this course will be offered)? \_\_\_\_\_

4. What arrangements have you (or will you) made to be released from your
job during class and lab hours? \_\_\_\_\_

5. How do you feel about the number of required lab hours? \_\_\_\_\_

6. If not selected for the course in the Spring '84 semester, would you
register for it in the Fall '84 semester? yes no

Interviewed by \_\_\_\_\_ date \_\_\_\_\_



A Computerized Instructional Program for the Child Care Industry

Advisory Committee Meeting  
August 12, 1983

EVALUATION TALLY

Rating Scale: 1=definitely agree, 2=somewhat agree, 3=uncertain, 4=disagree

	1	2	3	4
<b>I. Evaluation of Advisory Committee Meeting</b>				
A. ___ I was adequately prepared for the advisory committee meeting by receiving materials in advance.	///			
B. ___ The advanced materials allowed me to understand the project.	///	///		
C. ___ Appropriate time was scheduled for each committee activity.	/// ////			
D. ___ Materials provided at the committee meeting enhanced the committee's work.	/// ///			
<b>II. Evaluation of Committee Products</b>				
A. ___ The committee produced a competency list that will adequately meet the needs of the project.	/// 			
B. ___ The committee effectively dealt with most issues raised during the meeting and reached adequate resolutions.	///	///		
<b>III. Evaluation of Project Staff</b>				
A. ___ Staff members were helpful in facilitating the advisory committee meeting.	/// ////			
B. ___ Staff members evidenced genuine interest in advisory committee input.	/// ////			
C. ___ Staff members were knowledgeable about the project.	/// ///			
<b>IV. Evaluation of Self as a Committee Member</b>				
A. ___ I was able to communicate my ideas effectively in the group.	///			
B. ___ I understand the objectives of the project.	/// 			
C. ___ I was able to remain "on task" during the committee meeting.	/// ///			

**A COMPUTERIZED INSTRUCTIONAL PROGRAM FOR THE CHILD CARE INDUSTRY**

**Advisory Committee Meeting**

October 20, 1983

**Evaluation**

**Tally**

Rating Scale: 1 = definitely agree  
 2 = somewhat agree  
 3 = uncertain  
 4 = disagree

		2	3	4
<b>I. Evaluation of Advisory Committee Meeting</b>				
A. _____	Appropriate time was scheduled for each committee activity.			
B. _____	Materials provided at the committee meeting enhanced the committee's work.			
C. _____	The committee effectively dealt with most issues raised during the meeting and reached adequate resolutions.			
<b>II. Evaluation of Project Staff</b>				
A. _____	Staff members were helpful in facilitating the Advisory Committee Meeting.			
B. _____	Staff members evidenced genuine interest in Advisory Committee input.			
C. _____	Staff members were knowledgeable about the project.			
<b>III. Evaluation of Self as a Committee Member</b>				
A. _____	I was able to communicate my ideas effectively in the group.			
B. _____	I understand the objectives of the project.			
C. _____	I was able to remain "on task" during the committee meeting.			



A Computerized Instructional Program for the Child Care Industry  
 Advisory Committee Meeting  
 June 21, 1984

EVALUATION TALLY

Rating Scale: 1 = definitely agree      3 = uncertain  
 2 = somewhat agree                      4 = disagree

	1	2	3	4
<b>I. Philosophy of worktext/instructor's manual</b>				
A. ___ I agree with the philosophy of the student worktext.	///	////	/	
B. ___ I agree with the philosophy of the instructor's manual.	///	////	/	
C. ___ The format of the worktext and manual makes them easy to use.	////	////		
<b>II. Content of course and worktext</b>				
A. ___ Topics covered in the course (CHD 319, Sp. '84) were appropriate.	///	////	/	
B. ___ The content of the worktext/instructor's manual will meet the needs of the community colleges in Texas.	////	////		
C. ___ The content of the worktext will meet the needs of child care administrators in Texas.	///	////	/	
<b>III. Overall success of project staff</b>				
A. ___ Staff members were helpful in facilitating all advisory committee meetings.	////			
B. ___ Staff members evidenced genuine interest in advisory committee input.	////	/		
<b>IV. Participation in advisory committee functions</b>				
A. ___ I prepared for each committee meeting.	///	////		
B. ___ I communicated my ideas effectively.	///	////		/
C. ___ I attended committee meetings. Circle number attended:				

3 -- ////  
 2 -- //  
 1 -- /

## COURSE DESCRIPTION

## Microcomputer Use in Child-Care Administration

Prerequisite:

CHD 317 and/or consent of faculty. Introduction to Microcomputers and basic terminology. Utilization of selected programs for file management, developing administrative forms, word processing of letters. Using the computer for financial management, menu planning.

## TENTATIVE COURSE OUTLINE

Jan. 17, 1984	Course Overview Description of Laboratory Requirements Introduction to Computers
Jan. 24, 1984	Introduction to Computers--con't
Jan. 31, 1984	File Management - Parent/Child information files
Feb. 7, 1984	File Management - Employee Data Base Introduction to Word Processing
Feb. 14, 1984	Using the Word Processing Program
Feb. 21, 1984	Budget Projections and Menu Planning
Feb. 28, 1984	Menu Planning--con't
March 6, 1984	Accounting and General Ledger
March 13, 1984	Accounting and General Ledger Accounts Receivable
March 20, 1984	Spring Break
March 27, 1984	Accounts Receivable
April 3, 1984	Accounts Payable
April 10, 1984	Accounts Payable Payroll
April 17, 1984	Payroll
May 1, 1984	Representatives of various microcomputers
May 8, 1984	Examination

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## REVISED COURSE OUTLINE

<u>Session #</u>	<u>Date</u>	<u>Topic(s)</u>
1	January 17	Course Overview; Introduction to Computers
2	January 24	Introduction to Computers, cont.
3	January 31	File Management (Profile III Plus)
4	February 7	File Management, cont.
5	February 14	File Management, cont. Introduction to Word Processing (SuperScript)
6	February 21	Word Processing, cont.
7	February 28	Word Processing, cont.
8	March 6	Merging File Management and Word Processing Introduction to Spread Sheets (VisiCalc)
9	March 13	Midterm Exam Spread Sheets, cont.
10	March 27	Spread Sheets, cont.
11	April 3	Accounting and General Ledger (Small Business Systems)
12	April 10	Accounts Receivable
13	April 17	Accounts Payable
14	April 25	Payroll
15	May 1	Merging Accounts Receivable, Accounts Payable and Payroll Microcomputer Comparisons
16	May 8	Final Exam; Course Evaluation



**COURSE MATERIAL AS PRESENTED SPRING '84**

**San Antonio College - Child Development Dept.  
CHD 319 - Microcomputer Use in Child Care Administration**

**SESSION 1**

**PRELIMINARIES:**

**Introduction of Instructors and Students**

**College Policies**

**Course Overview and Calendar**

**Description of Laboratory Requirements**

**Introduction to Computers**

TOPIC I

INTRODUCTION TO COMPUTERS

1. WHAT IS A COMPUTER?

"A device that can perform computations, including arithmetic and logic operations, without intervention by a human being."

Mystery - Intrigue - Cyberphobia

2. WHAT DOES A COMPUTER DO?

- \* arithmetic operations +, -, x, :
- \* logic operations  $\geq$  or  $\leq$
- \* input/output operations - accept data for processing, output data to printer or CRT

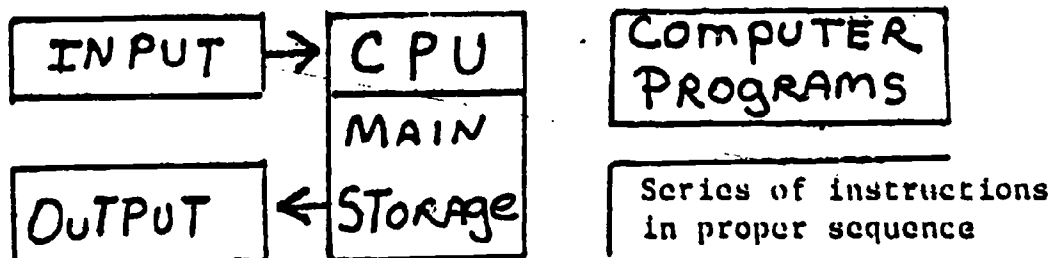
Operations are carried out through the use of electronic circuits (chips - rarely fail - data flows at speed of light - Processing is quick and reliable.

3. WHAT IS DATA?

"Data is a representation of facts, concepts or instructions in a formalized manner suitable for communication, interpretations, and processing by humans or automatic machines."

4. PRIMARY UNITS OF A COMPUTER

- \* Input Unit - present data to the processor unit
- \* Processor Unit - stores the data and contains electronic circuits to process data
- \* Output Unit - display, print or otherwise make available the processed data



**5. COMPUTERS COME IN DIFFERENT SIZES**

**MICROCOMPUTERS** - a small computer that can process word lengths of 4 to 16 bits, with 8 and 16 the most common, and has a memory ranging from 4 K to 64 K.

