# Correlation of
# *Child Development: Early Stages Through Age 12*

## to Pre-PAC

## Domains and Competencies
## *Early Childhood Education*

The American Association of Family and Consumer Sciences (AAFCS) in collaboration with AAFCS members and business, industry, and education leaders developed the *Pre-Professional Assessment and Certification (Pre-PAC) Program*. AAFCS administers these standards-based assessments for pre-professionals in family and consumer sciences career areas. The background sources used in developing these assessments are driven by the industry standards with input from business and industry leaders, the NASAFACS National Standards for Family and Consumer Sciences, and the Career Clusters Initiative.

The following chart correlates the domains and competencies of the *Early Childhood Education* Pre-PAC assessment with the content of **Child Development: Early Stages Through Age 12**. For each competency, the chart lists the chapter number(s) that identify the content location. (*Note:* Because students may learn content that addresses these competencies through one or more courses, the chart identifies other Goodheart-Willcox textbooks that support the competencies.)

After studying the content of this text, students will be able to achieve the following competencies:

## Domain 1: Career Paths

| Competency 1A<br><br>**Explain the roles and functions of individuals engaged in early childhood, education, and services.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **1.A.1** | Roles of child care employees | Ch. 1, 22, 24, 25 |
| **1.A.2** | Roles of child care center directors | Ch. 24, 25 |
| **1.A.3** | Role of parents engaged in early childhood services | Ch. 24 |
| **1.A.4** | Confidentiality | Ch. 25 |
| **1.A.5** | Handling communications | Ch. 24 |
| **1.A.6** | Conducting program and personnel evaluations | Ch. 24 |
| **1.A.7** | Handling complaints | Ch. 14 |
| **1.A.8** | Child advocacy | Ch. 25 |
| **1.A.9** | Establishing the facility's environment | Ch. 24 |
| **1.A.10** | Management of a facility | Ch. 25 |
| **1.A.11** | Continuing education | Ch. 25 |

| Competency 1B<br><br>**Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **1.B.1** | Opportunities in child care centers | Ch. 24, 25 |
| **1.B.2** | Opportunities through Head Start or similar government programs/agencies | Ch. 24, 25 |
| **1.B.3** | Opportunities in family child care | Ch. 24, 25 |
| **1.B.4** | Opportunities in employer-provided child care | Ch. 24 |
| **1.B.5** | Opportunities in faith-based child care | Ch. 24 |
| **Competency 1C**<br><br>**Identify the personal qualities and abilities needed to be effective with children.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **1.C.1** | Knowledge of child development | Ch. 1, 2, 25 |
| **1.C.2** | Communication skills required | Ch. 3, 9, 12, 15, 18, 19, 22, 23, 24, 25 |
| **1.C.3** | Attitudes and dispositions | Ch. 3, 14, 16, 17, 19, 23, 24, 25 |
| **1.C.4** | Demonstrating initiative and confidence in working with children | Ch. 1, 24, 25 |
| **1.C.5** | Being dependable, committed, and consistent | Ch. 10, 13, 16, 19, 23 |
| **1.C.6** | Having a commitment to and compassion toward children | Ch. 1, 19, 24, 25 |
| **1.C.7** | Physical requirements and abilities | Ch. 24 |

| Competency 1D | Text Concepts |
|---|---|
| **Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.** | **(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **1.D.1** | Center or program directors | Ch. 24, 25 |
| **1.D.2** | Associate teachers | Ch. 25 |
| **1.D.3** | Licensed or certified teachers | Ch. 2, 23, 25 |
| **1.D.4** | Certified specialists | Ch. 25 |
| **1.D.5** | Curriculum specialists | Ch. 25 |

| Competency 1E | Text Concepts |
|---|---|
| **Analyze the effects of early childhood, education, and services on local, state, national, and global economies.** | **(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **1.E.1** | Benefits for employers and businesses | Ch. 7, 24 |
| **1.E.2** | Future need or outlook for child care employees | Ch. 24, 25 |
| **1.E.3** | Role of dual-earner, dual-career parents and families | Ch. 3, 22, 25 |
| **1.E.4** | Role and impact of quality child care | Ch. 22, 23, 24 |