1974 - Kit Form \$500.00

Examples - TRS-80, Apple, IBM PC, Osborne, Sony, Victor, Toshiba, Atari, Commodore, Texas Instrument, etc.  
..... \$500.00 to \$5,000.00

Desk Top Micro - Contains more main memory and auxillary storage.....\$5,000.00 to \$20,000.00

Examples - Wang, HP, IBM (System 23), Data Point (used more for business applications, word processing and electronic mail)

**MINICOMPUTER** - A medium-sized computer that usually has a word length of 32 bits and memory ranging up to 256K; generally faster and bigger than a microcomputer but slower and smaller than a mainframe

Examples - HP 3000, IBM Series 1, Dec, Data General, Data Point

**MAINFRAME** - A large computer which can process 32 bits of data at a time, working 100 to 1000 times faster than smaller computers. - Large main memory, large storage, multiple input/output devices.

Examples - IBM, Burroughs, Honeywell, Cray

**6. HOW DID COMPUTERS BEGIN?**

Early beginnings - 1833 - Charles Babbage - "analytical engine"  
1890 census, punch card developed by Herman Hollereth

Late 1930's - concepts developed  
John Atanasoff - Iowa State University  
Clifford Berry - "ABC"

WWII - need for differential analysis to calculate trajectory for artillery and bombing  
John Mauchly and Presper Ehart - Army funded

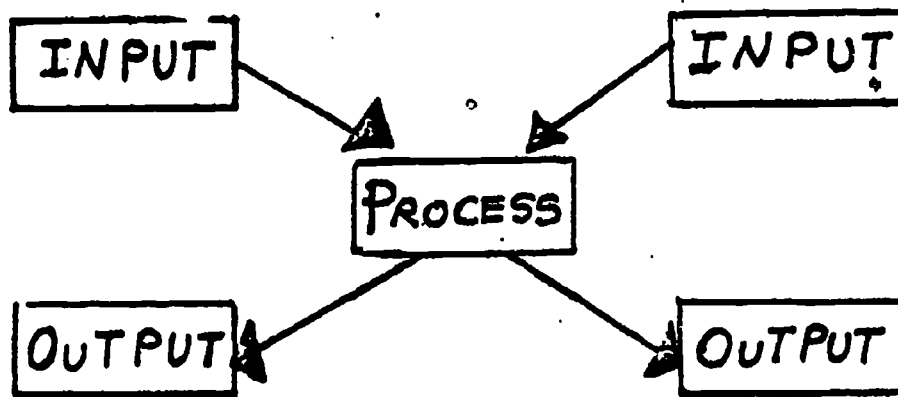
1946 - ENIAC - (Elect Numerical Integrater and Computer)  
\$400,000 - 19,000 vacuum tubes - 30 tons

- 1950 - IBM : Watson Sr. - Watson Jr.
- 1965 - 1/4" chip contained 1,000 circuits
- 1980 - 1/4" chip contained 70,000 circuits

**7. APPLICATION OF COMPUTERS IN MODERN SOCIETY**

Student Input - Class Discussion

**8. BASIC PROCESSING CYCLE:**



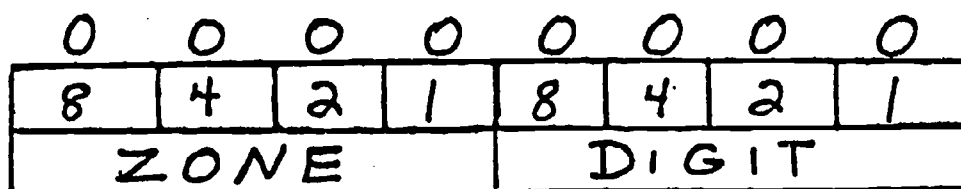
**9. HOW IS DATA ORGANIZED?**

BIT----->BYTE----->FIELD----->RECORD----->FILE

BIT - Binary Digit  on  off (Base 2)

Extended Binary Coded Decimal Interchange Code = (EBCDIC) uses 8 bits to represent numbers, letters, etc.....8 bits = 1 byte

Byte divided into Zone portion  
Digit portion



Hand out Example-----8 Bit Byte

**10. MAIN COMPUTER STORAGE (MEMORY)**

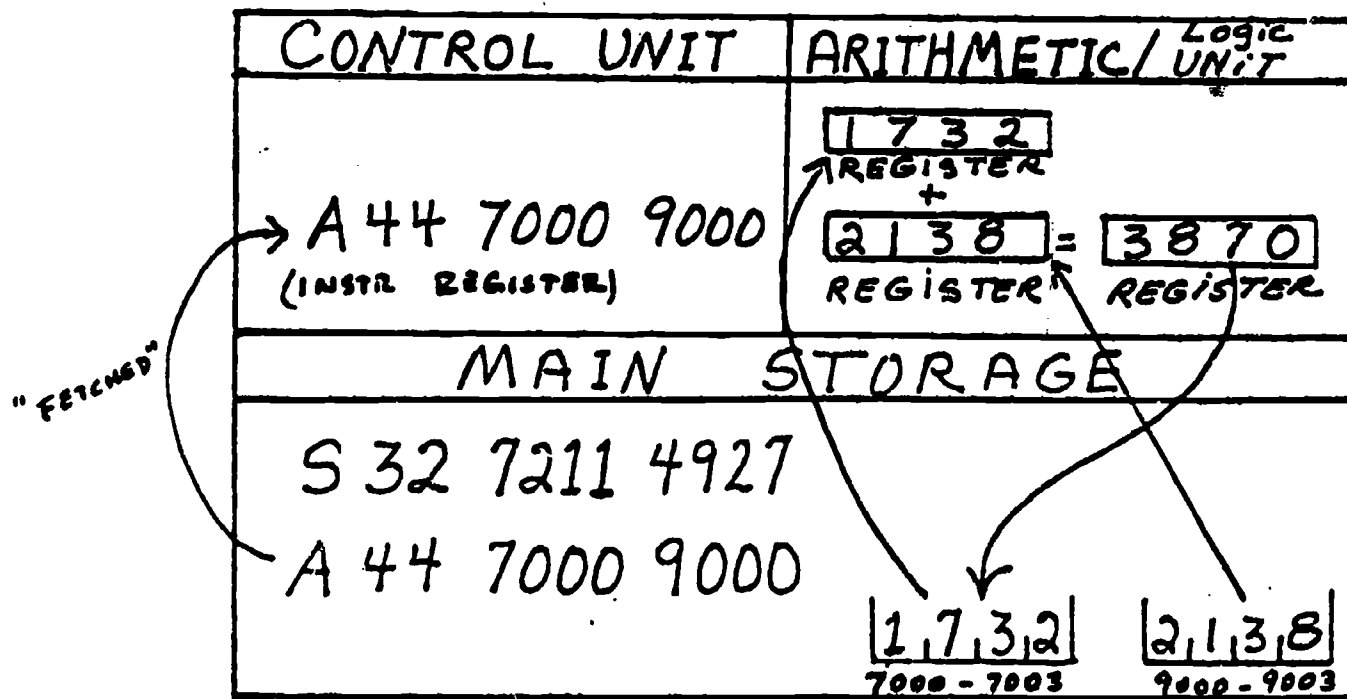
Microcomputers - 4 K - 96K

- 1,024 Bytes = 1 K
- 4,096 Bytes = 4 K
- 16,000,000 Bytes = 16 Meg

each byte in main storage has a unique address associated with it---address assigned when storage was wired into computer

computer instructions must specify not only the location; but the number of characters in the field.

**11. EXECUTIVE INSTRUCTIONS IN THE COMPUTER**



ROM - Read Only Memory - Data is recorded when it is manufactured — cannot be altered - BASIC interpreter -

RAM - Random Access Memory - (the temporary or "work space" memory of a computer). - Most common - - - Data can be written to and read from it. Easy to lose if current interruption occurs.

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SESSION 2

Review first session - questions and answers

Auxillary Storage

- Tape - slow, limited capacity
- Diskettes - 8", 5 1/4", 3 1/2"
  - reusable, greater capacity, faster -
  - "floppy"
  - proper handling - do's and don'ts
- Hard Disk - Winchester 8" or 5 1/4"

Format of Records Stored

Cylinder vs Sector method

Cylinder 10  
Surface 2  
Record 1

- Track - circular path on disk
  - Floppy 36 - 40 tracks

Sector Method - each track is divided into storage areas called sectors

sectors hold specified number of characters and records

TRSDOS

40 Tracks containing 18 Sectors of 256 bytes each

- Sectors = Byte 1, 2, . . . . 256
- Granule = Sector X, Sector X + 1, Sector X + 2
- Segment = Granule 1, Granule 2, Granule 32
- File = LRN1, LRN2, LRN3, LRN N, EOF

Data retrieved in less than 50 milliseconds or 1/20 of second

File Organization

1. Sequential - stored one after the other based on key
2. Relative - select Prime Number closest to number of records to be stored that is divisible only by itself and one; example - 97 is prime for 100  
 divide key by prime number - remainder is "relative record location or number"  
 Use key if O.K. if 100 records:  $3428/97 = 35$
3. Indexed - records stored in ascending or descending sequence by "key" - file also contains "index"

PART #	DISK ADDRESS
27655	SECTOR 1 RECORD 1
28498	SECTOR 1 RECORD 2
29460	SECTOR 2 RECORD 1
31164	SECTOR 2 RECORD 2

Records can be accessed sequentially or randomly

Programming Languages

BASIC - Beginners All Purpose Symbolic Instruction Code

developed at Dartmouth College in 1965 - Dr. John Kemeny -  
Dr. Thomas Kurtz

Advantages

- Easy to use
- Easy to learn

Disadvantages

- Limited capabilities
- Many incompatibilities by different manufactures



Working with the TRS-80 Model 4

- Review various components
  - relate to previous instruction
- Sequence to turn on equipment
  - precautions to be observed
- How to insert diskettes
- Operating Systems
  - TRSDOS 1.3 & 6.0
- Application Software
  - compatibility between Model 3 & 4
- How to "FORMAT" a diskette
  - student exercise
- How to make a "BACKUP"
  - student exercise

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SESSION 3

Working with the TRS-80 Model 4 (Continued from Session 2)

- Why Backups are important
  - Grandfather - Father - Son
- Use of Menus
  - master
  - sub menus
- Use of Software Packages
  - Profile III Plus
  - Super Scripsit
  - Visicalc
  - G/L, A/P, A/R, Payroll (SBSG)

Copy Right Laws - cannot reproduce programs - data, O.k.

- Sequence to turn off equipment
  - precautions to be observed
- Review
  - questions & answers

I. File Management

- Create Data Base or File of homogeneous records
  - Segments
- Input and store data
  - Screens
- Manipulate and Update the stored data
  - Calculations
  - Index
- Retrieve the data
  - Look at on screen
  - Reports
  - Labels
  - Merge with Word Processing

**2. Features of Profile III Plus:**

- Segments
  - 1st segment contains 36 key fields for searching
- Max of 99 fields in each record
- 5 Different Screen Formats
- 5 Different Report Formats
- 5 Different Mailing Label Formats
- Stores maximum of 2400 (255 byte) records for a single-segment data base expanded on all drives
- Allows creation of customized user menus
- Allows high speed access to records by use of index feature
- Permits clustering of associated fields into search groups
- Performs addition, subtraction, multiplication and division
- Performs mass recalculation, hardcopy, delete and purge operations for selected records
- Allows you to password protect screens and formats
- Uses separate Creation Diskette for creation functions
  - limited access and security
- Can be used with SuperScripsit for composing special letters and reports
- Can be used with VisiCalc for extended mathematical operations

**3. Review Creation Diskette**

- Insert "Creation" Diskette and "Run" Diskette
- 1 - Define Files
- 2 - Define Screens
- 3 - Define Reports
- 4 - Define Labels
- 5 - Define Selections (S) - data to merge with SuperScripsit
- 6 - Define Selections (V) - data to be passed to VisiCalc
- 7 - Define Formulas
- 8 - Define User Menus
- M - Runtime Menu
- X - Exit to TRSDOS

4. Create "EXAMPLE" Data Base

- Define File - use 1 segment containing first 6 data elements of Screen 1 of "Children" data base - make hardcopy
- Define Screen - set up 1 screen for above 6 data elements - make hardcopy
- Define Report - set up "Student Roster" containing above 6 data elements - make hardcopy

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SESSION 4

5. Review "Run" Diskette

- Insert Run Diskette

- 1 - Expand Files
- 2 - Build Index
- 3 - Inquire, Update, Add
- 4 - Print Reports
- 5 - Print Labels
- 6 - Select Records (S) - select records for Superscript
- 7 - Select Records (V) - select records for VisiCalc
- M - Creation Menu
- X - Exit

6. Run "EXAMPLE" Data Base

- Expand "Example File" for 5 records
- Update 5 records by inputting data - make hardcopy
- Build Index - Last Name
- Scan File using selection field
- Print Report - sort on last name

7. Review "CHILDREN" Data Base

- Segments (1,2,3,4)
- Build Index - (Last Name)
- Screens (1,2,3)
- Report Formats (1,2,3,4)
  - Format #3 - Address List by Zip Code
  - Format #2 - Birthday List

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SESSION 5

(Continued from Session 4)

7. Review "CHILDREN" Data Base

- Format #4 - Emergency Contact List
- Format #1 - Monthly Immunization List  
(Go to BASIC - LPRINT CHR\$(27) CHR\$(20) -  
ENTER  
CMD "S" - ENTER)

8. Review - Questions and answers

1. File Management - (continued)

- Collect Lab Work
- Questions and answers concerning Lab Work
- Pass out "Staff" Run and Data Disks

2. Review "Staff" Segments, Screen and Reports

- use Creation and Run Diskettes

3. Run "Staff"

- Review 12 records - begin record #1
- Use Scan feature
  - > Job Title - "Teacher"
  - > Training Hours - "Less than 12 hours"
- Print Reports - use Format 1
  - Sort on Next TB
  - Sort on Health Exam
  - Sort on Training Hours
  - Sort on Child Dev. Associate Certification Date

Screening Test

4. Word Processing

- Work Flow:
  - Input
  - Proofread
  - Print First Draft
  - Edit and Revise
  - Finish
  - Print
  - File

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SESSION 6

5. Load SuperScripsit

- Program disk in drive "0"
- "SCRIPSIT" - ENTER

6. Review Master Menu

- O - Open document
- D - Display Disk Directory
- S - System Set-Up Utility
- P - Proofread a Document
- C - Compress a Document
- A - ASCII Text Conversion Utility
- E - Exit to TRSDOS

7. S - System Set-Up Utility

- Open Document Options  
Change to make compatible with Model 4 and DMP 120 Printer

8. Open Document

- How to make a document/Extension
- Drive to store on (:1)
- Explain cursors
- (1.0 - 7.5) as System
- Set Tabs (1.5 - 2.2 - 4.5 - 6.3 - 7.0) store as "Number 1" - R - recall
- Turn on "view mode"
- Handout example to type
- Explain "space bar" and "enter"
- Underscore "CLEAR & - ", before and after
- Upper/Lower Case
- Centering
- Insert and Delete - "@" and I or D

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### SESSION 7

Continuation from Session 6 -

- Using Align Tab - regular tab "SHIFT" and "→", align tab: "@ & A"
- Explain Scrolling - vertical and horizontal
- Recording a document "@ Q or @ W
- Printing a document - first quit - then "@ P - select options - set paper - ENTER
- "Help" screen - "@ H - BREAK

1.A Quickly Changing Margins - @ M - have cursor set in desired position (Use AD)

1.B Explain "Blocking" - key to editing

- Use document "JOB DESCR/DOC" - Print Out First
- Define block
  - (1) @ S - @ E (Position Method)
  - (2) @ X - W, S, G, P, E (Text Quantity Method)

Executing the Block - Action Command

- (1) C - Copy - (R-recall) - I B.
- (2) D - Delete - I B that was copied
- (3) M - Move - (R-recall) - I C to between O. & P.
- (4) L - Linespace - I - 2 - 3 - II E. F. G.
- (5) A - Adjust - cursor on model paragraph - Block I (1. & 2.) - Use A. as model
- (6) H - Hyphenation (explain only)
- (7) P - Print - Complete print options - I D. thru K.
- (8) S - Search - Complete options - "CENTER"
- (9) F - Freeze - F - V (explain only)



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SESSION 8

2. Merging Profile III File and Superscript

- Prepare Profile III File
  - (1) Select "5" on Creation Menu - Define Selections
  - (2) Enter Data Base Name - "CHILDREN"
  - (3) Select 1 - new format "Y"
  - (4) Enter Field name & Profile Field #  
Press CLEAR to record
  - (5) Print a copy of selection
  
- Selecting Records from Profile III
  - (1) Go to RUNTIME Menu - select "6"  
enter data base name and select format "1"  
enter output drive RUN DISKETTE -"1"
  - (2) Sort records alphabetically
  - (3) Enter field numbers for search criteria  
Special Attention - #7 - equal Y  
(fields must be in Segment 1) - CLEAR to record
  
- Prepare SuperScript Document
  - Pass out copy of letter to type - Use "0"
  - Extracted fields are enclosed with "@" -  
press "SHIFT" and "0" - and field names must be exactly as extracted names
  
- Produce Merged Document
  - Load SuperScript in "0", RUN disk in "1"
  - Bring up letter - press "@" and "F"  
print option comes up - select options -  
press "ENTER"
  - Enter name of file "CHILDREN/SR1" - press ENTER  
letters will print