| Competency 1F<br><br>**Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **1.F.1** | Developing a résumé | Ch. 25 |
| **1.F.2** | Job interview skills | Ch. 25 |
| **1.F.3** | Opportunities for job shadowing and internships | Ch. 25 |
| **1.F.4** | Components of a portfolio | Ch. 25, College and Career Portfolio activities in every chapter review |
| **Competency 1G**<br><br>**Analyze the role of professional organizations in education and early childhood.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **1.G.1** | Membership, benefits, and professional development through professional associations and organizations | Ch. 25 |
| **1.G.2** | Professional associations and organizations related to early childhood (i.e., National Association for the Education of Young Children; Association for Childhood Education International; Family Child Care Association) | Ch. 24, 25 |
| **1.G.3** | Role and purpose of Head Start and similar programs | Ch. 24 |
| **1.G.4** | Advocacy efforts on behalf of children | Ch. 1, 10, 15, 18, 22, 23, 24, 25 |

# Domain 2: Developmentally Appropriate Practices

| Competency 2A<br><br>**Analyze child development theories and their implications for educational and childcare practices.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **2.A.1** | Cognitive development: Jean Piaget | Ch. 1, 2, 9, 12, 15, 16, 18, 19, 20 |
| **2.A.2** | Psychosocial development: Erik Erikson | Ch. 1, 4, 8, 10, 13, 16, 19, 20 |
| **2.A.3** | Moral development: Lawrence Kohlberg | Ch. 16, 19 |
| Competency 2B<br><br>**Apply a variety of assessment methods to observe and interpret children's growth and development.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **2.B.1** | Rating scales | Ch. 7, 23 |
| **2.B.2** | Observation (formal and informal) | Ch. 1, Observations activities in every chapter review |
| **2.B.3** | Appropriate documentation | Ch. 1, 22, 23, 24 |
| **2.B.4** | Checklists | Ch. 5, 6, 15, 18, 24 |
| **2.B.5** | Anecdotal records and reports | Ch. 24 |
| **2.B.6** | Participation charts | Ch. 24 |
| **2.B.7** | Developmental norms and milestones | Ch. 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23 |

| Competency 2C | Text Concepts |
|---|---|
| **Analyze cultural and environmental influences when assessing children's development.** | **(Related Text Components)** <br><br> To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **2.C.1** Gender equality and discrimination | Ch. 16, 19, 24 |
| **2.C.2** Sensitive periods of child development | Ch. 2, 9, 12, 14, 22 |
| **2.C.3** Attachment patterns | Ch. 10, 13, 16, 22, 24 |
| **2.C.4** Nature vs. nurture | Ch. 1, 2, 4, 5, 11 |
| **2.C.5** Importance of environments (encouraging, affectionate, etc) | Ch. 1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23 |
| **Competency 2D** | **Text Concepts** |
| **Analyze abilities and needs of children and their effects on children's growth and development.** | **(Related Text Components)** <br><br> To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **2.D.1** Physical needs of children | Ch. 1, 8, 11, 14, 17, 21, 22 |
| **2.D.2** Emotional needs of children | Ch. 1, 10, 13, 16, 19, 22 |
| **2.D.3** Social needs of children | Ch. 1, 10, 13, 16, 19, 22 |
| **2.D.4** Cognitive needs of children | Ch. 1, 2, 9, 12, 15, 18, 20, 22 |
| **2.D.5** Self-help skills | Ch. 13, 14, 15, 16, 23, 24 |

| Competency 2E<br><br>**Analyze strategies that promote children's growth and development.** | | **Text Concepts**<br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **2.E.1** | Solitary play | Ch. 20 |
| **2.E.2** | Parallel play | Ch. 20 |
| **2.E.3** | Cooperative play | Ch. 20 |
| **2.E.4** | Associative play | Ch. 20 |
| **2.E.5** | Appropriate books and toys | Ch. 2, 4, 9, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22 |
| **2.E.6** | Use of learning centers | Ch. 20, 24 |

# Domain 3: Curriculum and Instruction

| Competency 3A<br><br>**Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests.** | | **Text Concepts**<br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **3.A.1** | Learning objectives | Ch. 18, 24 |
| **3.A.2** | Instructional strategies | Ch. 9, 12, 15, 18, 23, 24 |
| **3.A.3** | Behavioral objectives | Ch. 10, 13, 16, 19, 23, 24 |
| **3.A.4** | Conditions of performance | Ch. 18, 24 |
| **3.A.5** | Developmental goals | Ch. 9, 12, 15, 18, 24 |
| **3.A.6** | Lesson plans and block plans | Ch. 24 |
| **3.A.7** | Discovery models | Ch. 2, 18, 24 |
| **3.A.8** | Instructional models | Ch. 2, 18, 24 |