## 1. Solving problems with numbers -

- calculator
- sheet of paper
- pencil

## 2. The Electronic Sheet

- CRT is a "window" - scroll in all directions
- Sheet organized as grid of columns and rows intersecting line is a position
  - Columns - A thru BK (64)
  - Rows - 1 thru 254
- Enter "labels", "values" or "formulas"
- Recalculation makes Visicalc a powerful planning and forecasting tool
- Editing allows you to change, insert or delete titles, numbers or formulas - also insert or delete columns and rows
- Save worksheet on diskette
- Print part or all of worksheet

## 3. Working With VisiCalc

- Load - "VC" at TRSDOS READY ..., enter
- Control Panel:
  - Entry Contents Line -
  - Prompt Line
  - Edit Line
- Upper Right Corner:
  - Recalculation Order Indicator
  - Memory Indicator
- Moving Cursor: → ←
- Scrolling the window

- Direct cursor movement "SHIFT & >" followed by position coordinates
- Backing Up Edit Cursor - "CLEAR"
- To clear the sheet "/CY"
- Enter

A1 - INCOME  
 B1 - 100  
 A2 - EXPENSES  
 B2 - .6\*B1  
 A3 - -GROSS- (use " for Label)  
 B3 - +B1-B2  
 B5 - +B3/B1\*100 (Gross Profit as % of Sales)

Change values and watch results

- Save worksheet

- /S L, S, D, Q, #  
"EXAMPLE1/VC:1" (E)

- Load Worksheet

- /SL "EXAMPLE1/VC:1" (E)

- Replicating a Formula

- At B1 "100"
- Move to C1 - Sales increase 10%/yr - 1.1\* ← (E)
- Cursor at C1, enter - "/R" - (E)
- Source C1 ... C1
- Target Range - "D1 ... M1" (use cursor) (E)
- Replicate N - No Change, R - Relative, enter "R"

- Replicating a Range of Formulas

- Start at B2
- Enter /R
- Source Range: B2 ... B3 (E)
- Target Range: Type "C2..M2" (E), "R","R","R"
- Look at M1 - too many numbers!

- Formatting the Screen Display
  - Type "/GFI"
  - Type "/GF\$"
  
- Fixing Titles in Place
  - At M1 titles not visible
  - Go to A1, type "/T" - H, V, B, N, type "V"
  
- Adjusting Column Width
  - "/GC7" , try different widths
  -
  
- Splitting the Screen
  - Put cursor on E1, type "/W", H, V, I, S, U
  - Press "V"
  - Press ";" to move cursor between screens
  - Scroll right screen to M1, enter new figure in left screen and watch end result
  - Type "/W1" , then "/WH", enter new figures
  
- Global Commands in Separate Windows
  - Move cursor to top window and type "/GC4" (E)
  - Move cursor to bottom window, type "/GF\$" (E)
  - At B1 change sales figure and watch results

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Name: \_\_\_\_\_

EXAM NO. 1

1. The three steps of the basic processing cycle are:

\_\_\_\_\_

2. The three major types of computers are:

\_\_\_\_\_

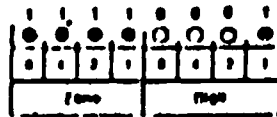
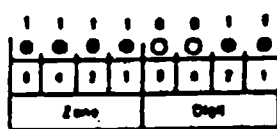
3. Arrange the following terms in their proper hierarchical order:

<u>Terms</u>	<u>Hierarchical Order</u>
Record	_____
Bit	_____
Field	_____
File	_____
Byte	_____

4. ROM stands for: \_\_\_\_\_

5. RAM stands for: \_\_\_\_\_

6. In the Extended Binary Coded Decimal Interchange Code, what numbers do the following bytes represent?



Answer: \_\_\_\_\_

7. The 5 1/4" diskette used in the TRS-80 Model 4 has 18 Sectors of 256 byte each, per track.

How many tracks does the diskette have? \_\_\_\_\_

What is the total storage capacity of the diskette in bytes? \_\_\_\_\_

8. What is the proper sequence to "turn on" the TRS - 80 Model 4 and the DMP 120 Printer?

1st: \_\_\_\_\_

2nd: \_\_\_\_\_

9. At "TRSDOS READY ..." name at least three commands that can be executed:

\_\_\_\_\_

10. The four major functions of a Data Base Management System in a microcomputer are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. There is a maximum of \_\_\_\_\_ segments provided in Profile III Plus and the segment containing "key" elements for sorting, selecting and scanning is segment \_\_\_\_\_

12. The maximum number of different screen, report and label formats in Profile III Plus is : \_\_\_\_\_

13. In setting up a data base (file), using Profile III Plus, the proper configuration for the diskette is: (Name the disk in each drive)

Drive 1 : \_\_\_\_\_  
Drive 0 : \_\_\_\_\_

14. At "TRSDOS READY ..." what is the proper entry if you want to "Expand" the file? \_\_\_\_\_  
What diskette must be in Drive 0? \_\_\_\_\_

15. If you want to browse through the "Children's" data base in alphabetical order you would first build an \_\_\_\_\_ on the data element \_\_\_\_\_

16. To update existing records in the "Staff" data base you must select the \_\_\_\_\_ option from the \_\_\_\_\_ menu.

17. It is possible to use one report format, but vary the content of the report and have appropriate headings print out automatically. Circle the correct answer: True - False

18. Using the DMP 120 Printer, one is limited to printing reports 80 characters wide. Circle correct answer: True - False

19. When establishing a new data base and expanding the file, one should expand the file to the maximum number of records anticipated to be required in the future. Circle correct answer: True - False
20. In order to "select" on more than two data elements when running reports or labels, before selecting either of these options, one should depress the \_\_\_\_\_ and an \_\_\_\_\_ will appear before these options on the menu.

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SESSION 9

- Print the Worksheet
  - Check lower right coordinates and record
  - Put cursor on upper left coordinate
  - Type "/P", then "P" for Printer, then lower right coordinates, press

ⓔ

TRSDOS READY . . . . BASIC  
LPRINT CHR\$(27) CHR\$(20) ⓔ  
CMD "S" ⓔ

1. Discuss Budgets
  - Planned
  - Actual
  - Kinds of Data to be included
2. Load "PLBUDGET/VC:1"
  - Review how it is constructed
  - Look at formulas at different locations
  - Freeze Titles - "B"
  - Split Screen - change values
  - Return to "1" window
  - Unfreeze Titles
  - Print out copy - split sheet
3. Load "ACBUDGET/VC:1"
  - Review how it is constructed
  - Look at formulas at different locations
  - Freeze Titles - "B"
  - Split Screen - add a month of values
  - Return to "1" window
  - Unfreeze Titles
  - Print out copy - split sheet





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SESSION 11

1. Review G/L
  - Print Out Chart of Accounts (Printer) (DO STARTGL)
  - Print Direct Posting Entries
  - Update G/L, print Update Report
  - Print Trial Income Statement and Balance Sheets
  
2. Review A/R
  - Purpose - prepare accurate and timely monthly statement to credit customers
    - control amount of credit extended
    - control collection of money owed
    - update G/L

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SESSION 12

3. Use A/R
- Pass out diskettes
  - Review Master Menu (Change date to 01/15/84)
  - Print Out Customer List
  - Review Tax Codes
  - Enter Invoices
    - Select 1 - Transaction Entry
    - Select 2 - Transaction Print
    - Select 4 - Update
    - Select 6 - Statements
    - Select 5 - Ledger (Open Item Detail)

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SESSION 13

1. Review A/P

- Purpose
  - Record and process invoices, credit memos and debit memos resulting from purchases and credits from dealings with various suppliers.
  - Calculates and produces checks
  - Produces cash management reports
  - Update G/L
- System is Invoice oriented
  - Each invoice may be distributed to up to 5 G/L expense accounts

2. Use A/P

- Pass Out Disks - Condition Printer - "DO STARTAP"
- General information F/M (Set Date 012084)- (Selection 11)
- Select 9 - Vendor FM
- Select 10- Info FM
- Select 1 - Transaction Entry (Pass Out Sheet)
- Select 2 - Transaction Print
- Select 4 - Update A/P
- Select 8 - Ledger (Determine who to pay)
- Select 5 - Check Calculate - "CLEAR" - Vendor Vs Grid
- Select 6 - Check Register
- Select 7 - Check Writer
- Select 8 - Run report of open & closed items

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SESSION 14

1. Review Payroll

- Promptly and accurately pay employees
- Generates reports/documents to:
  - Management
  - Employees
  - Government Agenciesconcerning earnings, taxes and other deductions.
  
- Handles
  - Salaried
  - Hourly
  - Types of Pay
    - regular
    - vacation
    - holiday
    - overtime
    - piecework
  
- Pay Frequencies
  - Weekly (52)
  - Bi-Weekly (26)
  - Semi-Monthly (24)
  - Monthly (12)
  
- Linked to G/L
  - distributed to 12 G/L accounts
  - automatically posts to cash account
  
- Reports
  - Pay History
  - 941 A
  - W-2
  - Insurance Report
  - Absentee Report
  - Pay Checks (continuous form)

2. Payroll Processing

- Pass out diskettes, Condition Printer, "DO STARTPR", and pass out handout with entries.
  
- Menu 1 - Set Date: 01 01 84 - other Gen Info F/M
  
- Menu 22 - Federal Tax F/M
  - Update table (see handout)

Menu 2 - Employee Master File Maintenance  
- Entry 6 employees (see handout)

Menu 1 - Set Date: 01 31 84

Menu 3 - Transaction Entry  
- Enter transactions (see handout)

Menu 4 - Print Transactions

Menu 5 - Deduction F/M  
- enter deduction (see handout)

Menu 6 - Print Deduction Entry

Menu 7 - Accumulate (calculate total pay)

Menu 8 - Calculate (Fed. & State Taxes)

Menu 9 - Deduction Calculate (misc. deduc. or pay)

Menu 10 - Journal

Menu 11 - Check Writer

Menu 12 - Check Register

Menu 13 - Deduction Register

Menu 14 - Absentee Report

Menu 15 - Deduction Reset

Menu 16 - Update History

Menu 24 - G/L Update

San Antonio College - Child Development Department  
CHD 319 - Microcomputer Use in Child Care Administration

SESSION 15

1. Invoice Payments -

- Condition Printer (132 chr) - DO STARTAR
- Pass Out Handout
- Check Date 01 31 84
- Select 1 - Trans Entry
  - Option 3
  - Apply Payments
  
- Option 1 - New Invoices
  - Add New Invoices
  
- Select 2 - Trans Print
- Select 4 - Update
- Select 6 - Statements
- Select 5 - Ledger (Open Items)
- Select 11 - End

2. End of Month Procedure -

- Make sure all A/R, A/P & Payroll actions have been made and updated.
- Put G/L Disk in Drive 0
- Select 3 - Posting Update
- Select 4 - Reports (Run Trial Income Statement & Balance Sheet - Check that Retained Earnings on Income Statement balances to Balance Sheet audit trail. (Proof). If not, balance and direct post correction entries.
- Print A/R and A/P Open Item Listings. Verify account totals to Balance Sheet.
- Verify balance of all other Asset & Liability accounts with journal listings.
- Post any accruals to G/L accounts
- Run Income Stmt. & Balance Sheet - check retained earnings - if same, post amount to: Net Worth - 29000.0
- Select 3 - Update for final adjustments
- Select 4 - Reports - Run final statements
  - G/L Income Statement
  - G/L Balance Sheet
- Select 4 - Reports
  - Option 5 - Move Totals, #1 Monthly

3. Review For Final Exam

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FINAL EXAM

1. Arrange the following seven work flow steps of word processing in their proper order:

- Print First Draft \_\_\_\_\_
- Proofread \_\_\_\_\_
- Input \_\_\_\_\_
- File \_\_\_\_\_
- Edit & Revise \_\_\_\_\_
- Final Print \_\_\_\_\_
- Finish \_\_\_\_\_

2. What does "right justified" mean?

3. What does "centering" mean?

4. If you started at the top of a document, in order to view the remainder of the document on the screen, you would depress the \_\_\_\_\_ key and \_\_\_\_\_ through the document.

5. In giving a file name to a document in SuperScripsit the maximum number of characters, exclusive of the extension, is \_\_\_\_\_.

6. The "Open Document" option in SuperScripsit is used for two purposes, explain each:

A.

B.

7. In SuperScripsit there are two cursors on the screen with the one at the bottom of the screen always moving identically with the one on top. True \_\_\_\_ False \_\_\_\_.



8. "Blocking" is an important feature of SuperScripsit. Which of the following cannot be done with this feature:

- Copy
- Delete
- Move
- Change Linespacing
- Adjust Margins or Paragraphs
- Hyphenation
- Print
- Rename Document
- Search & Replace
- Freeze Paragraphs

Answer: \_\_\_\_\_

9. One can extract data from a Profile III Plus file and merge it with a document prepared with SuperScripsit. True \_\_\_\_\_ False \_\_\_\_\_.

10. With word processing it is possible to select a word or group of words in a document and replace it or them with a different word or group of words. True \_\_\_\_\_ False \_\_\_\_\_.

11. The three basic tools normally used by people to solve problems with numbers (before the use of computers were: \_\_\_\_\_.

12. The electronic spreadsheets is organized as a grid of \_\_\_\_\_ and \_\_\_\_\_.

13. In a "position" on the spreadsheet you may enter \_\_\_\_\_ or \_\_\_\_\_.

14. In VisiCalc letters identify the \_\_\_\_\_ and numbers identify the \_\_\_\_\_.

15. If you have entered a formula at one position, VisiCalc makes it possible to replicate it at any number of other positions. True \_\_\_\_\_ False \_\_\_\_\_.

16. At "TRSDOS READY", the command to load VisiCalc is \_\_\_\_\_.

17. Indicate with Y - yes or N - no if the following are features of VisiCalc:

- \_\_\_\_\_ Save the electronic sheet on diskette
- \_\_\_\_\_ Change, insert or delete entries
- \_\_\_\_\_ Print part or all of the sheet
- \_\_\_\_\_ View all of the electronic sheet at the same time
- \_\_\_\_\_ Change width of columns
- \_\_\_\_\_ Freeze both vertical and horizontal titles
- \_\_\_\_\_ Split the screen both vertically and horizontally
- \_\_\_\_\_ Globally change the format of presentation
- \_\_\_\_\_ Automatically search and replace entries

18. In printing a spreadsheet, you must define the parameters of the portion to be printed. To define the upper left-hand corner the \_\_\_\_\_ is used and to define the lower right-hand corner the \_\_\_\_\_ are used.

19. In operating VisiCalc the "program" disk goes in drive \_\_\_\_\_ and the "data" disk goes in drive \_\_\_\_\_.

20. List three Child Care Center applications that can use the features of VisiCalc or other electronic spreadsheet software:

- A.
- B.
- C.

21. In an accounting system the four major types of accounts are:

- A.
- B.
- C.
- D.

22. Accounting systems are based on \_\_\_\_\_ entry bookkeeping consisting of entries called \_\_\_\_\_ and \_\_\_\_\_.

23. The two major financial reports produced from the General Ledger system are:

A.

B.

24. In A., above, the two type of accounts in this report are \_\_\_\_\_ and \_\_\_\_\_.

25. In B., above, the two type of accounts found in this report are \_\_\_\_\_ and \_\_\_\_\_.

26. The two uses of the Chart of Accounts (COA) in an automated G/L are:

A.

B.

27. Fill in the "Debit" or "Credit" in the proper column below:

<u>Type Account</u>	<u>To Increase</u>	<u>To Decrease</u>
Asset		
Income		

28. Financial Reports are normally produced at:

\_\_\_\_\_ end  
 \_\_\_\_\_ end  
 \_\_\_\_\_ end

29. A G/L when integrated with A/R, A/P and Payroll can accept "direct" or "external" postings. True \_\_\_\_\_ False \_\_\_\_\_

30. Match the terms in the left column with the accounting modules in the right column:

<u>Terms</u>	<u>Modules</u>
Vendor	Payroll _____
Employees	A/R _____
Customers	A/P _____

31. Write a 40-50 word paragraph what you have gained from this course.

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## CHD 319 - Microcomputer Use in Child Care Administration

## WEEKLY CLASS EVALUATION

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In this week's class I learned...