| **Competency 3B**<br><br>**Implement learning activities in all curriculum areas that meet the developmental needs of children.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **3.B.1** | Activities that promote gross motor development | Ch. 8, 9, 11, 12, 14, 15, 17, 20, 23, 24 |
| **3.B.2** | Activities that promote fine motor development | Ch. 8, 11, 12, 14, 16, 17, 20, 23, 24 |
| **3.B.3** | Activities that promote eye-hand coordination | Ch. 11, 14, 17, 20 |
| **3.B.4** | Creative activities (i.e., building, art, sculpting, etc.) | Ch. 12, 14, 15, 16, 17, 18, 20, 24 |
| **Competency 3C**<br><br>**Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **3.C.1** | Developmental curriculum | Ch. 2, 23, 24 |
| **3.C.2** | Multicultural curriculum | Ch. 2, 23, 24 |
| **3.C.3** | Art and creative curriculum | Ch. 2, 20, 23, 24 |
| **3.C.4** | Use of math, science, language, and social studies in everyday learning | Ch. 2, 20, 24 |
| **3.C.5** | Use of visual, tactile, and kinesthetic activities | Ch. 2, 20, 24 |

| **Competency 3D** **Demonstrate a variety of teaching methods to meet individual needs of children.** | | **Text Concepts** **(Related Text Components)** To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **3.D.1** | Direct learning experiences | Ch. 2, 9, 12, 15, 18, 20, 23, 24 |
| **3.D.2** | Indirect learning experiences | Ch. 2, 9, 12, 15, 18, 20, 23, 24 |
| **3.D.3** | Questioning techniques | Ch. 2, 9, 12, 15, 18, 20, 23, 24 |
| **Competency 3E** **Arrange learning centers that provide for children's exploration, discovery, and development.** | | **Text Concepts** **(Related Text Components)** To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **3.E.1** | Manipulation | Ch. 2, 15, 18, 20, 24 |
| **3.E.2** | Reading | Ch. 2, 15, 18, 20, 24 |
| **3.E.3** | Dramatic play | Ch. 2, 15, 18, 20, 24 |
| **3.E.4** | Art | Ch. 2, 15, 18, 20, 24 |
| **3.E.5** | Math | Ch. 2, 15, 18, 20, 24 |
| **3.E.6** | Sensory | Ch. 2, 15, 18, 20, 24 |
| **3.E.7** | Science | Ch. 2, 15, 18, 20, 24 |

| Competency 3F<br><br>**Establish activities, routines, and transitions.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **3.F.1** | Importance of routines | Ch. 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24 |
| **3.F.2** | Seamless transitions | Ch. 2, 3, 4, 5, 6, 7, 10, 13, 16, 19, 23, 24 |
| **3.F.3** | Examples of routines, transitions, and procedures | Ch. 2, 3, 4, 5, 6, 7, 10, 13, 16, 19, 21, 22, 23, 24 |
| **3.F.4** | Integrating activities | Ch. 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24 |

## Domain 4: Learning Environment

| Competency 4A<br><br>**Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **4.A.1** | Space that encourages exploration and experimentation | Ch. 2, 20, 24 |
| **4.A.2** | Requirements for adequate space | Ch. 21, 24 |
| **4.A.3** | Learning center placement and maintenance | Ch. 24 |
| **4.A.4** | Use and care of fire extinguishers | —— |

| Competency 4B<br><br>**Apply safe and healthy practices that comply with state regulations.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **4.B.1** | Health policies of facility | Ch. 21 |
| **4.B.2** | Temperature of children | Ch. 21 |
| **4.B.3** | Types of thermometers | —— |
| **4.B.4** | Communicable diseases | Ch. 21 |
| **4.B.5** | Burns | Ch. 21 |
| **4.B.6** | Head lice | Ch. 21 |
| **4.B.7** | Abrasions, fractures, strains, and sprains | Ch. 21 |
| **4.B.8** | Diabetes | Ch. 5, 6, 21 |
| **4.B.9** | CPR | Ch. 21 |
| **4.B.10** | Heimlich Maneuver | Ch. 21 |
| **Competency 4C**<br><br>**Implement strategies to teach children health, safety, and sanitation habits.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **4.C.1** | Appropriate eating practices | Ch. 5, 8, 11, 14, 17 |
| **4.C.2** | MyPlate guidelines | Ch. 5, 8, 11, 14, 17 |
| **4.C.3** | Nutritious snacks | Ch. 11, 14, 17 |
| **4.C.4** | Chronic and acute health problems of children | Ch. 7, 21 |