2. The most valuable/important/essential part of the class for me was...

3. I think this class should have been changed...

4. I rate the material covered in this week as...  
(circle one)

1	2	3	4	5
low				high

5. I rate the instructor ( \_\_\_\_\_ )...  
instructor's name

1	2	3	4	5
low				high

6. My current overall satisfaction with this course--classroom and lab--rates...

1	2	3	4	5
low				high

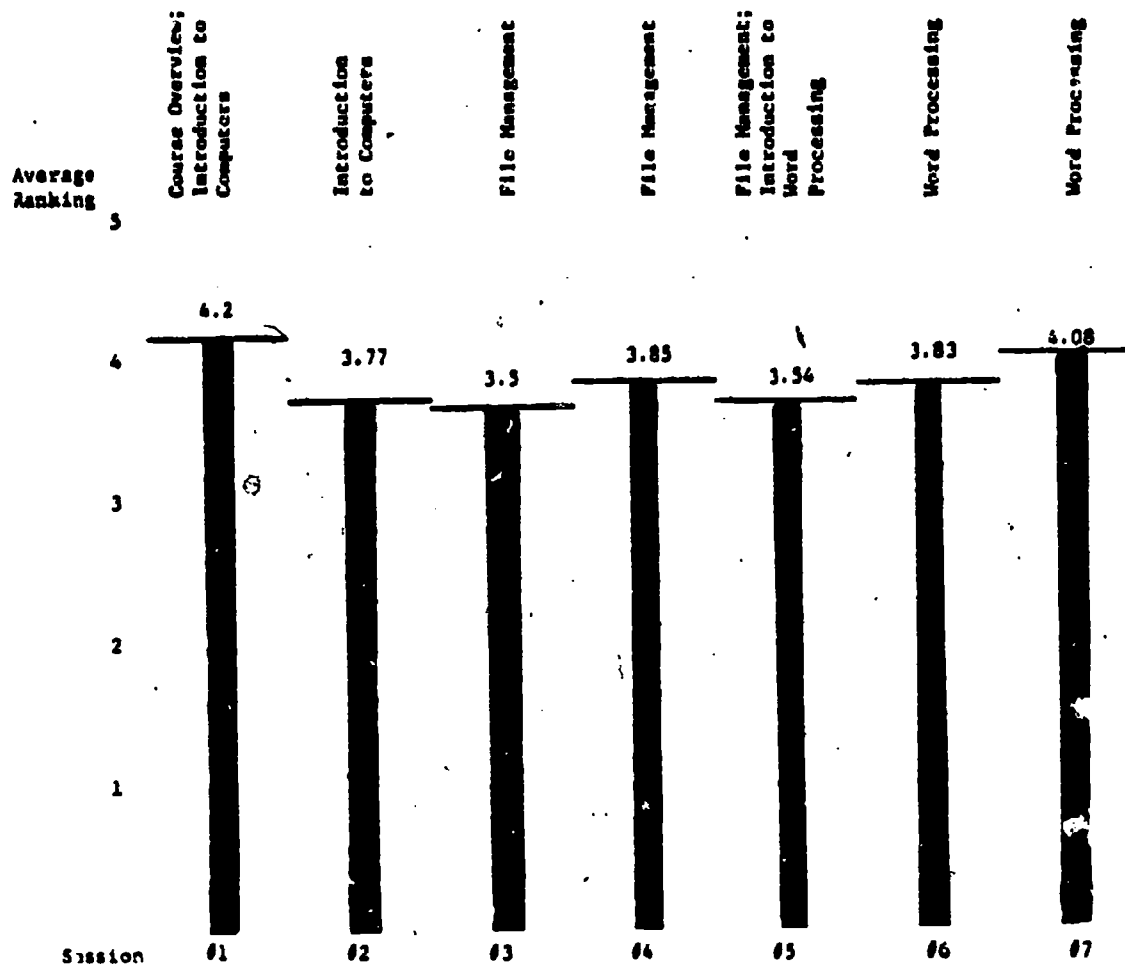
7. Comments:

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GRAPH 1 - STUDENT SATISFACTION WITH MATERIAL COVERED IN CLASS



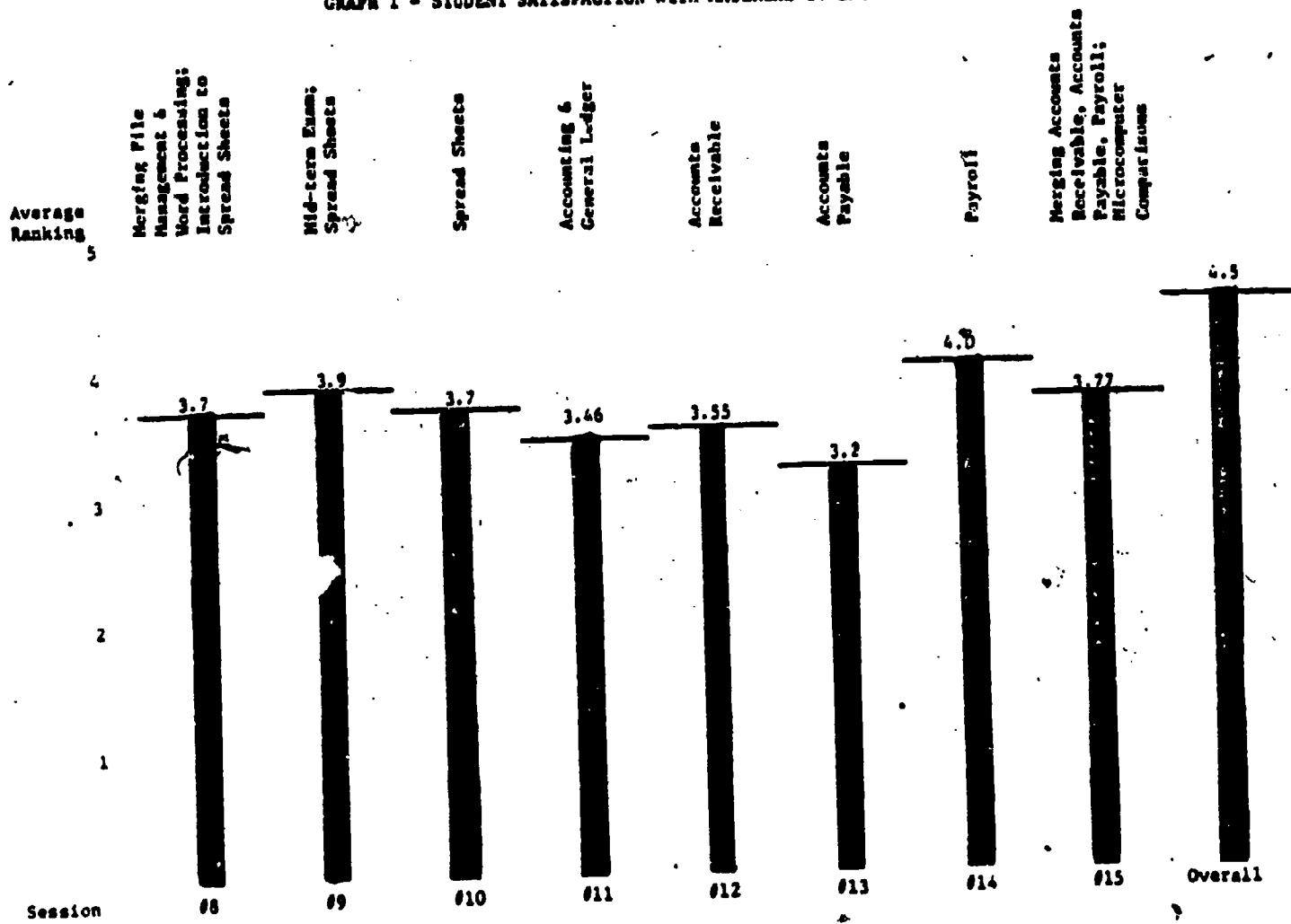
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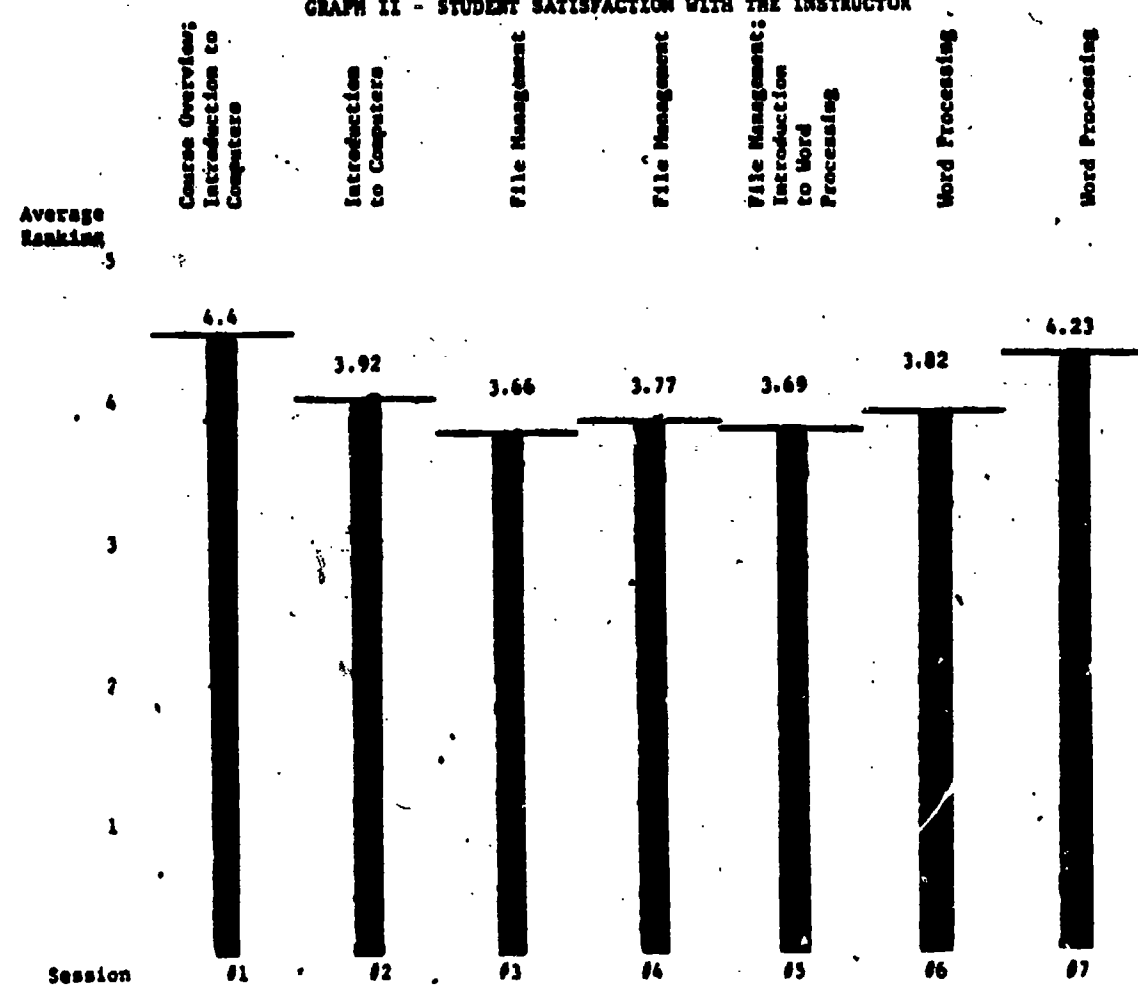
GRAPH I - STUDENT SATISFACTION WITH MATERIAL COVERED IN CLASS



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GRAPH II - STUDENT SATISFACTION WITH THE INSTRUCTOR



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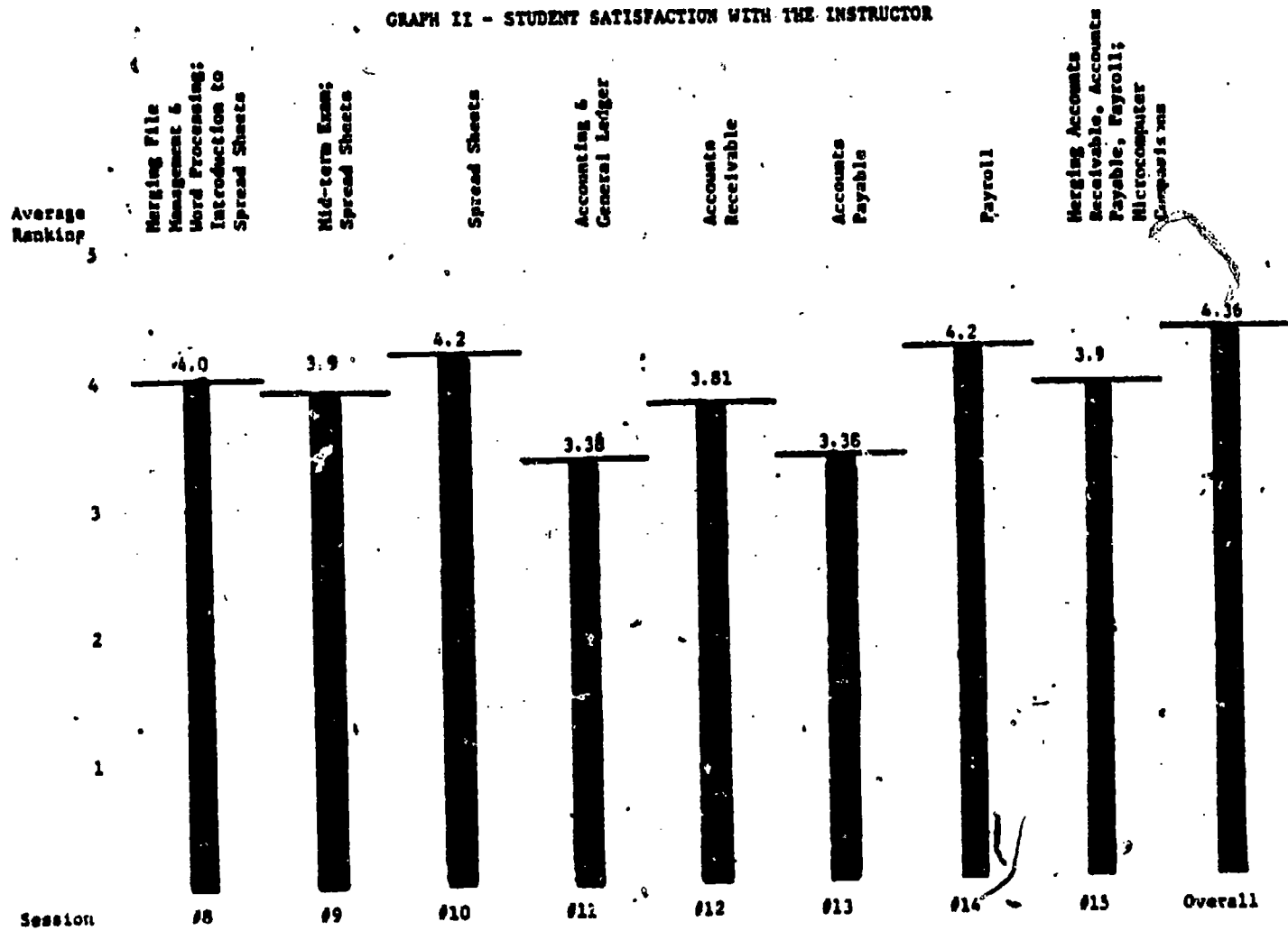


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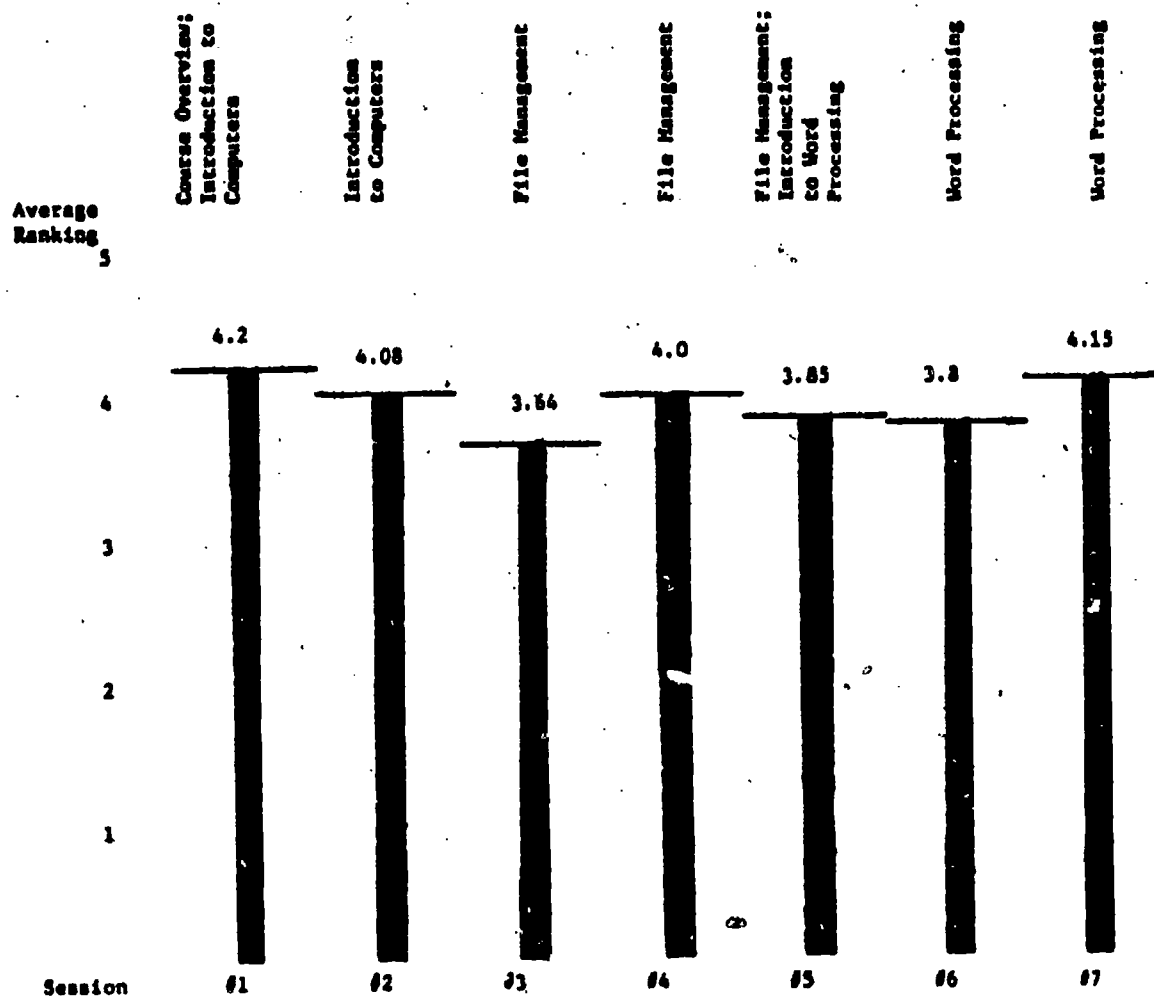
GRAPH II - STUDENT SATISFACTION WITH THE INSTRUCTOR