| Competency 4D<br><br>**Plan safe and healthy meals and snacks.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **4.D.1** | Nutrients and their functions | Ch. 5, 8, 11, 14, 17 |
| **4.D.2** | MyPlate guidelines | Ch. 5, 8, 11, 14, 17 |
| **4.D.3** | Food groups and examples of representative foods | Ch. 5, 8, 11, 14, 17 |
| Competency 4E<br><br>**Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **4.E.1** | Neglect | Ch. 22 |
| **4.E.2** | Emotional abuse | Ch. 22 |
| **4.E.3** | Physical abuse | Ch. 22 |
| **4.E.4** | Sexual abuse | Ch. 22 |
| **4.E.5** | Malnutrition | Ch. 17 |
| **4.E.6** | Privacy laws | Ch. 6, 25 |
| **4.E.7** | Proper documentation | Ch. 22 |
| **4.E.8** | Reporting procedures | Ch. 22 |

| Competency 4F<br><br>**Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| --- | --- | --- |
| **4.F.1** | Procedures for emergencies | Ch. 21 |
| **4.F.2** | Health inspections | ––– |
| **4.F.3** | Communicable diseases | Ch. 21 |
| **Domain 5: Positive Relationships with Children** | | |
| **Competency 5A**<br><br>**Apply developmentally appropriate guidelines for guiding children's behavior.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **5.A.1** | Direct and indirect guidance techniques | Ch. 4, 13, 16, 19 |
| **5.A.2** | Use of warnings | Ch. 4, 13, 16, 19 |
| **5.A.3** | Use of discipline | Ch. 4, 13, 16, 19 |
| **Competency 5B**<br><br>**Demonstrate problem-solving skills with children.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **5.B.1** | Framing children's choices | Ch. 3, 4, 13, 16, 19, 24 |
| **5.B.2** | Using positive guidance to handle sensitive situations | Ch. 3, 4, 13, 16, 19, 24 |
| **5.B.3** | Developing self-control | Ch. 3, 4, 13, 16, 19 |

| **Competency 5C** **Demonstrate interpersonal skills that promote positive and productive relationships with children.** | | **Text Concepts** **(Related Text Components)** To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **5.C.1** | Positive caregiver attitudes | Ch. 1, 10, 13, 16, 19, 20, 22, 24 |
| **5.C.2** | Positive caregiver actions | Ch. 1, 5, 10, 13, 16, 19, 20, 22, 24 |
| **5.C.3** | Nurturing environment | Ch. 1, 2, 5, 7, 13, 16, 19, 20, 22, 24 |
| **5.C.4** | Positive teacher/child interactions | Ch. 1, 2, 10, 13, 16, 19, 20, 24 |
| **5.C.5** | Active listening | Ch. 1, 2, 3, 9, 12, 15, 18, 20, 24, 25 |
| **5.C.6** | Tone of voice | Ch. 10, 13, 16, 19, 23 |
| **Competency 5D** **Implement strategies for constructive and supportive interactions between children and families.** | | **Text Concepts** **(Related Text Components)** To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **5.D.1** | Setting limits | Ch. 3, 13, 16, 19, 20, 21, 23, 24 |
| **5.D.2** | Dealing with undesirable behavior | Ch. 3, 13, 16, 19, 20, 21, 22, 23, 24 |
| **5.D.3** | Evaluating situations and selecting appropriate strategy | Ch. 3, 13, 16, 19, 20, 21, 22, 23, 24 |
| **5.D.4** | Strategies that prevent behavior problems | Ch. 3, 13, 16, 19, 20, 21, 22, 23, 24 |

| Competency 5E<br><br>**Analyze children's developmental progress and summarize developmental issues and concerns.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **5.E.1** | Use of questioning to increase child's knowledge | Ch. 2, 9, 12, 15, 18 |
| **5.E.2** | Appropriate skills for age group | Ch. 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23 |
| **5.E.3** | Appropriate skills for developmental stages | Ch. 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23 |

## Domain 6: Professional Practices and Standards

| Competency 6A<br><br>**Utilize opportunities for continuing training and education.** | | **Text Concepts**<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **6.A.1** | Safe environment changes | Ch. 20, 21, 22, 23, 24, 25 |
| **6.A.2** | Child advocacy | Ch. 22, 25 |
| **6.A.3** | Legislation and regulation | Ch. 1, 23, 24, 25 |
| **6.A.4** | New practices and techniques | Ch. 25 |
| **6.A.5** | Professional development | Ch. 25 |
| **6.A.6** | Professional association membership | Ch. 25 |
| **6.A.7** | Teacher mentors | Ch. 15, 25 |
| **6.A.8** | Child Development Associate (CDA) | Ch. 1, 24, 25 |

| Competency 6B<br><br>Apply professional ethical standards as accepted by the recognized professional organizations. | | Text Concepts<br><br>(Related Text Components)<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **6.B.1** | Privacy laws | Ch. 24, 25 |
| **6.B.2** | Collaboration | Ch. 24, 25 |
| **6.B.3** | Teamwork | Ch. 23, 24, 25 |
| **6.B.4** | Professional practices and standards | Ch. 24, 25 |
| **6.B.6** | NAEYC Code of Ethics | Ch. 24, 25 |
| **6.B.6** | Benefits of participation in professional associations | Ch. 24, 25 |
| Competency 6C<br><br>Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs. | | Text Concepts<br><br>(Related Text Components)<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **6.C.1** | Confidentiality | Ch. 1, 6, 25 |
| **6.C.2** | Special needs | Ch. 23 |
| **6.C.3** | Reporting of accidents | Ch. 21 |
| **6.C.4** | Safe environments | Ch. 21 |
| **6.C.5** | Facility, grounds, and equipment | Ch. 24 |
| **6.C.6** | Licensing standards | Ch. 24 |
| **6.C.7** | Minimum requirements for space, equipment, children, and nutrition | Ch. 24 |

| Competency 6D | Text Concepts |
|---|---|
| **Demonstrate enthusiasm, initiative, and commitment to programs goals and improvements.** | **(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **6.D.1** | NAEYC core values | Ch. 25 |
| **6.D.2** | Implementation of program goals | Ch. 2, 24 |
| **6.D.3** | Activities that encourage program goal achievement | Ch. 2, 24 |

| Competency 6E | Text Concepts |
|---|---|
| **Apply business management skills to planning businesses in early childhood, education, and services.** | **(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Child Care Administration* |
| **6.E.1** | Tuition and fees | Ch. 22 |
| **6.E.2** | Writing proposals | ——— |
| **6.E.3** | Profit-loss statements | ——— |
| **6.E.4** | Wage hour laws | ——— |
| **6.E.5** | Net and gross wages | ——— |
| **6.E.6** | Payroll deductions | ——— |
| **6.E.7** | Tax forms and fees | ——— |
| **6.E.8** | Insurance | ——— |
| **6.E.9** | Accreditation standards | Ch. 24 |
| **6.E.10** | Licensing | Ch. 24 |
| **6.E.11** | Employee/child ratio | Ch. 24 |

## Domain 7: Family and Community Involvement

| Competency 7A<br><br>**Demonstrate an understanding of the diversity in family units and roles.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **7.A.1** | Enrollment procedures | —— |
| **7.A.2** | Cultural differences in behavior | Ch. 3 |
| **7.A.3** | Sensitivity to various family structures and situations | Ch. 3 |
| **7.A.4** | Sensitivity to family economic situations | Ch. 3 |
| Competency 7B<br><br>**Plan communication strategies to strengthen parent/child care provider relationships.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **7.B.1** | Procedures in the facility | Ch. 24 |
| **7.B.2** | Guidance techniques used in the facility | Ch. 24 |
| **7.B.3** | Routines of the center | Ch. 24 |
| **7.B.4** | Regulations of the center | Ch. 24 |
| **7.B.5** | Formal and informal parent contact | Ch. 24 |
| **7.B.6** | Appropriate information to be discussed | Ch. 24 |

| Competency 7C<br><br>**Determine community resources available to children and their families.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
|---|---|---|
| **7.C.1** | Parent and community volunteers | Ch. 6, 22, 25 |
| **7.C.2** | Employee and community relationships | Ch. 22, 25 |
| **7.C.3** | Community services | Ch. 6, 22, 25 |
| Competency 7D<br><br>**Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.** | | Text Concepts<br><br>**(Related Text Components)**<br><br>To address more of the concepts covered by this competency, see the G-W text *Working with Young Children* |
| **7.D.1** | Parent conferences | Ch. 24 |
| **7.D.2** | Parent group discussions | Ch. 4, 24 |
| **7.D.3** | Community involvement | Ch. 24 |