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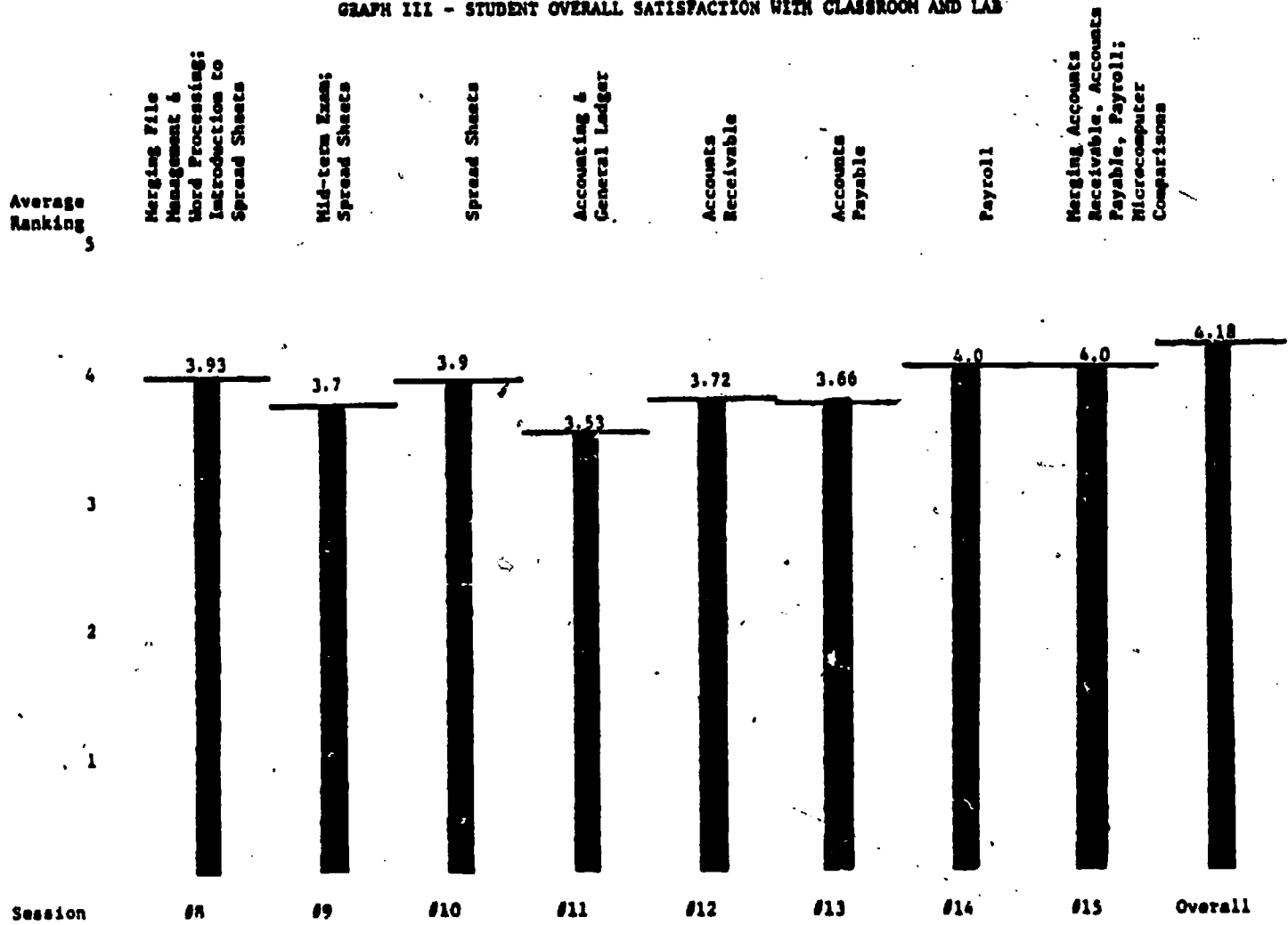
GRAPH III - STUDENT OVERALL SATISFACTION WITH CLASSROOM AND LAB



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GRAPH III - STUDENT OVERALL SATISFACTION WITH CLASSROOM AND LAB



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**SAN ANTONIO COLLEGE  
CHILD DEVELOPMENT  
DEPARTMENT**

**ONE-YEAR  
CERTIFICATE**

**IN**

**CHILD CARE  
ADMINISTRATION**



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Leap into the future....



The One-Year Certificate in Child Care Administration is designed for professional growth of child care administrators. Prerequisites for entry into this program include:

AAS Degree in Child Development  
or

AAS Degree in CD/Special Child  
or

One-Year Certification in Child Development and a CDA Credential  
or

Special approval by the CD Chairperson as recommended by a departmental admissions committee.

COURSE

FIRST SEMESTER

**CHD 2309: Communications, Value Clarification and Programming Issues - 3 Semester Hours** - Understanding and developing interpersonal communication skills with peers, supervisors, children and parents; advanced observation and technical writing skills development. Understanding and practice in multicultural communications, value clarification and other on-the-job programming issues.

**CHD 1317: Child Care Administration I - 3 Semester Hours** - Establishing, managing and directing a preschool program including writing philosophy, personnel and parent policies. Prerequisites: CHD 1304.

**CHD 1322: Introduction to the Special Child - 3 Semester Hours** - History and role of paraprofessionals who work with disabled children, focusing on personal and professional competence. Causes and classification of handicapping conditions including mental, physical, emotional and sensory disabilities. Principles and methods of observation. Three lecture and three observation hours per week.

**BT 1317: Elementary Accounting - 3 Semester Hours** - Record keeping and accounting procedures used in business. Practice in entering daily transactions, using standard accounting records and preparing financial statements.

**DP 2358: Microcomputer Software - 3 Semester Hours** - The use of microcomputer software packages. Students will be using VISICALC, data base, and word processing software systems, including interaction of these systems for small business environments. Three lecture and one laboratory hour per week.

SECOND SEMESTER

**CHD 2312: The Gifted and Talented Young Child - 3 Semester Hours** - Defining and classifying giftedness. Identifying the preschool gifted and talented child. Understanding their characteristics and special needs. Designing appropriate educational programs with emphasis on a nonsexist, multicultural, affective base. Three lecture hours, and one lab hour per week. Prerequisite: CHD 1301.

**CHD 1320: Advanced Child Care Administration - 3 Semester Hours** - Practical application of microcomputers in financial, personnel and client records management. Theory and practice of supervision of child-care staff. Three lecture hours and 1 hour per week of supervised laboratory experience. Prerequisites: DP 2358, CHD 1317, BT 1317.

**CHD 1321: Advanced Child Care Administration Field Experience - 3 Semester Hours** - Practical on-the-job experience in developing and/or improving administrative decision-making, supervisory, and general small business management skills. Directed learning experiences according to individual student needs. One hour seminar and 12 hours of field experience per week. Prerequisite: CHD 1317.

**MGMT 2310: Supervisory Management - 3 Semester Hours** - Principles and human relations in supervision of personnel. Employee instruction on the job, group behavior in work situations, and the relationship of motivation to productivity. Prerequisite: Mid-Management 1301 or consent of instructor.

Elective - 3 Semester Hours

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MICROCOMPUTER USES IN CHILD-CARE ADMINISTRATION

OUTLINE OF RESOURCE GUIDES

PREFACE

Chapter I. Background

- Technology - Historical analysis of problem solving technology
- Learning Experiences

Chapter II. Introduction to microcomputers

- Why a computer
- What is a computer?
- How a computer works
- Hardware and software
- Getting started on the microcomputer

Chapter III Word processing on the microcomputer

- Word processing for child care administrators - pretest
- An introduction to word processing on the microcomputer
- Word processing application in the child care profession
- Analyzing word processing needs in the child care setting
- Getting ready to use the word processing program
- Using the word processing program
- Keying in a letter using word processing
- Editing a letter
- Editing using block-actions
- Review and introduction to advanced word processing
- Use the proofread program
- Advanced word processing - using special commands

- Computerizing children's records
- Managing correspondence - multiple mailings
- Managing word processing files on the microcomputer

**Chapter IV File Management - Data Base Management Program**

- Definition and background information - Pretest
- An Introduction to file management on the microcomputer
- Application of file management to the child care setting
- Using the file management program

**Chapter V. Electronic Spreadsheet Program**

- Definition and background information - Pretest
- Applications - Learning experience

**Chapter VI. Accounting Program**

- General ledger
- Accounts Receivable
- Accounts Payable
- Payroll

**Chapter VII. Basic Considerations in Successful Automation**

- Factors to consider in purchasing a computer
- Legal issues in computer acquisition
- Is system expansion important?

**Chapter VIII. Beyond Administration**

- Early childhood education and computers
- Preschool computer literacy - the pro side
- Preschoolers and computers - the negative side
- Guidelines for introducing preschool children to computer.